

opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 34, 2018, Especial N°

17

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Finger Family Collection YouTube Videos Nursery Rhymes Impact on Iraqi EFL Pupils' Performance in Speaking Skills

Fatima Rahim Abdul Hussein Al-Mosawi

College of Basic Education, English Department, Misan University
info@uomisan.edu.iq

Abstract

This study aims at finding out finger family collection YouTube videos nursery rhymes impact on Iraqi EFL Pupils' Performance in speaking skills. To achieve the aims of the study, null hypotheses have been put on after being subjected to experiment. The results show that there is no a significant statistical difference between the mean scores of the development of the experimental group taught by finger family collations YouTube videos. In conclusion, Family Finger can be considered as an activity style in teaching English for third Primary pupils, because of the positive effect on the development of English language skills.

Keywords: Family Collection, YouTube Videos, Speaking.

Colección de Videos YouTube Nursery Rhymes de la familia Finger e Impacto en el rendimiento de los alumnos de EFL iraquíes en habilidades de expresión oral

Resumen

El objetivo de este estudio es descubrir el impacto de las rimas infantiles de los videos de YouTube de la colección de la familia de los dedos en el rendimiento de los alumnos de EFL iraquíes en la capacidad de hablar. Para lograr los objetivos del estudio, se han presentado hipótesis nulas después de haber sido sometidas a un experimento. Los resultados muestran que no existe una diferencia

estadística significativa entre los puntajes promedio del desarrollo del grupo experimental enseñados por videos de YouTube de colaciones familiares. En conclusión, Family Finger puede considerarse como un estilo de actividad en la enseñanza de inglés para alumnos de la tercera primaria, debido al efecto positivo en el desarrollo de las habilidades del idioma inglés.

Palabras clave: Colección familiar, Videos de YouTube, Hablando.

1. INTRODUCTION

1.1. The Problem of the Study and its Significance

The Iraqi pupils, especially at the primary school, suffer from many difficulties in learning English as a foreign language because many teachers tend to take the lion's share of the practice at the learners' expense. Some teachers think that nursery rhymes are a waste of time and prefer not to use them in the classroom since nursery rhymes sometimes have been considered only for fun, also they believe that the pupil loses all desire to sing songs. Added to this, there are no studies interested in the influence of using educational nursery rhymes on the development of English language skills in the elementary stage. You tube songs and rhymes for young pupils have been passed down for generations. They are fun, Pupils love them, and they provide a warm, nurturing experience between parents and child. What teachers may not be aware of as they recite simple nursery rhymes or sing songs with children is their enormous educational value. Through the researcher's experience, they confirm that it is difficult for the pupils to

receive the English language speaking and apply practically and functionally. In addition to that English teachers always complain of the low level of pupils' performance in English. All this, in turn, triggered the researchers to conduct this study which is based on Teaching speaking, to give students an opportunity to use it practically. The researchers hope that this study will contribute to improving the students' level in speaking and also in providing teachers with an effective technique. To sum up, this study is expected to be of significance as an attempt to identify the most efficient equipment for TEFL in elementary level.

1.2. Research Questions

Are finger family collection YouTube videos nursery rhymes impact on Iraqi EFL Pupils' Performance in speaking skills? Are there statistically significant differences at ($\alpha > 0.05$) between students' mean scores of the control group and the experimental group in the Performance?

1.3. The Aim of the Study

Finding out finger family collection YouTube videos nursery rhymes impact on Iraqi EFL Pupils' Performance in speaking skills.

1.4. The Hypotheses

The following hypotheses are derived from the main question:

1. There are statistically significant differences at ($\alpha > 0.05$) between students' mean scores of pre and post application of the achievement test of the experimental group in favor of post-test.
2. There are statistically significant differences at ($\alpha > 0.05$) between students' mean scores of the control group and the experimental group in the achievement test in favor of the experimental group

1.5. Value of the study

The value of the study is useful in the following facts:

1. The importance of finger family collection YouTube videos nursery rhymes impact on Iraqi EFL Pupils' Performance in speaking skills.
2. Providing researches and studies students with the results of the current studies, tools and the procedure for conducting similar studies in the future studies.
3. Providing the local libraries with a humble scientific effort.

1.6. Limits of the Study

The current research is limited to:

1. A sample of the third stage of primary school (male) pupils in the Masin city, during the second term of the academic year 2017-2018.
2. The you-tube videos lessons based nursery rhymes as a family finger in the third primary.
3. Speaking skills, as established in the curriculum English For Iraq (unit 5.6.7,8) for the control group and Family Finger for the experimental group.

1.7. Definition of the Terms

1.7.1. You-Tube

It is an ideal vehicle to teach world English and expose students to a variety of English dialects (Watkins et al., 2011).

1.7.2. Finger Family

(Sometimes called Daddy Finger) is one of the popular nursery rhymes about fingers with a family on it that features Daddy Finger as the thumb/first finger, Mommy Finger as the second finger, Brother Finger as the third finger, Sister Finger as the fourth finger and Baby Finger as the fifth finger.

1.7.3. Speaking Skill

Luoma (2004) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves.

2. THEORETICAL BACKGROUND

2.1. The History of Nursery Rhymes

Rhymes is to entertain young children and soothe babies. It is believed that the earliest nursery rhymes were created before the 1600s. The first rhymes belong to the oral tradition; they were passed on by word of mouth from generation to generation. Many nursery rhymes, however, were not originally created for children. Instead, some came from parts of adult songs, while others originated from the catchy calls of street peddlers. Some even originated from old religious

traditions. Over time, nursery rhymes became part of the daily lives of children; they recited those rhymes at home, in school, and at play in the streets. Some nursery rhymes follow the scheme of using couplets—the last words of the first two lines rhyme; the last words of the last two lines rhyme—or use the a a b b rhyme structure. This type of rhyme scheme is presented in the following example:

Little bird of paradise,

She works her work both neat and nice;

She pleases God, she pleases man,

She does the work that no man can.

(Opie, 1997; Carpenter & Prichard, 1984; Turco, 2000).

Along with the amusing rhyme this sort of poetry has, it usually has a strong sense of rhythm. The rhythm of nursery rhymes is often like the beat of drums. This beat keeps the poem active and moving forward. As with most verse, the combination of stressed and unstressed syllables of a nursery rhyme determines the rhythm. According to Bodden (2010), Nursery rhymes usually do not follow a specific rhythm. Reading them out loud can help one identify its rhythm. In fact, since nursery rhymes were originally passed along orally, they are usually meant to be heard rather than simply seen on a page.

2.3. Finger Family and its Effect of Speaking Skill?

Finger Family (sometimes called Daddy Finger) is one of the popular nursery rhymes about fingers with a family on it that features Daddy Finger as the thumb/first finger, Mommy Finger as the second finger, Brother Finger as the third finger, Sister Finger as the fourth finger and Baby Finger as the fifth finger. The origin and spread of the Finger Family rhyme are currently unknown but on May 25, 2007, on the internet, Leehosook uploaded a video simply called Finger Family which became the very first Finger Family video ever made on YouTube. Throughout many years, there were Finger Family videos and other nursery rhyme videos uploaded on YouTube and Daily motion around the internet at the same time.

Daddy finger, Daddy finger, where are you? Here I am, here I am. How do you do?

Mommy finger, Mommy finger, where are you? Here I am, here I am. How do you do?

Brother finger, Brother finger, where are you? Here I am, here I am. How do you do?

Sister finger, Sister finger, where are you? Here I am, here I am. How do you do?

Baby finger, Baby finger, where are you. Here I am, here I am.
How do you do?



Figure 1. Finger Family videos and other nursery rhyme videos uploaded on YouTube (Google)

On the other hand, Speaking among the other foreign language skills (listening, reading and writing) seems intuitively the most important one. As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively supported since it enables pupils s to make connections between what they know and what they are learning, and it is the one through which they are going to be judged while the first impressions are being formed, that is why according to Ur many if not most foreign language learners are interested in learning to speak.

3. Methodology

3.1 Experimental Design

In order to achieve the aims of the study, the researcher has used The Non randomized Control-group Pretest- Posttest design, this design takes the form illustrated in Figure 1.

Groups	Pre- Test	Independent Variables	Post- Test
Experimental	Speaking skill	Finger Family Collations YouTube Videos	Speaking skill
Control		conventional lecture	

Figure 2. Quasi experimental design

Brown and Rodgers call it quasi experimental design and it is characterized by the following features: 1. selecting two groups and assigning them to an experimental and a control group. 2. The independent variable is administered only to the experimental group. The experimental group is taught by using the recommended Finger Family Collations YouTube Videos while the control group is taught the conventional lecture

3.1 Population and Sample

The population of this study consists of (155) as all the third stage at the Primary school of Al- Suhol for boys/ Misan for the academic year 2017-2018. The total number of those students is 42

male and female. The researcher randomly selected 40 students. The researcher is also randomly distributed the sample (i.e. 40) as follow: 20 students for the purpose of the experimental group, 20 students for the purpose of the control group and 20 students for the purpose of the pilot study.

3.2. Research Instrument

In an attempt to have a view about EFL pupils' learning in language and its impact on developing speaking skill, the researcher has constructed a ten-item in the test with a questionnaire (see Appendix1). Items seek the EFL students' ability in speaking .

3.2.1. Validity

Instrument validity is a reflection of how well it measures what it is designed to measure (Mehrens & Lehman, 1991). To ensure the face and content validity of the test, it has been exposed to a jury of experts in the field of TEFL and linguistics to ensure that each item of the test is related obviously to the topic under investigation. In the light of the juror's comments and suggestions, there is no items are dropped out or rewritten.

3.2.2. Reliability

Best (1981) states that a test is reliable to the extent that it may measure consistently, from one time to another. To ensure the reliability of the present test, Alpha Cronbach Formula has been used. The reliability calculated is 0.95, which is considered very high.

3.2.3. Final Administration

The procedures of defining the sample of the research and the teaching materials, and preparing the two tests have been followed by a number of meetings with the supervisor to acquaint the researcher with the aim of the study and the procedure she may follow when teaching each group according to the method set. The experiment started on the 4th of March, 2018 with a pretest in speaking skill, on the 5th of March, 2018. Firstly given to the two groups simultaneously. The teacher (researcher) started teaching English for both groups, following the procedure in each instructional program prepared by the researcher herself according to the two methods of teaching, Family and Lecture method. Practically, the experiment lasted twelve weeks of work and ended on the 20th of May, 2018. Throughout the twelve weeks, the pupils were taught the last five units from Pupils' Book 1 of the prescribed textbook in (English for Iraq³dr primary), set for the teaching of English to third primary pupils and according to two methods of teaching, i.e Family Finger and of the conventional method.

4. RESULTS

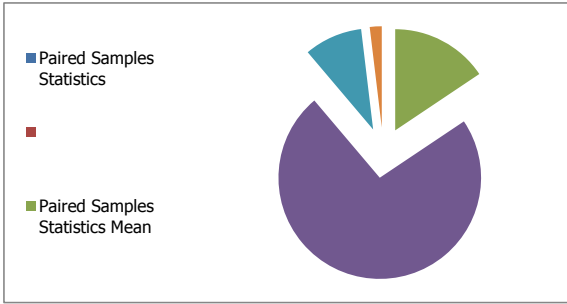
The results can be stated as follows:

1. One sample T-test for correlated groups has been used in order to know if there is a significant difference between the results of the pretest and posttest of in each group, namely the experimental and control groups. This has been done to test the first main hypotheses which state that:
2. There are statistically significant differences at ($\alpha > 0.05$) between students' mean scores of pre and post application of the achievement test of the experimental group in favor of posttest.

In this respect, a significant statistical difference has been found in the experimental group, at (0.05) significance level and (19) degrees of freedom, between pretest and posttest scores and in favor of the posttest of speaking skill of the Experimental Group. See Table (1), Table (2), Table (3) and Table (4), Graphic 1, Graphic 2, Graphic 3 and Graphic 4.

Table(1) Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFOR	4.2600	20	2.53322	.51949
	AFTER	8.6500	20	3.72314	.85309

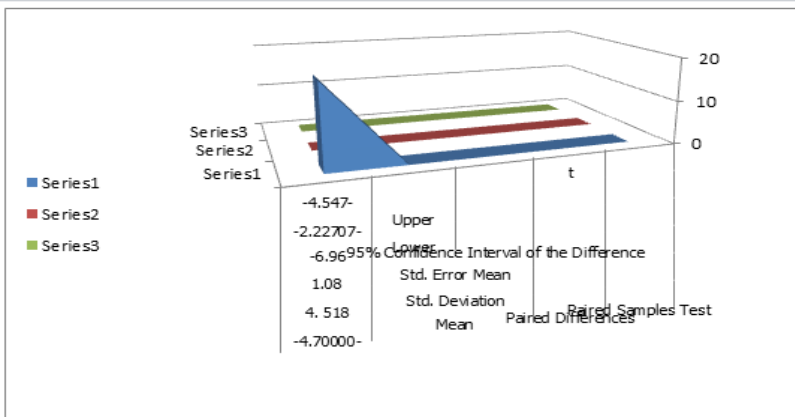
Table 1: Results of Descriptive Statistics of Total Scores for Pupils



Graphic 1: Paired Samples Statistics

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-4.70000-	4.518	1.08	-6.96	-2.22707-	-4.547-	19	.000

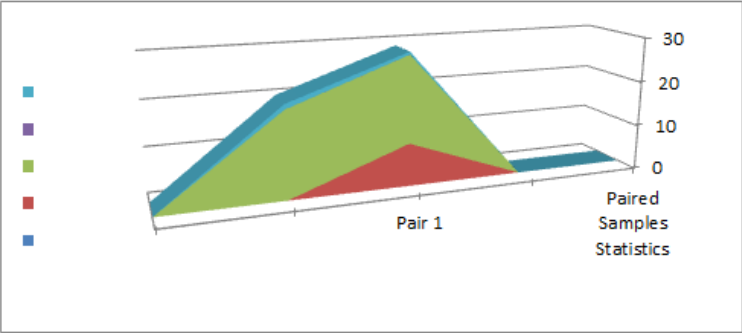
Table 2: Results of Descriptive Statistics of Total Scores for Pupils



Graphic 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFOR	9.38	19	2.306	.64077
	AFTER	9.89	19	4.557	1.165

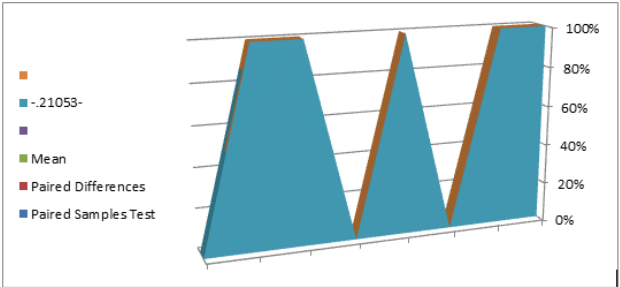
Table 3: Paired Samples Statistics



Graphic 3: Paired Samples Statistics

Paired Differences				t	df	Sig. (2-tailed)	
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower				Upper
-.21053-	5.10532	1.1124	-2.6121-	2.256	-.180-	19	.859

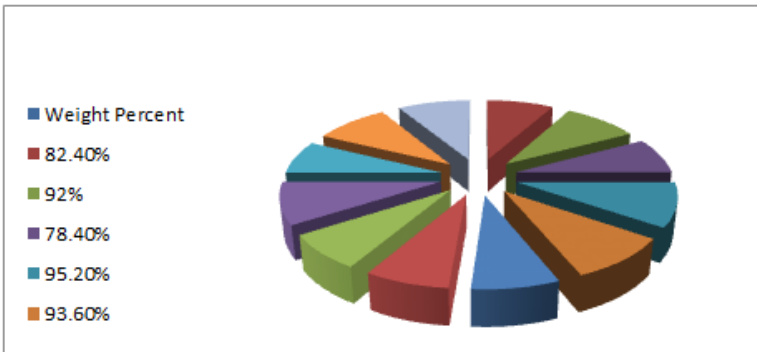
Table 4: Paired Samples Test



Graphic 4: Paired Samples Statistics

Item	Component	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Weighted average	Weight Percent
1	Nursery rhymes as finger family song collections you tube videos are useful tools	13	4	6	2	0	4.12	82.40 %
2	Using Nursery rhymes in teaching English language is necessary	18	5	1	1	0	4.60	92 %
3.	Finger family rhymes games app are simple to use, control by the pupils and have a lot of fun.	10	7	5	2	1	3.92	78.40 %
4	Finger family rhymes games app let the pupils know the family members and pronounce them well.	20	4	1	0	0	4.76	95.20 %
5	Finger family rhymes games app let the pupils know the color and a lot of vocabulary.	20	4	0	0	1	4.68	93.60 %
6	Pupils will be better if they use the nursery rhymes	9	8	4	2	2	3.80	76 %
7	Pupils can improve their language skills through using Nursery rhymes as finger family song collections.	8	8	4	3	2	3.68	73.60 %
8	Nursery rhymes as finger family song collections you tube videos can be used as an effective instructional material for young learners	9	7	5	2	2	3.76	75.20 %
9	Teaching the English language will be fun if the teacher use Nursery rhymes games.	18	5	0	1	1	4.52	90.40 %
10	The best way to improve pupils vocabulary is by using Nursery rhymes songs	2	17	2	3	1	3.64	72.80 %
11	The pronunciation of the pupils will be excellent if they listen Nursery rhymes songs	17	6	1	1	0	4.56	91.20 %
12	Finger family rhymes games app give the pupils the experience in using foreign language.	15	8	1	0	1	4.44	88.80 %

Table 5: Questionnaire on finger family collection YouTube videos nursery rhymes impact on Iraqi EFL Pupils' Performance in speaking skills.



Graphic 5: Questionnaire on finger family collection YouTube videos nursery rhymes impact on Iraqi EFL Pupils' Performance in speaking skills

5. DISCUSSION

In the current study, the results show that there has been a significant statistical difference between pupils' mean scores on posttest for the experimental group taught by using Family Finger and the control group taught by using the conventional method in favor of the former. Such results may be attributed to the following:

1. Finger family collection YouTube videos nursery rhymes impact on teaching English, which results in substantially, increased pupils' development.
2. Finger family collection YouTube videos nursery rhymes impact on teaching language skills, due to the fact that Family Finger is a tool which motivates the learner (pupil) to

achieve the objectives of the activity. It is also a style, which creates motivation, makes the pupil feels comfortable, and wants to learn more, creates a relaxed atmosphere which in itself has been found to facilitate learning and provides various language skills can be practiced and developed. It is also a style which provides the pupils with an opportunity to practice communication, for the sake of developing his/her speaking and reading ability.

6. CONCLUSIONS

In the light of the results arrived at, the following concluding points can be stated:

1. Family Finger can be considered as an activity style in teaching English for third Primary pupils, because of the positive effect on the development of English language skills.
2. Finger family collection YouTube videos nursery rhymes correctly developed, vocabulary, and reading, also developed writing skill.

7. RECOMMENDATIONS

In the light of the results which are arrived at and an attempt to develop speaking, the researcher recommended the following:

1. Teachers should use and that are useful to their pupils in order to enhance pupils' performance and help them to achieve their goals.
2. The prescribed textbook must provide more passages, aim to develop language skills.
3. The teacher's guide must involve the steps of using Family Finger and the procedure of preparing them.
4. Providing Primary schools with some games which are related to the prescribed textbook and appropriate to the level of the pupils.
5. Educational administration should provide Family Finger in training English teachers.

8. SUGGESTIONS

Based on the findings of the current research, the researcher suggests carrying out the following studies:

1. The influence of using finger family collection YouTube videos nursery rhymes on the development of some English language skills of male pupils.

2. The influence of finger family collection YouTube videos nursery rhymes impact on pupils' achievement at the elementary or intermediate level and attitude or interest.

3. Carrying out similar studies on other language skills.

REFERENCES

- BEST, J. 1981. **Research in Education**. Englewood Cliffs. Prentice-Hall. Inc. New Jersey. USA.
- BODDEN, V. 2010. **Poetry basics: Nursery rhymes**. Mankato, MN: Creative Education. USA.
- CARPENTER, H., & PRICHARD, M. 1984. **The Oxford Companion to Children's Literature**. Oxford: Oxford University Press, ISBN 0-19-211582-0, p. 274. UK.
- LUOMA, S. 2004. **Assessing Speaking**. Cambridge: Cambridge University Press. UK.
- MEHRENS, A., & LEHMANN, J. 1991. **Measurement and Evaluation in Education and Psychology**. 4th Ed. New York: Holt, Rinehart and Winston, Inc. USA.
- OPIE, I. 1997. **The Oxford Dictionary of Nursery Rhymes**. Oxford: Oxford University Press. ISBN 0-19-869111-4, pp. 224–6. UK.
- TURCO, L. 2000. **The Book of Forms: a Handbook of Poetics**. NH: University Press of New England. 3rd edn, ISBN 1-58465-022-2. pp. 28–30. Lebanon.
- WATKINS, J., & WILKINS, M. 2011. **Using YouTube in the EFL classroom**. *Language Education in Asia*. Vol. 2, N° 1: 113-119. https://doi.org/10.5746/LEiA/11/V2/I1/A09/Watkins_Wilkins. USA.

Appendices

Appendix1 (Pre and Post test)

EXPERIMENTAL GROUP

PRE-TEST

NO.	Listening(2)	Speaking(2)	Reading(2)	Writing(2)	Participation(2)	Total mark
1	1	1	1	1	1	5
2	2	2	1	1	1	7
3	2	1	1	1	1	6
4	1	2	1	2	2	8
5	1	1	1	1	1	5
6	2	1	1	1	2	7
7	2	1	1	1	1	6
8	2	2	1	2	1	8
9	1	1	1	1	2	6
10	2	2	1	1	2	8
11	1	1	1	1	1	5
12	2	1	1	1	2	7
13	2	2	1	2	2	9
14	2	2	1	2	1	8
15	2	1	1	1	1	6
16	1	1	1	1	1	5
17	1	1	1	1	1	5
18	2	2	1	2	2	9
19	2	2	1	1	1	7
20	1	1	1	1	1	5

Control group

pre-test

NO	Listening(2)	Speaking(2)	Reading(2)	Writing(2)	Participation(2)	Total mark
1	2	2	1	2	2	9
2	2	1	1	1	2	7
3	1	1	1	1	1	5
4	2	1	1	1	1	6
5	2	2	1	1	2	8
6	1	1	1	2	1	6
7	1	1	1	1	1	5
8	2	1	1	1	2	7
9	2	2	2	1	2	9
10	1	1	1	1	1	5
11	1	1	1	1	1	5
12	2	2	2	2	2	10
13	1	2	1	1	2	7
14	2	2	2	2	2	10
15	1	2	1	1	2	7
16	1	1	1	1	2	6
17	1	2	1	1	2	7
18	1	1	1	1	2	6
19	2	2	2	1	2	9
20	1	1	1	1	2	6

EXPERIMENTAL GROUP

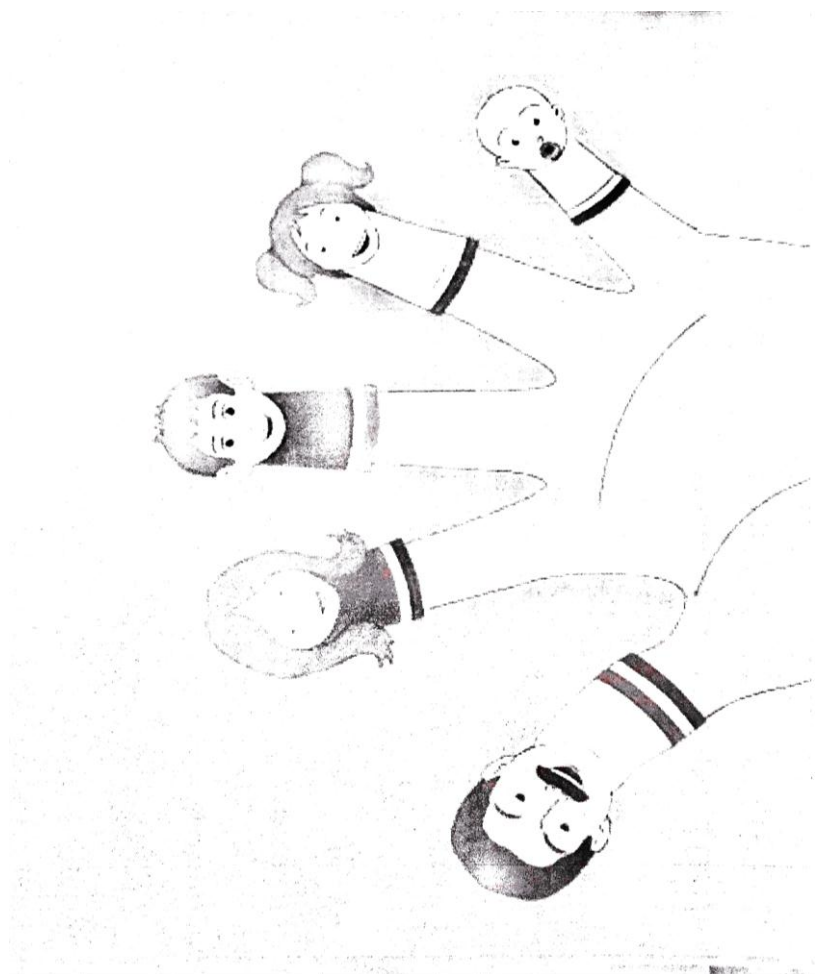
^{ost}
~~PRE~~-TEST

NO	Listening(2)	Speaking(2)	Reading(2)	Writing(2)	Participation(2)	Total mark
1.	1	1	1	1	2	6
2.	2	2	2	2	2	10
3.	2	2	1	1	2	8
4.	2	2	2	2	2	10
5.	1	2	2	1	2	7
6.	2	1	1	1	2	7
7.	2	2	2	1	2	9
8.	2	2	2	2	2	10
9.	2	1	1	1	2	7
10.	2	2	2	2	2	10
11.	2	2	1	1	2	8
12.	2	2	1	2	2	9
13.	2	2	2	2	2	10
14.	2	2	2	1	2	9
15.	2	2	1	1	2	8
16.	2	2	2	2	2	10
17.	2	2	1	1	2	8
18.	2	2	2	1	2	9
19.	2	2	1	2	2	9
20.	2	2	1	1	2	8

Control group

Post-test

NO	Listening(2)	Speaking(2)	Reading(2)	Writing(2)	Participation(2)	Total mark
1.	2	2	1	1	2	8
2.	2	1	1	2	2	7
3.	1	1	1	1	2	6
4.	1	1	1	1	2	6
5.	2	2	1	1	2	8
6.	1	1	1	1	1	5
7.	1	1	1	1	1	5
8.	2	2	1	1	2	8
9.	2	2	2	2	2	10
10.	1	1	1	1	1	5
11.	1	1	1	1	1	5
12.	2	2	1	1	2	8
13.	2	2	2	2	2	10
14.	2	1	1	1	2	6
15.	2	2	1	1	2	8
16.	1	2	1	1	1	6
17.	2	1	1	1	1	6
18.	2	2	1	1	1	7
19.	2	2	2	2	2	10
20.	1	1	1	1	2	6





**UNIVERSIDAD
DEL ZULIA**

opción

Revista de Ciencias Humanas y Sociales

Año 34, Especial N° 17, 2018

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
Maracaibo - Venezuela

www.luz.edu.ve

www.serbi.luz.edu.ve

produccioncientifica.luz.edu.ve