



ALGERIAN TEACHERS' VIEWS ABOUT USING NURSERY RHYMES IN TEACHING ENGLISH TO PRIMARY SCHOOLS LEARNERS

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Abstract

The present study explored the perspectives of Algerian primary school EFL (English as a foreign language) teachers regarding nursery rhymes and their effectiveness in enhancing language skills across various areas, particularly vocabulary and pronunciation. This research focused on third- and fourth-year primary school pupils learning English as a foreign language in Algeria. To achieve the objectives of the study, a mixed-method approach was employed. Data were gathered using a questionnaire that included both closed-ended and open-ended questions. The questionnaire was distributed to thirty primary school English language teachers to gather their opinions on the use of nursery rhymes in teaching English to young learners. The results revealed that Algerian EFL teachers hold significantly positive attitudes and beliefs regarding the pedagogical value of nursery rhymes. They also recognize the effectiveness of using nursery rhymes in teaching English as a foreign language to young learners. However, the qualitative analysis revealed a discrepancy with the teachers' attitudes and beliefs. Despite their positive views on the pedagogical value of nursery rhymes, the results indicated that teachers did not frequently incorporate nursery rhymes into their English lessons due to various challenges they faced. Consequently, the study recommended that teachers should be provided with appropriate resources and materials to effectively use nursery rhymes in their classrooms. Additionally, it emphasized the importance of enhancing and developing

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teachers' training to better equip them for incorporating nursery rhymes in their teaching practices

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Introduction

The instruction of English as a foreign language for young beginners might be so interesting and motivating for an EFL teacher. The latter is required to choose the most suitable pedagogical approach and material to manage the learners' language difficulties in EFL classrooms. Teaching English as a foreign language for young learners of about 10 years old is quite different from teaching it to adults. Young children are mostly attracted by the sounds, the rhythm and the patterns of intonation of new languages. According to Pransiska (2016), teaching the English language to young learners is a more specialized area of teaching English that deals with younger students; it is completely different from teaching adults. He further explains that a class of young learners is a mixed class with different abilities, expectations, motivation levels, knowledge, and, last but not least, different learning styles. Thus, motivating young learners to learn a foreign language and the way English should be taught at this level is really a challenging issue.

Recently, Algerian policymakers have made the decision to introduce English instruction in primary schools. This decision was officially announced by President Abdelmajid Tebboune in July 2022, declaring that English would be taught as a second foreign language beginning at the third grade level in Algerian primary schools. The sudden implementation of English language instruction at such an early stage has sparked considerable concern among researchers, educators, and experts in the field of foreign language teaching across the country. This move has also become a topic of debate on both local and social media platforms. Interestingly, the Algerian government has chosen to extend this initiative into a broader educational reform, aiming to "englishize" the entire education system, including higher education, in response to the demands of globalization.

Nevertheless, the decision of implementing English in the third year primary schools in Algeria has encountered a lot of challenges. Limited exposure outside the classroom inhibits many learners from adequately

expanding their vocabulary in English. Thus, an innovative approach that has proven effective in improving language learners' abilities in different language skills, mainly with regard to learning new vocabulary and pronunciation, is the use of songs. Classroom songs can be fun and an engaging way to expose pupils to new English vocabulary words, reinforce grammar structures and improve pronunciation. It is recommended that teaching English as a foreign language to elementary school children is achieved through a simple, active, engaging, attractive and enjoyable way. Correspondingly, one of the best ways for teaching English to primary school learners is through nursery rhymes. Sayakhan and Bradley (2019) claim that young learners who start learning nursery rhymes, songs, chants, and rhythmic poems at an early age significantly enhance their early reading skills and phonemic awareness.

The present study is a case study which aims to explore the views of Algerian primary school teachers about the pedagogical value of nursery rhymes and examine their thought about the use and the effectiveness of using nursery rhymes in EFL classes for third and fourth-year pupils, and how using children's songs might be beneficial in improving language skills and increasing learners' motivation to learn English as a second foreign language at an early age in Algerian primary schools. In addition, the study discusses the challenges encountered by Algerian primary school teachers when using nursery rhymes in EFL classes. The study's data were collected using a questionnaire. A questionnaire is a research method that consists of a series of questions designed to gather information from a selected group of people. Data were analysed quantitatively and qualitatively. The researcher has used one research instruments; a questionnaire which was administered to thirty primary-school English language teachers, from different schools in the city of Ain Temouchent where the study takes place. The aim behind the questionnaire is to elicit teachers' views concerning implementing nursery rhymes in the teaching of English for elementary school young learners. Importantly, to examine the teachers' views about the use and the effectiveness of using nursery rhymes in EFL classes, the following research questions were formulated:

- 1) What are the Algerian primary school teachers' beliefs about the pedagogical value of using nursery rhymes in their EFL classes?

- 2) What are the Algerian primary school teachers' beliefs about using nursery rhymes in their EFL classes?
- 3) What are the Algerian primary school teachers' opinions about the effectiveness of using nursery rhymes in their EFL classes?
- 4) In what frequency do Algerian primary school teachers use nursery rhymes in their EFL classes?
- 5) What are the challenges encountered by Algerian primary school teachers when using nursery rhymes to teach English in EFL classes.

Theoretical Framework

Nursery Rhymes for Foreign Language Learning in Primary School Education

Nursery rhymes are simple, traditional poems or songs characterized by rhythmic verses designed for children to listen to, sing along with, and enjoy (Martinez, 2017). These songs are often passed down orally from one generation to the next, featuring easy-to-remember and recital language, rhyming words, and repetitive structures. Nursery rhymes typically incorporate elements of fantasy, humour, or moral lessons and are usually accompanied by music or rhythmic chanting. The use of nursery rhymes plays a crucial role in the early education of young learners, supporting the development of their language skills, phonemic awareness, memory, and cultural understanding in an engaging and enjoyable manner. Therefore, incorporating English nursery rhymes into primary school classrooms is an effective way to motivate children to learn English. At an early age, most children are enthusiastic about singing and often enjoy acting out the lyrics, making this approach both engaging and beneficial for their language development. As EFL instructor, we have always believed that one of the effective ways for learners to learn a foreign language is by listening to songs and nursery rhymes. This view has in fact been supported by a myriad of arguments by many other researchers (Tse, 2015; Degrave, 2019) who have revealed that foreign language teachers are often positive regarding the crucial role that songs and nursery rhymes play in child language learning. When we review the literature about the use of music and songs in the EFL classroom, it appears that as an effective technique

that motivates and encourages young English language most of foreign language teachers assert and emphasize that listening to songs and nursery rhymes in EFL contexts can develop foreign language acquisition and can help learners gain major language skills, particularly for young learners.

Interestingly, songs also provide learners with an opportunity to practice English outside the classroom, as they continue to sing and repeat songs and nursery rhymes with enjoyment. Many researchers, such as Degrave (2019), assert that songs create a positive, enjoyable, and relaxing atmosphere, which helps lower stress levels, particularly for children learning a foreign language at an early age. Within the school environment, children develop their language abilities through interaction with teachers and peers. Supporting this idea, Lefebvre, Bolduc, and Pirkenne (2015:2) argue that "nursery rhymes are part of a longstanding tradition in early childhood education. Many generations of children have learned and recited nursery rhymes in their homes and schools." Pourkalhor and Tavakoli (2017) also note that children generally enjoy singing songs, and these songs can help break the routine of traditional language learning by incorporating rhythmic sounds for educational purposes. Most English language syllabuses for foreign language learning prioritize the communicative use of the language, focusing on listening and speaking skills, especially in primary education. In this context, songs are considered essential teaching materials for teaching English as a foreign language.

Many scholars recommend nursery rhymes to be a valuable and motivational tool for teaching phonological and phonemic awareness (Cremin, Bearne, Dombey & Lewis, 2009; Shin & Crandall, 2014) as they 'help language learners acquire connected speech' (Bland, 2013, p. 162). They are considered to be effective for intonation and pronunciation practice. Lefebvre, Bolduc & Pirkenne, (2015) conducted a study on Kindergarten Teachers' Perception of Linguistic and Musical difficulties in Nursery Rhymes. Eighty-eight kindergarten teachers were asked to use the new nursery rhymes in their classrooms. Then, they were asked to fill out a questionnaire to examine their attitudes. The results revealed that the selected sample of teachers had positive impression on the use of the provided nursery rhymes and perceive their pupils' enjoyment of the nursery rhymes as more positive. Teachers are found to spend more time on those nursery rhymes judged the easiest in regard to their vocabulary and their rhythm. Thus, emphasizing on easy nursery rhymes, teachers

might introduce only those rhymes already known by the children at the expense of introducing new rhymes, thereby depriving children of acquiring new vocabulary. Yet, the results stress on the need of developing and improving instructors' training in regard to the use of nursery rhymes.

Teachers' Perceptions

In the literature, the concept of perception has been defined in various ways by scholars. It is commonly understood as the ability of individuals to process and comprehend information or the world around them through their senses (Anderson & Stillman, 2013). Perception is closely linked to how a person observes or interprets something based on their sensory experiences and how they form judgments or assumptions about it. These perceptions vary from one individual to another, influenced by factors such as personal history, knowledge, religion, education, and culture. The differing viewpoints on perception suggest that teachers' perceptions are professional responses to what they observe during their educational practices, including teaching, guiding, assessing, and evaluating children at different stages of their educational journey. These perceptions are also shaped by the personal beliefs and feelings of educators (Maba, 2017). As such, teachers' perceptions play a critical role in the teaching and learning process. Both general teachers and foreign language instructors, in particular, must recognize their responsibility for their students' foreign language acquisition. For the purposes of this study, the terms 'perceptions,' 'views,' and 'attitudes' are used interchangeably to refer to teachers' understanding and awareness of actions that promote learners' knowledge.

Incorporating songs and nursery rhymes into foreign language teaching, particularly English, is widely regarded as beneficial in modern primary school curricula and should be encouraged. Sharpe (2001) emphasized that singing, whether inside or outside the classroom, is a crucial activity in the lives of young children. When this behaviour is integrated into foreign language instruction, it helps children become more familiar with the language. Young learners naturally enjoy imitating sounds and often find joy in associating singing and playing with rhythms and rhymes from an early age. By practicing nursery rhymes, young learners gradually

internalize key language elements that their teachers aim to teach, such as grammar, vocabulary, and pronunciation skills. Therefore, according to what has been stated above, teachers' perceptions can be considered from different dimensions: perceptions about the pedagogical value of using nursery rhymes in EFL instruction, perceptions about the teachers' views concerning using nursery rhymes in EFL classrooms, and perceptions about the effectiveness of using nursery rhymes in EFL instruction

Methodology

Participants and Setting

30 Algerian EFL primary schools teachers all teaching in the Wilaya of Ain Temouchent (a district located in the north west of Algeria) voluntarily participated in the present study. The sample population has been purposefully chosen to get the most adequate data. The number of participants is somehow limited for the reason that at the time of conducting the study (January, 2024), the English language was taught only to the third and fourth primary schools levels, and so a teacher can be found to teach in more than one school to complete his teaching time. The participants' ages ranged from 25 to 53. Only three participants were at the age of 25. In regards to gender, 80% (n=24) of the participants were females and 20% (n=06) were males. In regard to teaching experience in primary schools, all participants (100%) occupied the highest portion with a teaching experience less than 5 years since English has been recently introduced in Algerian primary schools (September, 2022). The following table and chart provide information related to the participants' gender, age, and teaching experience.

Table 1. Demographic Information about the Study's Participants (N=52)

| Gender | | Age (years) | | | | | Teaching experience (years) | | | |
|------------|----------|-------------|-------------|------------|---------|-------------|-----------------------------|--------|--------|-------------|
| Female (%) | Male (%) | 25 and less | 26—35 | 36-45 | 45-53 | 53 and more | Less than 5 | 6-10 | 11-15 | 15 and more |
| 24 (80%) | 6 (20%) | 3 (10%) | 16 (53.33%) | 7 (23.33%) | 3 (10%) | 1 (0.3%) | 30 (100%) | 0 (0%) | 0 (0%) | 0 (0%) |

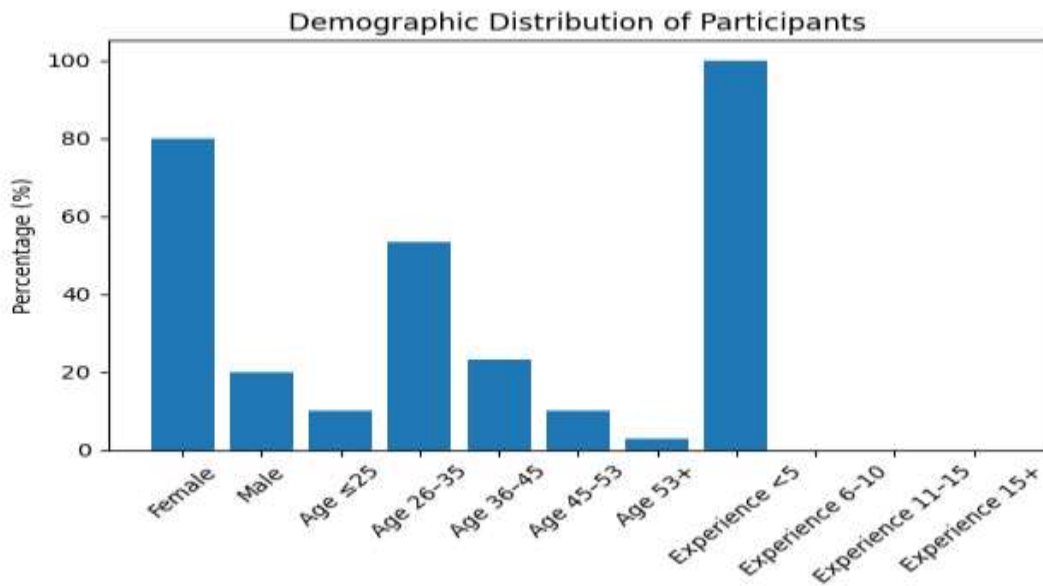


Figure 1. Demographic Distribution of Participants

Research Design and Instrument

This study was designed as a descriptive study. It has used a mixed method approach to achieve the objectives of the analysis. The mixed method approach is highly valuable as a methodological paradigm in research practice. In this respect, Creswell claims that “a mixed method design is useful to capture the best of both quantitative and qualitative approaches” (Creswell, 2003: 22). The study’s data were collected using a questionnaire, which was employed to obtain an in-depth insight into the effectiveness of using nursery rhymes to improve English language skills for young EFL learners, the attitudes of EFL primary school teachers regarding the use of nursery rhymes in their instruction, and the problems met by Algerian primary school teachers when using nursery rhymes in their EFL classes. A questionnaire is a research method that consists of a series of questions designed to gather information from a selected group of people.

The questionnaire was written in English and was prepared by the researcher. It was administered to 30 primary school English language teachers from 19 primary schools in an Algerian district called Ain Temouchent. The questionnaire which contained four parts was composed of 20 questions. It was distributed to the targeted population online using

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Google links. The first part of the questionnaire informed the participants of the purpose of the research. In the second part, the informants were asked to fill in demographic information about their gender, age, and teaching experience. In the third part of the questionnaire, the participants were asked to choose the appropriate option from the five-point Likert scale for each statement which represented their opinions about using nursery rhymes in teaching EFL to primary schools pupils. The five options are 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree'. The last question of the third part (question 19) was related to teachers' frequency of using nursery rhymes in the classroom. It requires the teachers to choose one from the following seven options: (I teach one nursery rhyme to my pupils) 'per week', 'per two weeks', 'per three weeks', 'per month', 'per two months', 'per a term', and 'per a year'. The last part of the questionnaire was one open-ended question (question 20) asking the teachers about the challenges and problems they face when using nursery rhymes in their English language teaching.

Results and Discussion

The results for each item obtained from the analysis of data will be demonstrated in the tables below and a discussion about each table will follow.

Table 2. Teachers' opinions about the pedagogical value of using nursery rhymes in teaching English to young EFL learners

| Statement | Opinion | | | | | | | | | |
|---|----------------|--------|-------|-------|-----------|-------|----------|-------|-------------------|-------|
| | Strongly Agree | | Agree | | Undecided | | Disagree | | Strongly Disagree | |
| | n | % | n | % | n | % | n | % | n | % |
| 1-I believe that nursery rhymes should be incorporated as an essential part of the English language teaching curriculum for young learners. | 14 | 46.66% | 13 | 43.33 | 3 | 10 | - | - | - | - |
| 2-I believe that nursery rhymes offer many opportunities for young learners to improve their language skills particularly pronunciation. | 10 | 33.33 | 15 | 50 | 4 | 13.33 | 1 | 3.33 | - | - |
| 3-I believe that nursery rhymes are fun and full of pedagogical value. | 15 | 50 | 12 | 40 | 3 | 10 | - | - | - | - |
| 4-I believe that nursery rhymes must be used for fun, and to break down boredom. | 2 | 6.66 | 4 | 13.33 | 6 | 20 | 10 | 33.33 | 8 | 26.66 |
| 5-I believe that nursery rhymes are very important in developing pronunciation skills of young learners. | 14 | 46.66% | 13 | 43.33 | 3 | 10 | - | - | - | - |

The findings in Table 2 show that teachers' views on the pedagogical benefits of incorporating nursery rhymes in English language instruction for young learners are expressed through five statements. The results for the first statement indicate that nearly all the EFL teachers surveyed (90%) believe that nursery rhymes should be an essential component of the English language curriculum for young learners. Ten per cent remain undecided, and none disagrees with the statement. For the second statement, the majority of teachers (83.33%) feel that nursery rhymes provide numerous opportunities for young learners to enhance their language skills. Thirteen percent were undecided, while one participant disagreed with the statement. Regarding the third statement, the analysis shows that most respondents (90%) consider nursery rhymes to be enjoyable and highly pedagogical. Ten percent were undecided, and no participant disagreed. As for the fourth statement, the results reveal that most EFL teachers (60%) disagree with the idea that nursery rhymes should be used solely for fun and to alleviate boredom. Twenty percent of participants were undecided, and another 20% agreed with the statement. Lastly, nearly all the participating EFL teachers (90%) agreed that nursery rhymes play a crucial role in developing young learners' pronunciation skills, with three participants (10%) remaining undecided on this statement.

Evaluated overall, Table 2 indicates that nursery rhymes are pedagogically valuable in teaching English as a foreign language to Algerian primary school young learners. Teaching using nursery rhymes must be essentially included in EFL primary school curriculum as they play an important role in improving pronunciation skills. Responses to the second statement in table 2 indicate a strong agreement among the participating teachers about the pedagogical value of using nursery rhymes in young children EFL classrooms and that might be due to the benefits EFL teachers have seen in their classrooms using such important tool. All in all, the findings of this part of the questionnaire straighten the teachers' positive feelings about the pedagogical value of nursery rhymes.

Table 3. Teachers' attitudes towards using nursery rhymes when teaching English to young EFL learners

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| Statement | Opinion | | | | | | | | | |
|---|----------------|-------|-------|-------|-----------|-------|----------|-------|-------------------|------|
| | Strongly Agree | | Agree | | Undecided | | Disagree | | Strongly Disagree | |
| | n | % | n | % | n | % | n | % | n | % |
| 1-I believe that nursery rhymes can be used as a flexible tool in English teaching. | 14 | 46.66 | 14 | 46.66 | 2 | 6.66 | - | - | - | - |
| 2-I believe that using nursery rhymes in teaching English can reduce learners' anxiety towards English learning | 12 | 40 | 14 | 46.66 | 2 | 6.66 | 2 | 6.66 | - | - |
| 3-I believe that using nursery rhymes in teaching English can improve learners' motivation. | 15 | 50 | 12 | 40 | 3 | 10 | - | - | - | - |
| 4-I believe that using nursery rhymes in teaching English can be a way to teach about culture | 6 | 20 | 7 | 23.33 | 10 | 33.33 | 5 | 16.66 | 2 | 6.66 |
| 5-I believe that using nursery rhymes in teaching English can be a highly motivating and entertaining way of teaching English, especially for young learners. | 15 | 50 | 12 | 40 | 3 | 10 | - | - | - | - |

The results in Table 3 highlight teachers' attitudes towards using nursery rhymes in teaching English to young EFL learners, based on five statements. For the first statement, the majority of teachers (93%) agree that nursery rhymes can serve as a flexible tool in English instruction, with two participants remaining undecided. The analysis of the second statement reveals that most participants (86%) believe that incorporating nursery rhymes in English teaching can help reduce learners' anxiety towards learning the language. Two teachers were undecided, and two disagreed with the statement. Regarding the third statement, the results show that nearly all teachers, except for three, think that using nursery rhymes can improve learners' motivation to learn English.

For the fourth statement, 46% of teachers believe that nursery rhymes can be used to teach about culture, while 33.33% were undecided. 16.66% disagreed, and 6.66% strongly disagreed with this statement. Lastly, the results for the final statement indicate that the majority of teachers (90%) view using nursery rhymes as a highly motivating and entertaining way to teach English, particularly for young learners. Three teachers chose undecided for this statement.

Overall, the responses shown in Table 3 suggest that teachers have overwhelmingly positive attitudes towards using nursery rhymes in teaching English to young EFL learners. There is strong consensus among teachers that nursery rhymes are a flexible tool in English instruction. The

responses to the second statement also show agreement that nursery rhymes can reduce learners' anxiety and increase their motivation in a joyful learning environment. These results indicate that Algerian primary school EFL teachers hold very favourable views on the use of nursery rhymes in their English teaching practices.

Table 4. Teachers' attitudes towards the effectiveness of using nursery rhymes in teaching English to young EFL learners

| Statement | Opinion | | | | | | | | | |
|--|----------------|-------|-------|-------|-----------|-------|----------|-------|-------------------|-------|
| | Strongly Agree | | Agree | | Undecided | | Disagree | | Strongly Disagree | |
| | n | % | n | % | n | % | n | % | n | % |
| 1-I believe that nursery rhymes can help pupils learn English by accelerating the memorization of vocabulary. | 16 | 53.33 | 13 | 43.33 | 1 | 3.33 | - | - | - | - |
| 2- I believe that the repetitive nature of rhymes helps children to learn vocabulary, pronunciation, and the rhythm of the language. | 14 | 46.66 | 13 | 43.33 | 2 | 6.66 | 1 | 3.33 | - | - |
| 3- I believe that nursery rhymes are not very effective in teaching English to young learners. | - | - | 2 | 6.66 | 1 | 3.33 | 13 | 43.33 | 14 | 46.66 |
| 4-I believe that reciting nursery rhymes make the learning of foreign language interesting | 16 | 53.33 | 13 | 43.33 | 1 | 3.33 | - | - | - | - |
| 5- I believe that the large amount of repetition in nursery rhymes can benefit learners' language use. | 15 | 50 | 12 | 40 | 3 | 10 | - | - | - | - |
| 6- I believe that nursery rhymes can create a relaxing learning context for pupils | 14 | 46.66 | 12 | 40 | 4 | 13.33 | - | - | - | - |

The results in Table 4 reveal teachers' attitudes towards using nursery rhymes when teaching English to young EFL learners, based on six statements. Regarding the first statement, a clear majority of teachers (77%) believe that nursery rhymes can help students learn English by speeding up vocabulary memorization, with only one teacher remaining undecided. For the second statement, most teachers (90%) agree that the repetitive nature of rhymes helps children learn vocabulary, pronunciation, and the rhythm of the language. Two participants were undecided, and one disagreed with the statement.

The analysis of the third statement shows that the vast majority of teachers (90%) disagreed with the claim that nursery rhymes are not effective in teaching English to young learners. A small percentage (6.66%) was undecided, while 3.33% agreed with the statement. For the fourth

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statement, all but one teacher (97%) believe that reciting nursery rhymes makes foreign language learning more engaging, with only one teacher undecided.

Regarding the fifth statement, 90% of teachers believe that the repetition in nursery rhymes can benefit learners' language use, with 10% undecided. Finally, the majority of teachers (86.66%) believe that nursery rhymes create a relaxing learning environment for students, with 13.33% remaining undecided.

Overall, the results in Table 4 suggest that participating EFL teachers hold highly positive attitudes toward the effectiveness of using nursery rhymes to teach English to young children. The most widely agreed-upon benefits are that nursery rhymes help pupils learn English by accelerating vocabulary memorization and that reciting nursery rhymes makes learning more enjoyable (97%). The second most agreed-upon points are that the repetitive nature of rhymes aids in learning vocabulary, pronunciation, and rhythm, and that the repetition in nursery rhymes benefits language use, both with 90%. Lastly, 86% of teachers believe that nursery rhymes create a relaxing learning context for students.

Teachers' responses to the third statement, which emphasized the effectiveness of nursery rhymes, support these findings, with 89.99% disagreeing that nursery rhymes are ineffective for teaching English to young learners. Overall, these results align with previous research on the value and effectiveness of teaching nursery rhymes to young learners.

Table 5. Frequency of nursery rhymes usage in EFL classrooms

| Question | Strongly Agree | | Agree | | Undecided | | Disagree | | Strongly Disagree | |
|--|----------------|------|-------|-------|-----------|-------|----------|-------|-------------------|----|
| | n | % | n | % | n | % | n | % | n | % |
| 17- I can easily access and find appropriate nursery rhymes to use in my English classes | 1 | 3.33 | 5 | 16.66 | 8 | 26.66 | 10 | 33.33 | 6 | 20 |
| 18- I use nursery rhymes in my classes as much as possible | 9 | 30 | 12 | 30 | 7 | 23.33 | 2 | 6.66 | - | - |

Table 6. Frequency of nursery rhymes usage in EFL classrooms

| 19- I teach one nursery rhyme to my pupils | Per week | | per two weeks | | per three weeks | | per month | | per two months | | per a year | |
|--|----------|---|---------------|------|-----------------|----|-----------|----|----------------|-------|------------|---|
| | n | % | n | % | n | % | n | % | n | % | n | % |
| | - | - | 2 | 6.66 | 3 | 10 | 12 | 40 | 13 | 43.33 | - | - |

The analysis of Algerian teachers' frequency of using nursery rhymes and their opinions on the accessibility of nursery rhymes for teaching English in their primary school EFL classrooms was based on three statements, as presented in Tables 5 and 6 (questions 17, 18, and 19). The results for statement 17 indicate that almost half of the participating EFL teachers (53.33%) disagree with the claim that they can easily access and find appropriate nursery rhymes to use in their English language classrooms. Meanwhile, 26.66% were undecided, and 20% agreed with the statement.

Regarding statement 18, 60% of the teachers reported that they use nursery rhymes as much as possible in their teaching, while 23.33% were undecided, and 6.66% disagreed with the statement.

Finally, the analysis of statement 19 reveals the frequency with which teachers use nursery rhymes in their classrooms. The most common frequency is once every two months (43.33%), followed by once a month (40%). The next most frequent responses are once every three weeks (10%) and once every two weeks (6.66%). No teachers reported using a nursery rhyme once a year or once a week.

Overall, the results indicate that Algerian EFL primary school teachers face challenges in accessing and finding suitable nursery rhymes to use in their English teaching. However, despite these difficulties, more than half of the participating teachers report using nursery rhymes in their classrooms as much as possible. This suggests that, if teachers had easier access to appropriate nursery rhymes, they would likely incorporate them more frequently into their lessons. Regarding the frequency of nursery rhyme usage, the most preferred frequencies among the teachers are one nursery rhyme every two months (43.33%) and one per month (40%). The least preferred frequencies are one every two weeks (6.66%) and one every three weeks (10%). Although the study sample is not large enough to draw definitive conclusions, the data clearly show that the most common and

ideal frequency for the participating EFL teachers is teaching one nursery rhyme every one or two months.

Finally, to provide a qualitative analysis of the data, the last question in the questionnaire, as previously mentioned, was an open-ended question aimed at exploring the challenges and issues that participating EFL teachers face when using nursery rhymes to teach English to young children. Below are some of the responses provided by the participants?

"I find it difficult to find an appropriate nursery rhyme for every topic of the English language curriculum".

- "I believe that using nursery rhymes in my English class can be time consuming".

- "I believe that I cannot measure students' knowledge of English when I use songs in my classes".

- "In fact, I do not have enough resources to use nursery rhymes".

- "I believe that using songs to teach English may distract students' attention during the lesson".

- "I consider the use of nursery rhymes during my classes as culturally inappropriate".

- "our classrooms are not really equipped with efficient technological devices needed to display nursery rhymes and teachers are not trained to use such equipment".

Although the majority of the participating teachers have positive views about the effectiveness of using nursery rhymes in teaching English to young EFL learners, the results from the open-ended question demonstrate that teachers are not always comfortable using songs in their classes. Algerian EFL teachers follow certain beliefs and principles based on religious and cultural backgrounds, and such beliefs may influence what they consider appropriate to teach their children. This might explain why some teachers view the use of nursery rhymes during lessons as culturally inappropriate. In addition, participants reported practical challenges that prevent the consistent use of songs. They noted that incorporating nursery rhymes can be time-consuming, and finding suitable and appropriate rhymes for every topic of the English curriculum can be difficult. Teachers also face a shortage of resources, as classrooms are often not equipped with

the necessary technological devices to display songs, and teachers may not have training in using such equipment. In fact, the limited access to authentic and adequate teaching materials encourages heavy reliance on textbooks, restricting teachers' ability to integrate nursery rhymes effectively. Collectively, these cultural, logistical, and resource-related factors create significant barriers, hindering teachers from using nursery rhymes even when they recognize their pedagogical value.

Conclusion

The main objective of this study was to investigate the opinions of Algerian EFL primary school teachers about the use of nursery rhymes inside their classrooms. In particular, the analysis sought to depict Algerian EFL teachers' attitudes towards the pedagogical value of using nursery rhymes in teaching English to young EFL learners, teachers' attitudes towards using nursery rhymes when teaching English to young EFL learners, teachers' attitudes towards the effectiveness of using nursery rhymes in teaching English to young EFL learners, the frequency of nursery rhymes usage in EFL classrooms, and finally the challenges encountered by EFL primary school teachers when using nursery rhymes in their teaching process. The findings of this study reveal that Algerian EFL teachers consider the use of nursery rhymes as important and necessary for EFL teaching and learning.

Looking closely at the present research findings, it might be concluded that Algerian primary school teachers are aware of the pedagogical value of using nursery rhymes when teaching English to young learners. The majority of the participating teachers believe that nursery rhymes should be included in the primary school English language curriculum. In addition, they believe that nursery rhymes present opportunities to enhance young children language abilities particularly vocabulary and pronunciation skills.

Moreover, the research findings concerning the use and the effectiveness of using nursery rhymes in teaching English in primary schools strengthen the earlier argument made in this study that Algerian EFL teachers consider nursery rhymes as important and necessary in EFL young learners' English instruction. A vast majority of participating teachers affirm that nursery rhymes are a highly motivating and entertaining way of teaching English.

An important number of teachers believe that nursery rhymes accelerate the memorization of vocabulary, provide a large amount of repetition and can lower students' anxiety.

Finally, looking at the results from the open ended question, it can be concluded that nursery rhymes are not really given the necessary attention on a systematical basis in Algeria. Surprisingly, teachers claim that they encounter several problems in using nursery rhymes in their instruction of English. It is not easy for them to search for suitable and appropriate nursery rhymes for all the topic of the English language curriculum and they do not have enough resources and materials to use such important tool in their teaching. Concerning the frequency of using nursery rhymes in EFL classrooms, the findings indicate that there is a quite low frequency of using nursery rhymes in teachers' daily English teaching though the teachers claim that they use nursery rhymes in their classes as much as possible. This seemingly contradicting view could be interpreted by saying that EFL teachers would use nursery rhymes more often if they were able to easily access to them.

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