

Effectiveness of Rhyme & Rhythm through Blended Learning

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Received: June 14, 2019

Accepted: September 19, 2019

ABSTRACT

With the rapid growth of information communication technology (ICT), teaching and learning styles have been dramatically changed in the twenty first century. Now the teaching learning process can be enriched through collaboration and more access towards communication by using synchronous and asynchronous modes of blended learning to enhance students' quality of the academic achievement. Now the learners have placed their position as digital learners in this digital era. Distinctive learning, participation can be constructed through a mixture of innovative methodology and quality of education blended to gather. The focus of this study was to investigate the effect of rhyme and rhythm by using blended learning on the performance of young children. The research aimed to analyze the impact of rhymes on the vocabulary of students at primary level. The sample of the study was consisted of 14 students from Fazaia Inter College Nur Khan Rawalpindi. It was an experimental study. The control and experimental groups were framed for the research purpose to collect data. The researcher administered 15 poems from a kindergarten book in grade five. Pre-test and post-test was conducted from the sample. Pre-Test was conducted before teaching the students. Pre-Test was based on the current knowledge of the students. Post-Test was conducted after teaching the students for eight days. Post-Test was basically based on the new learning and knowledge of the students. The time duration of an experiment was eight days. The results of the present study were analyzed and showed that students find it interesting to study with rhymes. They can learn quickly and effectively through rhymes due to encouragement and motivation. Students showed improvement in their vocabulary at a very high percentage. It was found that the respondents showed an effective response to the poems taught with proper rhyme and rhythm through blended learning.

KEY WORDS: Blended Learning, Rhyme, Rhythm, ICT, Synchronous Mode, Asynchronous Mode

INTRODUCTION

In this digital era Information Communication Technology ICT has become the revolutionary change agent in the teaching learning process [1]. There is a strong linkage between ICT and the learning process at primary level [2] which promotes student-centered approach [3] and considered as an interactive and effective approach of the learning at primary level [4]. The idea that the first identification of learning problems in educational institution or kindergarten may lead to applicable early interventions and therefore minimize reading and orthography problems in class has excited analysis on this issue [5]. The enhancement of learners' satisfaction through adaptive learning system is essential towards the promotion of educational effectiveness [6]. The research throws light on the fact that students at primary level tend to learn more with the blend of rhyme and rhythm. Students feel comfortable in learning the poem as compared to prose because of the intonation, stress patterns, rhyme and rhythm in the poems. The research opens the gate for the new techniques and methods teachers can adapt to produce better results from students.

Awareness within the development of learning to scan has long been established as pioneer to the acquisition of the alphabetic principle—the understanding that letters of alphabet signify phonemes in speech. Throughout the history teachers have contemplated their students with rhymes. It is the fact worldwide known that rhymes and rhythms make information more steadfast. Language literacy is debatably the most important skill child will acquire during schooling. Intrinsic motivation among learners is created through the combination of rhymes and rhythms [7] that can be transformed into new medium of education. The proverb “music is the food of the soul”. It expresses which cannot be expressed and it on which it is impossible to remain silent on. Music gives a soul to the universe and wings to the mind of young children, which can be possible through blended learning modes.

There is always a link between rhythm and brain. Music plays a vital role in the life of people. Many primary level students show interest in learning with music. The students enjoy poems as compared to essays and regular curriculum. A child's mind is somehow associated with music. The child always makes connection between music and learning. If the child perceives something in the form of a poem, the child tends to learn it quickly and with less effort. The blend of music tends to develop interest of students in books [8].

STATEMENT OF PROBLEM

The researcher noticed in her surroundings that students are not interested in learning and memorizing at primary level. The teacher puts in a lot of efforts through regular classroom techniques in this regard. But the students do not find them interesting at all and fail to produce results. Students find it boring to listen to the reading in a monotone. The researcher wanted to know the impact of rhyme & rhythm on the learning of primary level children at Fazaia Schools Rawalpindi Cantt.

The researcher has conducted this research to interpret the difficulties of the students, they face while learning the lessons. Children take interest in the lessons of poem because of the blend of the rhyme and rhythm in the poems. Phonetics & Phonology has deep rooted impacts on the learning of the children. It helps the children to absorb and learn the lessons quickly. Students tend to learn more with the help of rhyme and rhythm.

RESEARCH OBJECTIVES

The primary objectives of this study include:

- i. To study the effectiveness of rhyme and rhythm through blended learning at primary level.
- ii. To enable the students to enhance learning with the blend of rhyme and rhythm.

RESEARCH QUESTIONS

- i. Has rhyme and rhythm shown any impact on the learning of the students?
- ii. Is the learning of the students improved with rhyme and rhythm?

DELIMITATION

Due to time constrictions, this study was restricted to:

- i. The Grade V students at Fazaia Inter College P.A.F Nur Khan Rawalpindi Cantt.
- ii. The session of the students was 2017-18.

REVIEW OF RELATED LITERATURE

HISTORY OF RHYTHM & RHYME

"For thousands of years, knowledge was imparted from generation to generation through the medium of singing and chanting" Rhyme has assumed a critical part in enhancing our vocabulary through oral methods for learning. Stories and lyrics were sung by artists everywhere throughout the world. A considerable lot of these artists had extraordinary gadgets and their format includes epic stories and news to choral and reaction narrating [9]. A sequence of words that contain comparable sounds is called rhyme. For example, slow/ show/snow/glow/though/bow; Rhyme isn't just a reiteration however a conditioning of sounds. The decision of blending words to make a sort of melodic reiteration is as old as humankind. The adolescent of this age gathering might be heaps of years from antiquated man, however the choruses, repetitions and dancing games of presently are not much different from those of the ancient times. Rhyme has been called as the punctuation of music. As in the previous days, there is a genuine connecting amongst verse and enchantment, amongst verse and memory. Children begin with rhyme and beat; even before they can talk. The gadgets of poetry are continually being utilized as a part of every-day life. Children and tenant farmers as well as business people know the significance of verse and "apt alliteration's artful aid." Pavement symbols, cards in transports, ads in daily papers, bulletins on streets, declarations on radio and TV, demonstrate that rhyme dependably tap the mind more rapidly. Christmas, sympathies, and welcome cards are best when they are in rhyme. Indeed, even we compose long birthday wishes for our friends and family in verses to make them more powerful. This sort of imagination draws out the creativity in everybody. Indeed, even on the most profound level, verse is not really "rhyme without reason". Poetry runs all the way from childish "twinkle twinkle little star, how I wonder what you are" to Thomas Stearns Eliot's song "The love song of J. Alfred Prufrock". When we need to express something or when we are profoundly incited, and when our feelings move over into a football cheer, we pen down them as ballad, or an adoration verse. A lyric communicates our internal feelings, celebrates our satisfaction, eases our pain and facilitates our torment. Due to its emphatically underlined beat and its capacity to convey forceful feelings, verse is the most

instructing type of discourse. Rhyme isn't just a help to memory, as we have learned in nursery rhymes and sayings, yet it is additionally a joy to the ear [10].

BENEFITS OF TEACHING RHYTHM & RHYME

Teaching rhyme to understudies is imperative since it begins with; a social affair of examination has demonstrated a relationship among rhyming dominance and possible perusing status. It isn't important that each child is a rhyming machine from the beginning. On the off chance that your kid isn't occupied with rhymes then it doesn't imply that the youngster will be a poor understudy when the kid gets senior. It just implies that you can coordinate additionally rhyming occasions into their opportunity. Rhyming aids kids recuperate their oral phonetic aptitudes when all is said in done. Rhyming encourages the understudies to energetically work their verbal aptitudes, which extends them a sort of "approval" to work dialect in different ways. Phonemic awareness puts the reason for composed dialect. Rhyming is a harbinger to figuring out how to peruse and how to compose. Rhyming is entertaining especially, when youngsters get the chance to toss in some of their own chatter words. This feeling of delight indicates posterity the information can be charming and rousing. Rhymes are over and again squat and have an endless replication in it. Duplication propose your creating kid the opportunity to song into contentions a moment and third time and aids him recall what he has quite recently seen. A rhyme's repeat can likewise profit understudy come to know about the segments of sound, known as phonemes, which make verses [11].

Speaking skills of the learners is enhanced through asynchronous multimedia mode of instruction, which can be blend with variety of instructional methods in order to promote fluency and accuracy of linguistics [12]. While on the other hand, synchronous blended learning environment provides to learners in the form of flexible and clear communication with the help of audios and videos [13]. Elucidation of rhyming verse out loud makes it less difficult for prior youngsters to learn new dialect verses. This is met all requirements to the musical development of the verses that help us to make a perceived structure to new and unidentified words. They are likewise introduced to verses that sound same however with different undertones and significations [14].

The dialect learning gadget that esteems about the world have industrialized to contribute this arithmetical intelligence of dialect by youngsters is "nursery rhymes" that for all intents and purposes all standards and tongues have ballads that are communicated to kids. Condition, finish our grown-up reflects neuron association, has conveyed a natural gadget to profit our newborn children number out the syllable get together and phonological (sound blend) directions of their first dialect so that all through the following year of life expectancy a child would dominant be able to 900 new words in their first dialect. We know it that nursery rhymes are truthfully similar to "music" to the child's ears the beat and tune helps the youngster examine how contribute of decisions takes feeling dialect and the sound similarity [15].

The utilization of tunes has hugeness from a constructivist strategy as they were utilized to help understudies assemble meaning and signification; from a socio-social perspective as far as understudy arrangement; and from a scholarly point of view in that in these cases they encouraged understudies make colleagues in learning. Of interest is the distinction in how educators and understudies saw the conclusions for learning in science, in light of how tunes were utilized for instructing and learning science in this schoolwork. The consequences of this examination have charges for science educators and the science training metropolitan in developing new instructional methodologies for the center school science classroom [16]. Similarly, using of rhyming, phonemic-consciousness, vocabulary mindfulness, word acknowledgment, and additionally general motivation are effective [17].

Analysts have prescribed a connecting amongst music and dialect improvement wherein absorbing music and proficiency exercises can upgrade understudy information. In exact, encounters that enhance vocabulary through understudies' commitment in singing stories that are rich in phonemic plans, for example, rhyme and similar sounding word usage, are much praised. Combining books with music-coordinated proficiency inclusions can moreover create youthful kids' involvement to dialect. This training-based research was coordinated in an early juvenile instruction setting with four classrooms of kindergarten understudies, containing understudies with uncommon necessities and English dialect students, in a vocabulary accomplishment explore [11].

Phonological responsiveness is a vital component of early proficiency and numerous youngsters' battle to take in its essentials, for example, the ability of hearing syllables and rhymes inside the correspondence. The propose found inside this work is that as music and dialect have equal sound-related seeing procedure at that point planning cadenced activities, for example, music, could prompt expanded keen of the musical nature important to decipher early dialect and education aptitudes [18].

The outcomes of English rhymes on disparate record level of fundamental first grade in time of learning motivation and understanding start and ice care of communicated in English. Fifty-one members were from Wan Tan primary school in Ping Tung County. Direction of Ten-week English nursery rhyme and two thirty moment's session for each week were led. The greater part of the members was tried when the instruction. Through quantitative system

the information was gather including Alphabetic Recognition Assessment, English Learning Motivation Scale. Primary discoveries of this work are that English rhymes have critical impact on enhancing and stimulating of review first understudies [19].

Singing, rhyming, and narrating are a piece of each culture. By singing and rhyming to kids, guardians and parental figures are not just keeping conventions alive, they are encouraging kids to explain words, rehearse the pitch, volume and beat of their local dialect, and build up the tuning in and focus abilities basic for mental health and memory. Music, notwithstanding supporting all territories of youngster advancement and brain to cooperate to take in the sounds and implications of words in a fun and intelligent way. The reiteration of words encourages youngsters to envision the rhyming word and this, thus, sets them up to influence expectations when they to peruse [20].

RESEARCH METHODOLOGY

RESEARCH DESIGN

A research design was an arrangement of propel choices; determining the techniques and systems for gathering and breaking down the required data for an examination or research. It was likewise used to frame an efficient structure of research strategy and explains the greater part of the real parts in an exploration venture. It considered the investigation tests or gatherings, estimations, medicines or projects, and techniques for task, assessment and testing which should cooperate to endeavor to address the focal research addresses thus achieving the speculation in assertion or invalidation. The research conducted was an 'Experimental Study'. Experimental study is a study in which the analyst effectively controls the variables of the study.

DURATION OF THE EXPERIMENT

The researcher took fifteen poems from the Kindergarten book grade V. The experiment was carried out for eight continuous working days at Fazaia Inter School and College Chakala P.A.F Base, Nur Khan. Rawalpindi Pakistan.

PRE-TEST

Pre-test was an initial test figured out to define a learner's beginning stage understanding or the preparation for an educational contribution or way of study. In the Pre-Test 14 respondents were taken for research purpose. Respondents were asked to fill the questionnaire on the basis of the knowledge the already had. The focus of pre-test ingredients were the grammar, memorization, vocabulary, meaning and spellings of the students to check their learning level.

POST-TEST

Post-Test was administered to the children after eight days of experiment (blend of music) and consistently utilized as a part of blend with a pre-test to gauge their fulfillment and the productivity of the program. The researcher focused on the same ingredients of pre-test (grammar, memorization, vocabulary, meaning and spellings).

POPULATION

To proceed with the research about impact of rhyme and rhythm on children's learning at primary level of Fazaia Schools and Colleges of Rawalpindi Cantonment, the target population of study comprised of the 100 children at primary level of Fazaia Schools and Colleges Rawalpindi Cantt (Administration office Fazaia Schools, 2017).

SAMPLE AND SAMPLING TECHNIQUE

The sample of the study was comprised of 14 Kindergarten children of grade V by using purposive sampling technique.

INSTRUMENTATION

A questionnaire was developed for pre-test and post-test, comprised of two sections. One section was consisted of Multiple Choice Questions MCQs, while 5 short questions were included in the second section. Fifteen poems from the kindergarten book grade V were selected for the research purpose. The focus of the research instrument was to cover the grammar vocabulary, spellings meaning and memorization with the help of poems with the blend of audios and videos.

VALIDITY & RELIABILITY

To ensure the validity and reliability of the research, the researcher had included all the items in the pre-test and post-test based on the questionnaire, founded on the literature review of the study. Research tool was validated by

taking the help of experts in field of education. As a piece of their opinion, lacking in the tool were removed before carrying on with the further research. In order to check the validity of the research, education experts were concerned. SPSS version 21 was used to check the reliability of the research instrument.

DATA

The basic goal of this study was to explain the affairs which go under the impact of rhyme and rhythm with blend of audios and videos (synchronous mode) on the learning of the children at primary level. The basic reason for this explicit study was to not only highlight the importance of the rhyme and rhythm but also to improve the learning of the primary level students. Nevertheless, inducement in the performance and the assessment may have shown great impacts on the mind of the learners and giving the learners the sound environment as far as to help the learners to improve their learning. For the attainment of this goal numerical and factual researches and computations were likewise exploited as a part of a request to have unmistakable knowledge and thought about rhyme & rhythm and their subsequent impacts on the learning of the primary level children through blend of audios and videos. Another goal behind the conduction of this specific study was that the students at primary level are somehow lacking to produce good results in their educational career which itself is a big hurdle in the progress of any country because the primary level children are the future makers of any country. The children at this stage must be intelligent and sharp enough to produce results. And not only the result of the students was important, but the learning of the students was also important for their betterment. Children in general had seen fail to produce results because of the monotone in their learning and speech patterns. The students who were forced to learn without their interest fail to produce result at the end and hence their learning ceases and stops. So, the students and the teachers both needed to put lots of effort in this regard. Whereas rhyme and rhythm help the children and teachers to improve the learning of the students. An idea behind this research was that students tend to learn more with the help of rhyme and rhythm through blended learning. Students could easily express themselves with the help of the rhymes and rhythms used as a learning technique. Data were collected after treatment period.

COLLECTION

RESULTS AND DISCUSSION

The ultimate goal of this research study is to clarify the concerns which go under the circumstance recognized with the impact of the rhyme and rhythm on the learning of the children at the primary level. For the accomplishment of this objective data has taken from the records of their scholastics practices and after that has been showed up in quantifiable structure.

Table 1: Pre-test Results

Sr. No.	Respondents	Grammar	Meaning	Memorization	Spellings	Vocabulary	Marks Obtained / Total Marks
1	Hina	0	1	1	1	8	11/15
2	Jawaria	0	1	1	1	9	12/15
3	Mohsana	0	0	0	1	6	7/15
4	Zuraiz	1	0	0	1	2	4/15
5	Ali	0	1	0	1	5	7/15
6	Namra	0	1	1	2	7	11/15
7	Mutech	0	1	1	2	6	10/15
8	Asim	1	0	1	1	7	10/15
9	Sehrish	1	1	1	1	8	12/15
10	Ereza	1	1	1	2	7	12/15
11	Moiz	0	0	1	1	7	9/15
12	Rashid	0	0	0	1	7	8/15
13	Minahil	0	1	1	2	7	11/15
14	Laraib	0	0	1	2	5	8/15

The table 1 mentioned the result of the Pre-test of the students, which reflects that the students were really weak in grammar. The sentence structure of the students was very weak. The researcher has noted that teachers in general used to follow the concept of Rote Memorization without focusing on the concepts of the students. This is why the students were weak in grammar but better in memorization. Although their learning was still not up to the mark.

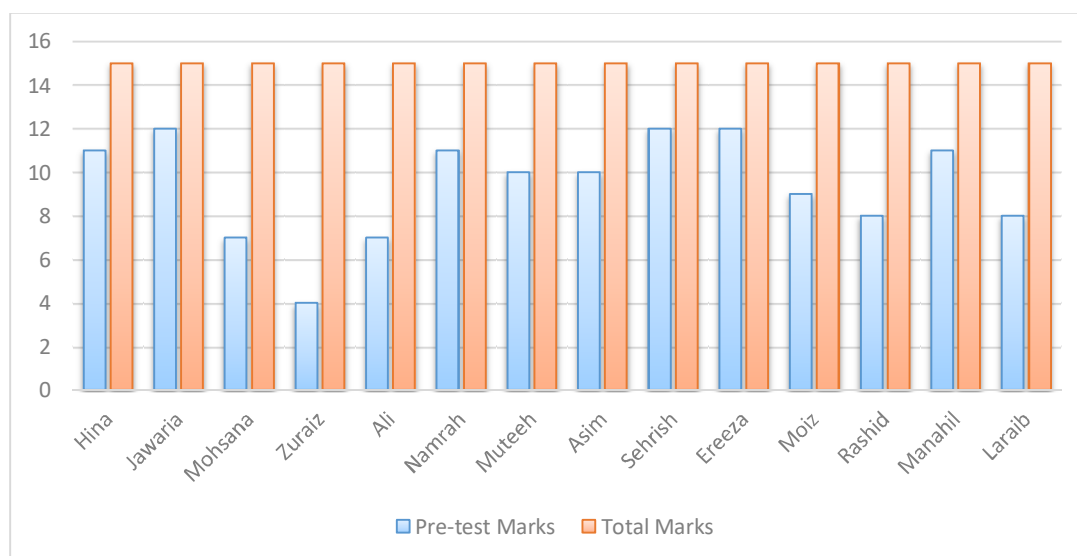


Figure 1: BAR CHART FOR PRE-TEST RESULT

The pre-test was based on Multiple Choice Questions MCQs and three long questions. Most of the students scored very few marks in structural question. One mark is declared for the grammar statement. Two marks are for the meanings that cover synonyms and antonyms. Nine marks for the vocabulary. The marking of the long questions was done according to criteria of 35% for memorization and 70% for the correct spellings. Out of fourteen learners only four learners secured maximum marks. And no student was able to get more than 12 marks in pre-test.

Table 2: Post-test Results

Sr. No.	Respondents	Grammar	Meaning	Memorization	Spellings	Vocabulary	Marks Obtained / Total Marks
1	Hina	0	0	1	2	9	12/15
2	Jawaria	0	2	1	2	9	14/15
3	Mohsana	1	1	1	2	8	13/15
4	Zuraiz	1	1	1	2	7	12/15
5	Ali	1	2	1	1	7	12/15
6	Namrah	1	1	1	1	9	13/15
7	Muteeh	1	1	1	1	8	12/15
8	Asim	1	0	1	1	9	12/15
9	Sehrish	1	1	1	2	8	13/15
10	Ereeza	1	2	1	2	9	15/15
11	Moiz	1	1	1	2	8	13/15
12	Rashid	0	0	1	0	7	8/15
13	Minahil	1	2	1	2	9	15/15
14	Laraib	0	1	1	2	9	13/15

Table 2 indicated the results of post-test, which shows improvement of the students in their learning after treatment period. Students showed interest in learning with rhyme and rhythm with blend of audios and videos. The researcher has noted that instead of rote memorization it is better to focus on the learning and concepts of the students.

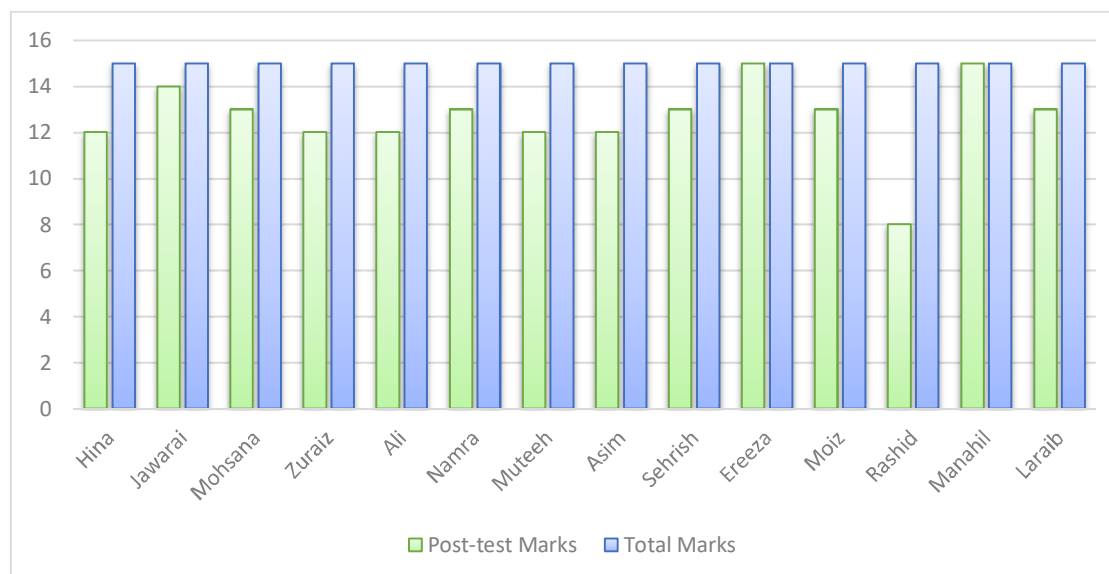


Figure 2: Bar Chart of Post-Test Result

Most of the learners showed improvement in the post-test conducted after teaching them for eight days. The post-test result is additionally categorized into three peer groups. Those learners who improved in the MCQ's section, those learners who improved in the long question answers and those learners who remained the same without improvement. Most of the learners showed improvement in MCQ portion and one of the students got the highest 100% in this section. This shows the student's ignorance or very little practice of the meanings and vocabulary. The second student's group showed upgrading in both MCQ and long questions. This section also includes 100% of the learners because every student improved in this particular section. The third group is of those students who did not show any improvement in the long questions portion. There may be two probable interpretations for this; one they might not attend the class on daily basis, or they did not find the lectures interesting. Anyhow, there is only one learner who failed to show any improvement in writing.

Table 3: Comparison between Pre-test and Post-test

Sr. No.	Name of Students	Pre-Test Result	Post-Test Result	Improvement Percentage
1	Hina	11	12	6.66%
2	Jawaria	12	14	13.33%
3	Mohsana	7	13	40%
4	Zuraiz	4	12	53.33%
5	Ali	7	12	33.33%
6	Namrah	11	13	13.33%
7	Muteeh	10	12	13.33%
8	Asim	10	12	13.33%
9	Sehrish	12	13	6.66%
10	Ereeza	12	15	20%
11	Moiz	9	13	26.66%
12	Rashid	8	8	0%
13	Minahil	11	15	26.66%
14	Laraib	8	13	33.33%

These improvement results show that maximum students improved their learning in following sections i.e spellings, grammar, vocabulary, meanings and memorization very quickly. Maximum improvement was shown by a learner with 53.3%. It means that if students are taught with rhymes, rhythms through blended synchronous mode and activities they can learn and improve the writing and speaking skills very efficiently. There is also a student who failed to show improvement in post-test result. This means that the student did not attend the classes with full attentiveness or the student might not like the way of teaching or either have no interest in activities.

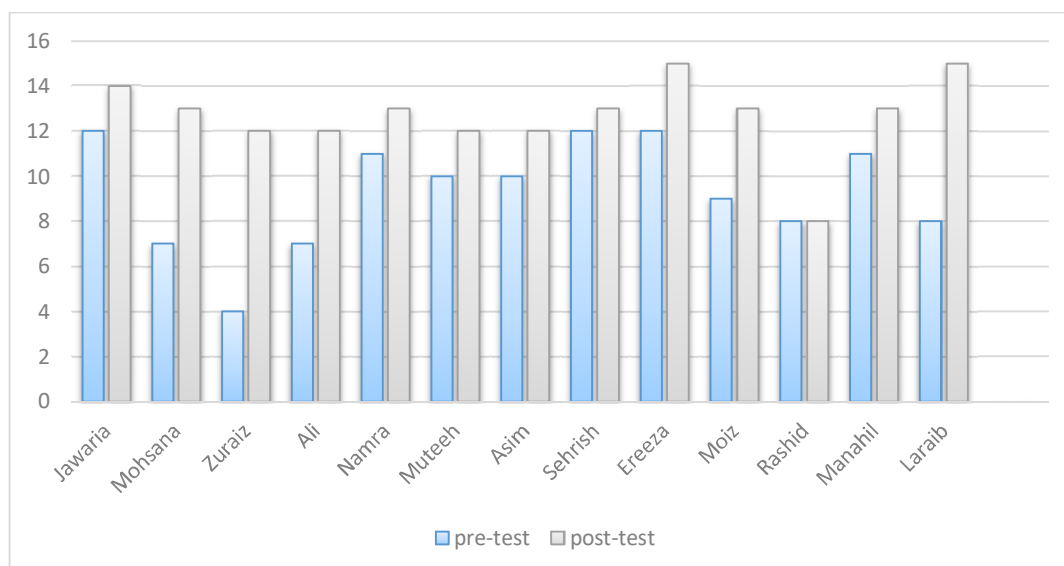


Figure 3: Comparison between Pre-test and Post-test

Figure 3 shows that the comparison between pre-test and posttest, which is indicated improvement of post-test scores of students as compared to pre-test.

FINDINGS

Based on the analysis of rhyme and rhythm in the learning of the primary level school children of Fazaia Inter School & College P.A.F Base NurKhan, following were the main findings of this study:

- i. After conducting and analyzing pre-test and post-test, the graph was plotted of the comparison of the pre-test and post-test. According to the graphs 13 out of 14 students showed improvement in their learning (Table 3; Fig 3)
- ii. According to the same tables and graphs, 57% had shown above 20% of the improvement in their post-test (Table 3).

CONCLUSION

To conclude the findings, it can be said that in Fazaia Inter School & College P.A.F Base NurKhan, learners at primary level find the learning easy with the help of rhyme and rhythm through synchronous blended learning. Those students who were least interested in studies starts showing results. The learning of the students was improved at every level i.e grammar, memorization, vocabulary, meanings (synonyms and antonyms), and spellings. Students in the pre-test lack in the above-mentioned aspects of learning may be lack of interest in the studies, lack of exposure to the studies, low ambitions. But the students after being taught with the proper rhyme and rhythm in the class by the researcher have shown improvement not only in their learning but they also seemed confident enough in the class. Their aspect towards learning had also been changed. Rhyme and rhythm improves the learning of the students. Moreover, it can also be concluded that the teachers who had problems in producing the results of the students have also find out the gateway towards the improvement of the student's results.

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