

Nursery Rhymes on Toddlers' Second Language Acquisition

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Abstract: Nursery rhymes can promote children's cognitive, physical, social, emotional, and learning development, as many parents and guardians are aware of. A pleasant and engaging learning environment for music can be created using nursery rhymes, and chances for interdisciplinary learning are prompted by phonological, phonemic, speech production, and communication skills. This study aims to help readers understand the perception of parents who have children who are two to three years old if watching nursery rhymes benefits not only watching but also in ways of learning that children get from nursery rhymes such as learning to speak, memorize, listen, and to adopt something new and appropriate learning. A mixed method of research approaches was obtained to analyze the factors of the study. Quantitative research through a quasi-observation carried out over a one-week period with toddlers ($n = 10$) in home visits, the study observed by the researchers when they watch nursery rhymes, children can easily recognize syllables, rhymes and alliteration, especially if sing along with it, watching nursery rhymes toddlers become involved in the games and songs they see, toddlers can sing and follow every word and repeat the song from the beginning especially if it is easy for children to imitate, toddlers can easily imitate a sound or word even if they can't pronounce it properly they understand what they mean to say even if they do not know the meaning of the word they are imitating and toddlers are able to pronounce words they imitate watching nursery rhymes even though the pronunciation is not so clear the pronunciation is fully understood. Qualitative research by conducting key informant interviews with parents ($n = 10$) in an urban village in Bulacan. For infants, toddlers, preschoolers, and school-age children, nursery rhyme songs are an effective technique for fostering excellent language development. Nursery rhyme songs also help children develop rhyming, memory, articulation, vocabulary for communication, and early literacy skills.

Keywords—nursery rhymes, toddlers, second language acquisition

Introduction

"Twinkle, twinkle, little star, How I wonder what you are! Up above the world so high, Like a diamond in the sky." (Jane Taylor 1806).

A nursery rhyme is a short poem or song for children, typically written by unidentified authors. Nursery rhymes are rhythmic, tightly rhymed, and well-liked by young children.

Children are first exposed to English as a second language at the beginning of their development. This is not done to teach kids English actively; instead, it gives them a basic understanding of the language through words and their first exposure. Sound, whether words or phrases, greatly aids a child's language learning (Safitri & Hakim, 2018). As it provides an excellent opportunity for kids to get to know their friends, singing nursery rhymes can also aid in the social skills development of young children.

Nursery rhymes can help children learn and grow in terms of language, cognition, physical development, and social and emotional development. Language development children learn vowels and consonant sounds from nursery rhymes. Children learn new words in nursery rhymes that they would not learn in everyday conversation, such as fetch and pail in the nursery rhyme "Jack and Jill climbed up the hill to fetch a pail of water." Because they are brief and simple to

repeat, nursery rhymes serve as some of a child's first sentences. Nursery rhymes are patterns that make it simple for kids to learn recall and memory.

However, technology impacts their children's health and well-being, and many people are alarmed by reports of malicious content on YouTube targeting children as young as two years of age (Bila, 2018). Kanozia and Jindal (2019) report that children under two are addicted to animated content, and parents provide screen time for entertainment.

Thus, this research aims to help readers understand the perception of parents who have children who are two (2) to three (3) years old if watching nursery rhymes benefits not only watching but also in ways of learning that children get from nursery rhymes such as learning to speak, memorize, listen, and to adopt something new and appropriate learning.

Statement of the Problem

This study determined the relationship between the perception of parents on the exposure of toddlers to nursery rhymes and their language development.

Specifically, the study sought answers to the following questions:

1. How frequently does the parent's toddler watch nursery rhymes?

1. How do the respondents describe the language development of toddlers on nursery rhymes be described in terms of:
 - 2.1 Phonological awareness
 - 2.2 Phonemic awareness
 - 2.3 Speech production
 - 2.4 Communication
2. Is there a significant relationship between parent's perception of the exposure of toddlers to nursery rhymes and language development?

2. METHODS OF RESEARCH

The researchers use the mixed method research design of research. Throughout the toddler's development, it was utilized to ascertain the opinions and attitudes of parents toward the nursery rhyme learning strategy. The success of the research was greatly aided by using a sample questionnaire that was verified by a survey and observation

2.1 Population and Sample

The study population includes the parents of toddlers in nursery rhyme learning in one of the municipalities in Bulacan, Philippines. The parents have been chosen because they have experienced the nursery rhyme learning approach and may have formed a perspective on the nursery rhyme learning approach. The population consists of 10-15 parents of toddlers

2.2 Research Instrument

Two instruments were utilized in this study in order to collect the needed data. These are the demographic profile of age, number of children, and educational attainment. The succeeding parts of the questionnaire were adapted from related studies on nursery rhymes. The second part covered how frequently the respondent's toddlers watch nursery rhymes. This particular section comprised 20 item questions, having five questions, each specifically focused on the following: (a) phonological awareness, (b) phonemic awareness, (c) speech production (d) communication with five questions each. The fourth part covered the significant relationship between watching nursery rhymes and a toddler's language development.

The interview and survey instrument used in the study consists of an interview questionnaire guide that may help the improvement in order to know the needed data.

2.3. Data Analysis

The data analysis is a crucial part of this study since it enables the researcher to judge its results. The researchers analyzed the 15 things for the questionnaire interview. They strongly agreed (3.12-4.00), agreed (2.22-3.10), disagree (1.32-2.20), and strongly disagree (1.42-2.30)

The ranking is another descriptive measure that describes the positional importance of one item when compared with one another. Frequency and Percentage were used to determine the student's response using the formula.

Weighted mean is the statistical tool used to compute the weight of the responses in the questionnaire assigned by the respondents during the actual data-gathering procedure.

Pearson's r-test of Correlation was utilized to determine whether statistical evidence shows a significant relationship between watching nursery rhymes and a toddler's language development. To interpret the data collected, the following scales were applied.

3. RESULTS AND DISCUSSIONS

This section presents the results and discussions of the data gathered using the appropriate statistical treatment and tools.

Table 1. Demographic Profile of the Respondents in Terms of Age

Age	Frequency	Percentage
19	1	10%
21	1	10%
22	1	10%
24	1	10%
26	1	10%
30	1	10%
35	1	10%
36	1	10%
43	2	20%
Total	10	100%

Table 1 presents the demographic profile of the respondents in terms of age. As presented in the table, 2 out of 10 (20%) respondents were aged 43 years old. At the same time, the rest of the ages got 1 out of 10 (10%). The parent-child approach is used in this study to evaluate parental mediation of children's online media use in Nigeria. The sample included one thousand two hundred seventy kids and their parents. Children between the ages of 13 and 18 and their parents, who were between 25 and 55, provided information by questionnaire. Stronger relationships are shown in the study's findings—south African Thomas Bingle Van der Walt University (November 2020).

Table 2. Demographic profile of the respondents in terms of number of children

Number of children Percentage	Frequency	
1	3	30%
2	5	50%
3	2	20%
Total	10	100%

Table 2 shows the frequency and percentage distribution of the respondents according to the number of their children. As shown in Table 2 above, 5 or 50% of the respondents have two (2) children, followed by 3 or (30%) who have 1 child. Lastly, 2 or (20%) respondents have a 3 child. This shows that half of the respondents have 2 children. the equation as a graphic and insert it into the text after your paper is styled.

Table 3. Demographic profile of the respondents in terms of Educational Attainment

Educational Attainment Percentage	Frequency	
College	3	30%
High School	7	70%
Total	10	100%

Table 3 presents the frequency and percentage distribution of the respondents according to their educational attainment. As presented in Table 3, most respondents (70%) have a high school educational attainment, while 3 out of 10 (30%) have a college education. According to the study by Wendy Ochoa and Stephanie M Reich 2020, parents with a high school diploma or higher emphasized the significance of sharing technology with their kids. Parents with less formal education should have brought this up. Additionally, low-income parents with various educational backgrounds highlighted how crucial it is to constantly supervise gadgets to prevent their kids from coming into contact with unsuitable content. The results can guide efforts to encourage healthy media habits among Latino families.

Table 4. Frequency and Percentage of watching nursery rhymes

Number of hours Percentage	Frequency	
Less than 3 hrs.	8	80%
4 hrs. and more	2	20%
Total	10	100%

Table 4 presents the frequency of the exposure of toddlers to nursery rhymes. As presented, 8 out of 10 (80%) of the respondents stated that toddlers' exposure to nursery rhymes

for less than 3 hours. Furthermore, 2 out of 10 (20%) respondents stated that the toddlers watch nursery rhymes, 4hrs to 5hrs. According to a study by (Radesky, Boston 2018), these findings present that most parents allow their children to watch the nursery rhyme for 3 hours and below only. At age two, children watched media for an average of 2.3 hours per day. Compared to infants with 9-month ITSC scores of 0 to 2, those with a score of 3 saw 0.23 hours confidence range more media at 2 years of age. This difference persisted in adjusted models (0.15 hours per day [95% confidence interval and was still statistically significant. At age 2, media consumption was much more prevalent in children who were classified as having persistent self-regulation issues (ITSC 3 at both 9 months and 2 years; adjusted 0.21 hours per day; the adjusted odds ratio for >2 hours per day. These relationships were marginally stronger in homes with low socioeconomic status and English speakers.

Table 5. Parent's perception of phonological awareness of the nursery rhymes on toddler's language development.

Phonological Awareness Interpretation	Mean	
1. The child can recognize Strongly Agree syllables, rhyme, and alliteration.	3.60	
2. Child can participate in Strongly Agree rhyming games and songs.	3.40	
3. Child can sing songs Agree and refrain by repeating the first sounds.	3.70	Strongly
4. Modify a word's sound structure without regard to its meaning.	3.40	Strongly Agree
5. Can match beginning sounds of some words.	3.30	Strongly Agree
The overall Mean Strongly Agree	3.48	

This table presents the survey results on Parents' perception of phonological awareness of nursery rhymes on toddlers' language development. As presented in Table 5, all items fell under a statistical interpretation of "Strongly Agree." The Highest weighted Mean (M= 3.70) was seen in item 3, stating that their child can sing songs and refrain by repeating the first sounds. Followed by item 1, stating that their child can recognize syllables, rhyme, and alliteration

with a weighted mean (M=3.60) and a statistical interpretation of "Strongly Agree." Furthermore, the lowest weighted mean was seen in item 5, stating that their child can match the beginning sounds of some words.

The overall weighted mean based on the survey on Parents' perception of phonological awareness of the nursery rhymes on toddlers' language development is (M= 3.48) with the statistical interpretation of "Strongly Agree." This result shows that the respondents strongly agreed that nursery rhymes could help their child with phonological awareness.

Based on the researchers' observation, children can easily recognize syllables, rhymes, and alliteration when they watch nursery rhymes, especially if they sing along with them. By watching nursery rhymes, toddlers become involved in the games and songs they see. Toddlers can sing and follow every word and repeat the song from the beginning, especially if it is easy for children to imitate. Toddlers can easily imitate a sound or word even if they cannot pronounce it correctly; they understand what they mean to say even if they do not know its meaning. Toddlers can pronounce words they imitate by watching nursery rhymes; even though the pronunciation is unclear, it is fully understood.

According to one of the respondents "My child can make sounds and sing along with the song when watching nursery rhymes" -M1-

Lower elementary school is crucial for young children's phonetic and phonological awareness development. Children would only have the requisite abilities to master these skills and tools to help with the beginning stages of reading instruction (Double et al., 2019; Niklas et al., 2016). Developing abilities including rhyming, segmenting, sound-letter Correlation, syllable identification, and vowel recognition. Children will be assisted in developing these crucial skills through phonemes, alphabetic principles, and more (Double, 2019).

Table 6. Parent's Perceptions in the phonemic awareness of the nursery rhymes on toddler's language development.

Phonemic Awareness	Mean	Interpretation
1. Nursery rhyme exposure Strongly Agree may aid in bringing the child's focus on both the semantic and sound structure.	3.60	
2. Identify the last syllable Strongly Agree In the word	3.30	
3. Identify the first sound In the word	3.40	Strongly Agree

4. Play with the sounds in words, swap out sounds, and remove specific phonemes from the word.	3.30	Strongly Agree
5. Identify the sounds in a word with CVC form (e.g., 'cat'), CCVC (e.g., 'skin') and other longer words.	3.20	Strongly Agree

The overall Mean **3.36**
Strongly Agree

This table shows the survey result on Parent's Perceptions of the phonemic awareness of nursery rhymes on toddlers' language development. As seen in Table 6, all items fell in the statistical interpretation of "Strongly Agree." The highest weighted mean was seen in item 1, stating that the nursery rhyme exposure may aid in bringing the child's focus to both the semantic and sound structure of words, with a weighted mean (M=3.60) and a statistical interpretation of "Strongly Agree." While in the other hand, the lowest weighted mean was seen in item 4, stating that "play with the sounds in words, swap out sounds, and remove specific phonemes from the word," with a weighted mean (M= 3.20) but still with a statistical interpretation of "Strongly Agree." The overall weighted Mean (M= 3.36) fell under the statistical interpretation of "Strongly Agree." The findings in the above table show that the respondents strongly agreed that nursery rhymes could help their child's phonemic awareness, which is needed in their language development.

As observed by the researchers, when toddlers watch nursery rhymes, it helps to give them focus to have both the semantics and the sound of the words that they get through the videos. As children watch nursery rhymes, they can pronounce or identify every last syllable of the words, especially if they are repeated. While children watch nursery rhymes, they pronounce or identify each beginning syllable of words, especially if it is repeated and easy to imitate. When children watch nursery rhymes, they can play with sounds or words they form in their minds and pronounce them; they can also change sounds and remove specific phonemes from words, but not all children can. Children can identify sounds in a word or other longer words by following their sounds.

According to one of the respondents "He immediately detects the sound in nursery rhymes and accompanies it whenever he watches" -M4-

Table 7 presents the survey results regarding parents' perceptions of speech production of nursery rhymes on toddlers' language development. The table above also shows that all items got the statistical interpretation of "Strongly Agree." Item 5, stating that nursery rhymes teach their children to pronounce words, got the highest weighted Mean (M= 3.90), with the statistical interpretation of "Strongly Agree." This is followed by item 3, which states that nursery rhymes can help kids with speech clarity as they repeat, with a weighted mean of (M= 3.80) with a statistical interpretation of "Strongly Agree." Furthermore, item 1, stating that child produces their first speech sounds, still got the lowest weighted mean (M=3.30) with a statistical interpretation of "Strongly Agree."

Table 7. Parent's Perceptions in speech production of the nursery rhymes on toddler's language development.

Speech Production	Mean	Interpretation
1. Child produces first Speech sounds.	3.30	Strongly Agree
2. When keywords are emphasized, that kids learn more effectively.	3.70	Strongly Agree
3. Nursery rhymes can help kids with speech clarity as they repeat.	3.80	Strongly Agree
4. Nursery rhymes can help children to learn and remove specific how do put these sounds together to make words.	3.60	Strongly Agree
5. Nursery rhymes teach children to pronounce words.	3.90	Strongly Agree
The overall Mean	3.66	Strongly Agree

The overall weighted mean regarding the parent's perceptions of speech production of the nursery rhymes on toddler's language development is (M= 3.66) with a statistical interpretation of "Strongly Agree." This result shows that the respondents strongly agreed that nursery rhymes could help their child's speech production, which is needed in their language development.

Based on the observation done by the researchers while the toddlers watch the nursery rhymes, it can be noticed that at first, they look and listen to the words or sounds, but as time goes on, they imitate them, and they can form their first word. Researchers notice that when the word or sound they imitate is emphasized, it is more effective for children to learn. Nursery rhymes help toddlers gain clarity in pronouncing words, especially if they are repeated in the videos they watch. As we have seen and observed, nursery rhymes help toddlers to know, produce or generate sounds and how it becomes a word. When children watch nursery rhymes, it helps them to learn to pronounce or speak a word.

According to one of the respondents "*She learns to speak simple words when I emphasize it*" -M3-.

According to Danielson (2020), nursery rhymes provide the ideal framework for young children to learn to hear the musicality of words, phrases, and sentences. The rhythm of language, the narratives' condensed structure, and the engaging characters all work together to create this ideal model. When a child recites nursery rhymes, they engage in various language-developmental activities, including learning about intonation, picking up new words and concepts, and early understanding and appreciation of poetry. As a result, there is a need to use nursery rhymes more often in nursery school to help children's speech development.

Table 8. Parent's Perceptions in the Communication of the Nursery Rhymes on Toddler's Language Development.

Communication Interpretation	Mean	Interpretation
1. Listening to Nursery rhymes are one of the best things to promote communication.	3.60	Strongly Agree
2. It boosts language Communication and Literacy skills.	3.80	Strongly Agree
3. Helps develops child's Social skills.	3.70	Strongly Agree
4. Enables children to copy actions.	3.60	Strongly Agree
5. Develop their non-verbal Communication skills.	3.70	Strongly Agree

The overall Mean **3.68**
Strongly Agree

Table 8 convey that all of the statement regarding Parent's Perceptions of Communication of nursery rhymes on toddlers' language development fell under the statistical interpretation of strongly agree. Based on the findings, item 2, stating that "It boasts children language communication and literacy skills," got the highest weighted Mean (M=3.80). Additionally, items 3 and 5, with the weighted Mean (M= 3.70), was this table's second highest weighted mean with a statistical interpretation of "Strongly Agree." Furthermore, items 1 and 4, with the statement "Listening to nursery rhymes is one of the best things to promote communication., "and "Enables children to copy actions," has the lowest weighted Mean (M= 3.60) but still got a statistical interpretation of "Strongly Agree."

The overall weighted mean regarding the Parent's Perceptions in the Communication of the nursery rhymes on toddler language development is (M= 3.68) with a statistical interpretation of "Strongly Agree." These findings show that the respondents strongly agreed and believe that nursery rhymes can help their child in Communication, which is needed in their language development.

As observed by the researchers, as children watch nursery rhymes, they imitate the words and use them to communicate with others. There are toddlers watching nursery rhymes that teach them how to communicate with other people and write and read. From watching nursery rhymes, toddlers learn how to interact with people and socialize. Toddlers learn by watching nursery rhymes and imitating the characters' dances and movements in the video. Watching toddlers' nursery rhymes teaches the child to develop nonverbal Communication with others.

According to one of the respondents "When we have free time and I have time to talk to her, she responds to me" -M2-

Regardless of the songs' cultural diversity, certain traits and characteristics are shared by all songs. "Musical idioms draw from a common suite of psychological responses to sound, though they differ in the acoustic features they use and the emotions they evoke."(Mehr et al., 2019, p. 5). Mehret al. Tentatively imply the presence of clusters of associated behaviors, such as calm, soothing lullabies sung by a mother to a child or energetic, rhythmic songs sung in an energizing manner, while conceding that universals in music are difficult to pin down (ibid).

One could argue that songs like these are intended to help with bonding and Communication, to calm and soothe babies, or to amuse and entertain them. However, if we consider "song" as more than just an item or product, we can see that "music" and "musicality" have much more nuanced and significant meanings to play a part.

Table 9. Pearson r Correlation between the perception of parents on exposure of their toddlers in watching nursery rhymes and toddlers' language development.

Variables	r	p	Verbal Interpretation	Remarks	Decision
Perception of Parents... Toddler's Language Development	0.760*	.01	High positive correlation	Significant	Reject the null hypothesis

*<0.05

Table 9 presents the Pearson correlation between watching nursery rhymes and a toddler's language development; this current study displayed a Pearson correlation (r = 0.760*) and a p-value of (p= 0.011). It implied that the degree of Correlation was High and positive. It means a significant relationship exists between watching nursery rhymes and toddlers' language development. The result of the hypothesis testing of this research showed that the null hypothesis (H0) was Rejected. It means there is a significant relationship exists between nursery rhymes and toddlers' language development. This result also shows that toddlers who watch nursery rhymes frequently will develop their language more.

In contrast to the study of Imaniah, Dewi, and Zakky (2020), the chosen channel can improve young children's communication skills, particularly in expanding their vocabulary in English. The study was based on questionnaires of parents' beliefs, attitudes, and behaviors toward the YouTube Kids Channel. Despite parental oversight, YouTube is regarded as a powerful medium that can enhance young children's communication skills. The academic and social development of young children depends on effective Communication. Children learn the language and communication skills necessary to convey their wants, thoughts, and feelings in social interactions during their preschool years. They also learn how to reply politely to others. Through efficient Communication, they develop social skills and cultivate courteous and constructive interactions.

3.1. Conclusions

The following conclusion was drawn based on the findings derived from the study.

Generally, the demographic profile of the respondents shows that out of 10 respondents, two were aged 43. When it comes to the number of children, 5 of the respondents have two children, followed by three who have one child. Lastly, 2

of the respondents have 3 children. This shows that half of the respondents have 2 children.

In educational attainment, most of the respondents, 7, have a high school educational attainment, while 3 out of 10 have a college educational attainment.

The finding showed that the greatest number of hours that toddlers watch nursery rhymes is 3 hours and below. Furthermore, 2 of the respondents stated that the toddlers watch nursery rhymes, 4hrs to 5hrs.

Generally, Parent's perception of phonological awareness of nursery rhymes on toddlers' language development. All of the items fell under a statistical interpretation "Strongly Agree."

Based on the obtained result on Parent's Perceptions of the phonemic awareness of nursery rhymes on toddlers' language development. All items fell in the statistical interpretation of "Strongly Agree."

Based on the findings on parents' perceptions of speech production of nursery rhymes on toddlers' language development. It also presents that all items got the statistical interpretation of "Strongly Agree."

The finding showed that Parent's Perceptions in Communication of the nursery rhymes on toddler's language development fell under the statistical interpretation of strongly agree.

Based on the obtained result, the hypothesis testing of this research showed that the null hypothesis (H0) was Rejected. It means there is a significant relationship between exposure to nursery rhymes and toddlers' language development in parents' perception.

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