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### "Decoding the Effects of Nursery Rhymes on Phonological Awareness in Preschoolers in Pakistan"

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#### Original Article

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#### Keywords

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#### Abstract

*This study looked at the impact of nursery rhymes on Pakistani preschoolers' phonological awareness while accounting for the nation's multilingual environment and the increasing usage of English in early schooling. The study's objectives were to evaluate phonological awareness, look into the effects of exposure to nursery rhymes, and gather opinions from teachers, parents, and children. An extensive examination of the application and impact of nursery rhymes was possible thanks to information acquired through qualitative interviews and on-site observation at a Lahore private school. The results demonstrated that reading nursery rhymes to young children enhanced their phonological knowledge. Nursery rhymes were positively perceived by educators, parents, and children, particularly in interactive sessions that significantly improved phonological skills. The study highlights the significance of nursery rhymes for young children's language and literacy development in Pakistan. Educators, legislators, and curriculum writers are advised to employ nursery rhymes tailored to Pakistan's linguistic diversity to enhance phonological awareness. The research has some constraints, such as focusing solely on one school and neglecting to incorporate factors like socioeconomic status and cognitive capacity that could affect phonological development.*

#### Introduction

Children's phonological awareness, attention to phonemes, and rhyme recognition are improved through nursery rhyme exposure, which supports the development of phonemic abilities. With the help of entertaining and developmentally appropriate nursery rhymes, young toddlers can learn to hear, recognize, manipulate, and explore with language sounds. They foster positive attitudes toward language learning and help children recognize linguistic sound patterns. Activities like singing, reading aloud, and communication mimic children's understanding of spoken and written language (Harper, 2011). For over two decades, storytelling and nursery rhyme programs have been used in libraries, schools, preschools, childcare centres, and community organizations. These

programs enhance children's fine and gross motor skills, communication abilities, and symbolic language use. They help children expand their understanding of the world, including physical elements, movement, and family structures (Mullen, 2017).

Nursery rhymes are valuable for enhancing phonological awareness in young children due to their rhythmic patterns, repetition, and playful language. Preschoolers' rhyme skills develop before their phoneme skills. Carroll, Snowling, Stevenson and Hulme (2003), suggested that the ability to articulate, awareness of syllables, and recognition of rhymes predict phoneme awareness. The transition from syllables to phonemes is not always clear. Preschoolers' phonological awareness was assessed through measures of phonemic awareness, syllabic awareness, rhythmic awareness, speech and language skills, and letter knowledge. Using nursery rhyming can be more effective than traditional methods for enhancing preschoolers' phonological awareness. Preschool teachers are encouraged to incorporate poems into their lesson plans to boost children's phonological awareness and literacy skills (Lim & Chew, 2018).

Nursery rhymes often provide children with their first exposure to poetry and storytelling. Through listening to, participating in, and memorizing rhymes, children gain an intuitive understanding of stories. The repetition of nursery rhymes plays a key role in language learning, making the language familiar and engaging. Children enjoy manipulating words in rhymes, which helps them understand that spoken words can be broken into parts or altered (Wienczek, 2000). Children who frequently hear nursery rhymes enhance their listening, hearing, and word-play skills, along with their phonological awareness. While nursery rhymes do improve phonemic awareness, the gains were not statistically significant compared to a control group (Redig, 2018).

Nursery rhymes are good for improving phonological awareness skills, according to research done in Western school systems. However, considering Pakistan's situation, where English is quickly being included in early childhood education, it is imperative to investigate the precise impacts of nursery rhymes on preschoolers' phonological awareness development.

A list of research questions that formed the foundation of this study is provided below:

- a) In what ways does exposure to nursery rhymes affect the development of phonological awareness skills in preschool children in Pakistan?
- b) What are the views and experiences of teachers, parents, and preschool children on using nursery rhymes to enhance phonological awareness in the Pakistani context?
- c) How do preschool children in Pakistan participate in nursery rhymes during interactive sessions, and how does this participation enhance their phonological awareness?

### **Literature Review**

Phonological awareness and early reading ability are tightly related, and phoneme awareness issues frequently lead to poor reading abilities. The relationship between measures of phonological strength and phonological awareness in early learners has not been thoroughly studied. Foy and Mann (2001) examined the relationship between phonological awareness and skills such as phoneme awareness and rhyme, as well as the effects of vocabulary, articulatory proficiency, speech perception, and letter and word understanding. Their research revealed certain relationships: vocabulary and letter knowledge controlled the relationship between phoneme awareness, speech perception, and articulation problems, and phoneme awareness and phonological production were strongly correlated.

Nursery rhymes help children's intellectual, social, emotional, and physical development while also igniting their enthusiasm for learning English. Young learners' English listening comprehension is much improved by these rhymes, which shows up in their pre-and post-test results. They aid in children's vocabulary growth and word acquisition by providing examples of sentence structure and word order. Nursery rhyme-inspired singing and dancing improves word recall, pronunciation, and vocabulary (Fitria, 2023). According to Wahyuningsih and Afandi (2020), there are many obstacles that educators must overcome when teaching preschoolers English, such as the students' short attention spans, the teachers' inexperience, and pronunciation issues with the language, poor facilities, and a lack of exposure to the language. Young learners can be introduced to English and have their interest in the language piqued by singing modified nursery rhymes. Proper equipment, including projectors, cosy classrooms, English literature, and interesting nursery rhyme collections, can improve the learning process.

A fun and inventive way to break up the monotony of traditional teaching strategies in the classroom is through nursery rhymes. They have long been used to increase vocabulary in kids by offering a diverse learning environment that enhances their language, cognitive, emotional, and cultural abilities. Nursery rhymes help children become more literate by improving their phonological processing and print-related skills. It is advisable to teach English to toddlers using nursery rhymes since it is an easy, engaging, and enjoyable way for them to learn the language (De Mello et al., 2022). Lefebvre et al. (2015) suggest that nursery rhymes can aid in the development of children's phonological awareness by prioritizing word sounds over meaning. Nursery rhymes help children learn rhythmic patterns and musical characteristics like pitch and timbre. Since nursery rhymes are predictive of phonological processing and print-related outcomes, learning them helps youngsters develop phonological awareness and improves their reading ability.

According to Harper's (2011) research, nursery rhymes offer young children an engaging and developmentally appropriate means to hear, recognize, manipulate, and experiment with language sounds. Nursery rhymes help improve speech rhythms, intonation patterns, and alliterative repetition—all of which improve communication abilities and sound pattern memory. Harper employed a variety of teaching strategies, such as felt panels, prop boxes, and dramatic play, to engage 20 preschoolers in a 15-month study through sight, touch, and action. According to the study, deliberate teaching of nursery rhymes improves phonemic abilities, phonological awareness, and sensitivity to phonemes and rhymes. Parents can build their relationship with their children by bonding through rhymes, which is a fun activity. Parents can help their children's social-emotional development in the early years by teaching them rhymes and engaging them in lap games (Berry, 2001).

Phonological awareness, invented spelling, verbal memory, tonal perception, and rhythm perception, and the triangles measure did not differ significantly amongst the four conditions on the pretest. Phonological awareness significantly improved in the language, combination, and music conditions after the intervention, with the biggest improvements observed in the combined and music conditions. All of the circumstances saw an improvement in invented spelling scores, with the music condition having the biggest effect. In both the music and combined situations, verbal memory and tone perception scores improved considerably. In the music, mixed, and passive listening situations, rhythm perception increased, with the passive listening condition having the biggest impact. Nursery rhymes improved emergent literacy skills when combined with language activities, and they improved phonological processing when combined with musical activities

(Bolduc & Lefebvre, 2012). According to Pourkalhor and Tavakoli's (2017) study conducted in Iranian primary schools, rhymes provided children with an enjoyable environment in the listening classroom where they could improve their listening comprehension and get the support of their teachers and peers. Because rhymes promote meaningful connection and draw students' attention to the listening task, teachers can use them to teach listening skills.

Children are better able to remember and relate to the information when they are motivated and involved in it. Gardner's multiple intelligences approach was combined with reading skills in Brand's (2006) study, which concentrated on phonemic awareness, phonics, alphabet knowledge, and language use. Students' engagement and performance on literacy tasks both increased when the text was combined with interactive activities. Pupils' emotional investment increased, which improved their focus and comprehension. Using multiple intelligence theory and deliberate curriculum design, educators can effectively cater to the different requirements of their students and facilitate the development of accurate and fluent literacy skills.

### **Research Methodology**

Blumer (1967) defined methodology as the process of choosing data and data collection methods, creating a framework for interpreting research results, raising research questions, and forming an observational framework for the empirical world (Baugh, 1990). The researcher conducted in-depth interviews with educators, parents, and preschoolers to investigate the effect of nursery rhymes on phonological awareness. According to Naess (2018), qualitative interviews should function as a means of gaining an in-depth comprehension of the interviewee's feelings and fostering mutual empathy between the interviewer and the interviewee.

Simultaneously, they conducted in-depth classroom observations focusing on the application and reinforcement of nursery rhymes. The "gold standard" of qualitative data collection methods is thought to be observation (Morgan, Pullon, Macdonald, McKinlay, & Gray, 2017). Field notes from a specific private school captured firsthand views, facilitating a deeper understanding of the connection between phonological development and nursery rhymes. The combination of observations and interviews enabled a thorough examination of the subject matter.

The theoretical framework combines Vygotsky's sociocultural theory and emergent literacy theory to explore how nursery rhymes affect preschoolers' phonological awareness. Children absorb new knowledge and abilities through their controlled interactions with peers and adults who have greater life experience, according to Vygotsky's hypothesis. As such, the primary means of learning, especially in the field of literacy, are relationships between children and adults (Pianta, 2006). Vygotsky's theory links cognitive development to social interactions, while emergent literacy theory examines how cultural artefacts like nursery rhymes support early reading development. Strong emergent literacy skills, like mastery of the alphabet and phonological awareness, help kids get ready for traditional reading (Arrow and McLachlan, 2011). This study looks into the role that nursery rhymes and social context play in phonological awareness and emerging literacy.

### **Qualitative Approach**

Through the use of a qualitative methodology, the effects of nursery rhymes on preschoolers' phonological comprehension were investigated. Qualitative methods include document analysis, semi-structured and open-ended interviews, and observational methods. These approaches make use of a range of analytical strategies based on different theoretical frameworks (Hollstein, 2011).

Thirty-six preschoolers, ages three to five, from a particular private school in Lahore, Pakistan, made up the research population.

### **Observational Data**

During school nursery rhyme sessions, the researcher observed toddlers. The observational data paints a vivid picture of engaging and dynamic nursery rhyme sessions where the preschoolers engaged in the activities rather than just watching them happen, demonstrating their love of learning. During these sessions, there was an obvious sense of joy, which provided an engaging setting that effectively encouraged learning (Fieldnotes 1, January 4, 2024). Throughout these observations, the kids' enjoyment factor as well as their active engagement and comprehension of the phonological elements concealed in nursery rhymes significantly improved. As some pupils started to nod off, the instructor used rhyme-based exercises as "actions" to jolt them back into focus (Fieldnotes 2, January 6, 2023). The children's continuous improvement suggests that the interactive nature of the sessions is favorably associated with their improving phonological awareness abilities.

The youngsters preferred nursery rhymes with vivid and colourful pictures because they created an eye-catching experience (Fieldnotes 3, January 11). This vibrant, graphic poetry enthralled the young students and added a fun and appealing touch to their nursery rhyme lessons. The children liked rehearsing the alphabet's rhythmic phonics and acting out the adorable animal noises, which added to the joyful atmosphere of nursery rhyme sessions (Fieldnotes 4, January 15). These interactive elements offered the classes a playful atmosphere for the younger pupils, which improved their learning process while still transferring knowledge. Repeating the same rhyme about shapes regularly helped young children who knew nothing about them to grasp them (Fieldnotes 5, February 11, 2024). One particular poem about shapes became a powerful teaching tool because of its repetition. These results offer strong evidence in favor of the useful method of including nursery rhymes in early childhood education, which is advantageous for the language and phonological development of preschoolers.

### **Qualitative Interview via Thematic Analysis**

The study collected information through semi-structured interviews with preschool teachers and parents to look into how nursery rhymes affect the phonological understanding of young children.

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#### **Results of Parents' Interviews**

Six parents were interviewed, and they generously shared their thoughts and experiences in routinely introducing nursery rhymes to their children. Their collaborative efforts yielded valuable insights into the intricate dynamics of nursery rhyme reverberation in familial contexts, thus expanding the study's level of understanding.

### **The Multifaceted Use of Nursery Rhymes in Early Childhood Education**

The researcher started by asking a few parents, "How did you incorporate nursery rhymes into your child's daily routine, and what benefits did you see from doing so?" Some parents integrated nursery rhymes into their children's playtime, bath time, and bedtime after noticing their delight and language development. Others enhanced their language and memory skills through interactive singing sessions using LED screens. These strategies demonstrate how nursery rhymes encourage learning and development throughout a range of daily activities, so supporting young children's active involvement and skill acquisition.

### **Nursery Rhymes' Effect on Language Acquisition**

"In your view, what was the most significant impact of nursery rhymes on your child's language development and phonological awareness?" was the second query. Parents emphasized the importance of nursery rhymes for the linguistic and phonological awareness development of their children. A mother shared that rhymes taught her child rhythm and rhyme, which is crucial for writing and reading. Someone else mentioned that the appealing and recurring nature of rhymes helped with pattern and sound identification. A third parent observed improvements in the child's memory and recognition of colors and alphabets. Nursery rhymes are an adaptable and fascinating tool for early children development, according to parents in general, since they effectively promote pre-literacy skills, memory, and pattern recognition.

### **Using Nursery Rhymes to Inspire Holistic Learning**

"What other ways do you think nursery rhymes could help your child's learning, like reading and writing?" was the third question posed. Parents felt that, in addition to language, nursery rhymes helped their kids learn other subjects as well. One observed that nursery rhymes stimulated learning by entertainingly presenting new terminology. A different study found that nursery rhymes' rhythm and rhyme helped with sound and word recognition, which in turn helped with reading and writing skills. Nursery rhymes also help children remember words and phrases because of their repetition. Based on their engaging and repeated character, parents generally agreed that nursery rhymes are an effective aid for improving learning and memory.

### **The Influence of Linguistic and Cultural Diversity in Nursery Rhymes on Language Development**

"What language or cultural differences did you notice in the nursery rhymes your child heard, and how did you believe this affected their language development?" was the question that was asked. Parents introducing their kids to them appreciate nursery rhymes from many languages and cultures. A parent noted that a variety of rhymes improved their child's language abilities and understanding of other cultures. Another parent reported that their child's language development was expanded by exposing them to a variety of words and sounds. In general, participants felt that children's general linguistic development benefited from nursery rhymes from other cultures, particularly in multicultural contexts, as they promote language development and cultural understanding.

### **A Collaborative Initiative to Enhance Language Acquisition through Nursery Rhymes**

"How did you collaborate with your child's educators to reinforce the use of nursery rhymes for promoting phonological awareness and language development?" was my final question to the participants. The participants often underlined the significance of working with teachers to promote the use of nursery rhymes at home and in the classroom. One parent shared how they collaborated with teachers, sharing new rhymes and seeking advice on how to apply them to routine tasks. This cooperative approach aimed to enhance language development and phonological awareness by coordinating the home and school contexts. Through sharing strategies and information, parents and educators worked together to develop a comprehensive method that optimizes the educational benefits of nursery rhymes for young children.

### **Results of the Teacher's Interview**

The class teacher's observations were crucial in painting a full picture of how nursery rhymes impact young children's phonological understanding. Through their collaborative work with the teacher, the qualitative aspect of the study was strengthened and the overall analysis was

deepened, providing a comprehensive picture of the role nursery rhymes play in early childhood education.

### **Using Nursery Rhymes to Improve Phonological Awareness and Language Development**

My first question was, "How did you incorporate nursery rhymes into your classroom activities, and what advantages did you see in the kids' language and phonological awareness development?" She responded that in order to create a lively and engaging learning environment, I used nursery rhymes in a variety of lessons in my classroom. Once or twice a week, I would use the projector to play nursery rhymes for the kids. The children's phonological awareness and language development both improved, demonstrating the program's value.

### **Investigating the Phonological Development and Engagement of Preschoolers with Nursery Rhymes**

In your opinion, how do toddlers generally participate with nursery rhymes during interactive sessions, and how do you think this interaction helps them acquire phonological awareness? the researcher inquired. "In my experience, preschoolers respond quite well to nursery rhymes in interactive sessions," she said in response. This interaction enhanced the learning environment while also enhancing their phonological awareness.

### **Practical Applications of Nursery Rhymes in Education**

Could you provide any particular examples of how nursery rhymes have improved the phonological awareness or language abilities of the toddlers in your class? was the following question. She said, "I can think of specific instances where nursery rhymes helped preschoolers' phonological awareness and language abilities to improve. For example, some children become more adept at recognizing rhymes after hearing nursery rhymes a lot".

### **Useful Teaching Methods with Nursery Rhymes**

What methods or approaches have you discovered to be successful in using nursery rhymes to assist preschool-aged children's phonological awareness development? the researcher asked. She responded, "One of the best ways to use nursery rhymes for phonological awareness was to use gestures and actions to improve the learning environment".

### **The Importance of Parental Participation in Nursery Rhymes**

The following question was, "How did you involve parents in encouraging the use of nursery rhymes at home, and what role do you think parental involvement plays in supporting the phonological awareness development of preschoolers through nursery rhymes?" She stated, "Parent participation in repeating nursery rhymes at home was essential for the development of phonological awareness. Parents have claimed that their children's phonemic awareness and language skills have increased when they participate in nursery rhyme activities regularly".

### **Nursery Rhymes' Transformative Effect on the Whole Development of Preschoolers**

The final question was, "In your opinion, how did nursery rhymes help preschool-aged children develop a love of language, literature, and storytelling, and how did this enthusiasm contribute to their overall development?". She responded, "Nursery rhymes greatly enhanced the love of language, books, and storytelling among preschool-aged children. Their enthusiasm for education encouraged a love of study, which promoted general growth. Their passion for language enhanced their cognitive growth, language abilities, and long-lasting enjoyment of reading and storytelling of the classroom.

As a result, the instructor discovered that using nursery rhymes in the classroom improved the linguistic and phonological awareness of the young students. Sessions were made interactive through gestures and motions. Reinforcing these skills at home required parental involvement in rhyme repetition. Nursery rhymes also encouraged a love of language, literature, and storytelling in addition to increasing learning passion. These findings demonstrate the value of nursery rhymes in early childhood education as well as their all-encompassing benefits for kids' development.

### **Discussion**

This part looked at how nursery rhymes affected preschoolers' phonological comprehension in a Pakistani setting. The researcher looked into the functions of nursery rhymes in early childhood education, focusing on language development, phonological awareness, and cultural exposure through the analysis of qualitative data. Based on parent interviews, classroom observations, and the study's findings, nursery rhymes have a major positive impact on preschoolers' phonological awareness development. Important topics included the popularity of nursery rhymes, parental involvement, challenges faced by teachers, and the linguistic and cultural diversity of nursery rhymes.

### **Analysis of Qualitative Findings**

Using thematic analysis, recurring themes and patterns in the participants' replies were identified, offering important insights into their experiences, attitudes, and actions linked to nursery rhymes. This qualitative approach allowed for a more nuanced understanding of the ways in which nursery rhymes support language development and phonological awareness in the Pakistani context. To investigate the value of interactive technology, the researcher conducted a theme analysis using data collected from research participants. Eleven main themes emerged, each focusing on a different aspect of interactive tools' effectiveness in teaching English as a second language. The researcher used a systematic coding technique to group participant responses into thematic categories based on recurring themes and topics.

#### Parent Interview Themes:

- Theme 1: Parental Participation in Nursery Rhyme Activities
- Theme: Views of Nursery Rhymes as Teaching Aids
- Theme 3: Nursery Rhymes' Effect on a Child's Language Development
- Themes 4: Obstacles in Applying Nursery Rhymes at Home
- Theme 5: Parental Advice for Developing Phonological Awareness

#### Themes from Teacher Interviews:

- Theme 6: Using nursery rhymes in the curriculum of the classroom
- Theme 7: Teachers' Views on Nursery Rhymes for Phonological Awareness
- Theme 8: Ways to Get Kids Interested in Nursery Rhyme Activities
- Theme 9: Obstacles Teachers Face When Using Nursery Rhymes
- Theme 10: Educators' Suggestions for Successful Development of Phonological Awareness
- Theme 11: Using Nursery Rhymes to Foster a Love of Language and Literacy

To address Research Question 1: How does exposure to nursery rhymes affect the development of phonological awareness abilities in preschool-aged children in Pakistan?, the researcher examined the views of parents and teachers. This query made sense about themes 3, 7, and 8. The third theme concerned parents' perspectives on the impact of nursery rhymes on children's language development, specifically concerning phonological awareness. Parents noticed that their kids became more proficient in phonemes than in rhymes, which is a significant indicator of

phonological awareness (Carroll et al., 2003). This study clarified the effects of preschoolers' exposure to nursery rhymes at home on their phonological awareness and language.

The seventh theme explored the opinions of teachers about the contribution that nursery rhymes have to the phonological awareness development of young children. As the research review points out, nursery rhymes enhance vocabulary acquisition, listening comprehension, and English language learning through enjoyable activities like singing and dancing (Fitria, 2023). Teachers' observations demonstrated the value of using nursery rhymes as teaching tools to enhance phonological awareness in the classroom. Theme 8 examined a variety of tactics teachers use to engage students in rhyme-related activities. Nursery rhymes were incorporated into early literacy programs, with an emphasis on phonetic components rather than content (Lefebvre et al., 2015). Through the examination of these methods, researchers were able to comprehend how engaging and interactive nursery rhyme sessions helped Pakistani preschool teachers increase their students' phonological awareness skills.

The seventh theme explored the opinions of teachers about the contribution that nursery rhymes have to the phonological awareness development of young children. As the research review points out, nursery rhymes enhance vocabulary acquisition, listening comprehension, and English language learning through enjoyable activities like singing and dancing (Fitria, 2023). Teachers' observations demonstrated the value of using nursery rhymes as teaching tools to enhance phonological awareness in the classroom. Theme 8 examined a variety of tactics teachers use to engage students in rhyme-related activities. Nursery rhymes were incorporated into early literacy programs, with an emphasis on phonetic components rather than content (Lefebvre et al., 2015). Through the examination of these methods, researchers were able to comprehend how engaging and interactive nursery rhyme sessions helped Pakistani preschool teachers increase their students' phonological awareness skills.

Following Research Question 2, which looked at experiences and attitudes around the use of nursery rhymes for the development of phonological awareness in Pakistan, insights from parents and teachers were looked into. The second theme looked at parents' views toward rhymes and their beliefs about how they help children acquire phonological awareness. It also looked at how they felt about nursery rhymes as teaching tools. Dilci (2012), who highlighted a connection between pupils' attitudes and parental education levels, reported similar findings. Theme 5 included useful rhyme-related activities and explored the most effective ways for parents to use nursery rhymes to enhance their child's phonological awareness. Parents as opportunities to deepen their relationships with their children (Berry, 2001) also regarded nursery rhymes.

The sixth theme focused on the methods and approaches educators employ to include nursery rhymes in their instruction to promote phonological awareness. Studies have shown that connecting musical activities to children's bedtime stories enhances their phonological processing skills (Bolduc & Lefebvre, 2012). Theme 7 examined how teachers use nursery rhymes as tools to help young children improve their phonological awareness, providing insightful viewpoints on the role rhymes play in this area of development.

Theme 8 examined how educators employ nursery rhymes to pique children's interest in phonological awareness exercises and provided some helpful strategies for promoting phonological development. Previous research indicates that nursery rhymes offer young children a dynamic, captivating, and engaging approach to language acquisition (De Mello et al., 2022). Theme 11

focused on how nursery rhymes foster a love of language and reading in young children by examining their broader implications on language development and literacy skills. Studies have shown that songs, rhymes, and chants can help youngsters learn language enjoyably and simply (Mejzini, 2016). Sayakhan and Bradley (2019) suggested individual or small-group activities include acting out nursery rhymes, memorizing passages, and reading aloud. These methods encourage engaging and dynamic language learning.

Research Question 3 examined teacher and parent insights regarding preschoolers' and their involvement with nursery rhymes during interactive sessions and their role in phonological awareness development. Taking a look at nursery rhymes as engaging teaching tools, the first subject focused on how parents may use them to engage their children in interactive learning by keeping their attention. Nursery rhymes, according to De Mello et al. (2022), are recognized to promote a more creative and dynamic learning environment by breaking up the monotony of traditional teaching strategies.

The fourth theme focused on the challenges parents have when teaching their kids nursery rhymes at home, emphasizing potential obstacles that could hinder their enjoyment and phonological awareness development. Theme 9 focused on the difficulties educators encounter while incorporating nursery rhymes into the classroom, emphasizing barriers that could prevent kids from connecting with the rhymes and from developing their phonological awareness. Previous study has shown that preschool instructors face a number of problems, including kids' short attention spans and lack of expertise. Nonetheless, modified nursery rhymes can stimulate kids' curiosity and expedite the learning process when paired with the right resources (Wahyuningsih and Afandi, 2020).

Theme 10 looked at the phonological awareness development suggestions made by teachers, which provided guidance on how to get kids more involved with nursery rhymes in interactive learning environments. The importance of choosing nursery rhymes with the correct words, meanings, and images for the child's age group was stressed by Prosic-Santovac (2015). Supplementary images that faithfully depict characters aid in comprehension and encourage learning. Nursery rhymes effectively foster multiple intelligences, automaticity, accommodation of different learning styles, and language recycling through a range of classroom activities.

In conclusion, the interviews revealed that nursery rhymes are valued by parents and educators as a means of assisting Pakistani toddlers in developing phonological awareness. However, challenges were noted, such as low parental involvement and classroom limitations. The primary objective of the recommendations was to enhance nursery rhyme sessions by incorporating engaging and lively activities. The findings demonstrate how important it is to address these problems in order to use nursery rhymes to improve phonological awareness.

### **Conclusion and Recommendations**

This study provided a comprehensive understanding of the impact that nursery rhymes have in enhancing phonological awareness among preschoolers in Pakistan through the use of qualitative data insights from participant experiences. The experiment, which involved observations and interviews, found that nursery rhymes are beneficial for promoting phonological ability. This emphasizes how crucial the rhymes are to the early literacy development of children in Pakistan's unique cultural context. The study underscored the need for collaboration between legislators, parents, and educators as well as the importance of culturally competent teaching strategies. By

targeting local educational needs, providing useful insights, and emphasizing the benefits of nursery rhymes in various cultural contexts and overall health, the study made a substantial addition to the field.

Many suggestions are made in the paper for enhancing early childhood education and supporting the development of young students. Parents can foster a language-rich environment that encourages vocabulary and phonological awareness by routinely reciting and singing nursery rhymes to their children. Preschool teachers can improve reading skills and add enjoyment to the learning process by using nursery rhymes. The appropriate usage of nursery rhymes should be taught to teachers. Preschool curricula should include rhymes, and education officials should provide funding for related therapies. Working together, legislators, educators, and parents can optimize the early literacy benefits of nursery rhymes. Stakeholders may establish an environment that is encouraging and interesting and provides a solid basis for lifelong learning by implementing these ideas.

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