

1 **Music and the Development of Language skills of Pupils in Early**

2 **Childhood Education in Tubah Municipality**

3

4 **Abstract**

5 *This paper set out to investigate the role of music in the acquisition of language skills in*
6 *early childhood education in Tubah Municipality. In order to achieve this objective, the main*
7 *objective was articulated into two components inquiring the place of songs and creative dance in*
8 *enhancing the growth of macro-language skills like listening, speaking, reading and writing.*
9 *This study was prompted by the absence of interesting alternative strategies in language*
10 *didactics. To inquire about the problem and propose alternative methods through music, a*
11 *quasi-experimental research design was adopted in the study. From the population, four schools*
12 *were selected using the non-probability sampling technique that is, the convenient. These four*
13 *schools constituted the accessible population. The purposive sampling technique was used in*
14 *deciding which part of the accessible population constitutes the sample population which in this*
15 *case was made up of nursery school children, level two primary pupils and teachers. The Krejcie*
16 *and Morgan table was used to decide on how many teachers and pupils make up the sample.*
17 *Four instruments were used to collect data; a structured questionnaire designed using the likert*
18 *scale, an interview guide for teachers, working memory test and participant's observation guide.*
19 *Descriptive statistics (in the form of frequencies, percentages, charts and tables) and inferential*
20 *statistics were used to collect data analyses. Specifically, the two- way ANOVA and Regression*
21 *analysis tests were used to test the hypothesis at a 0.05 level of significance. The findings*
22 *revealed that there is a significant relationship between the use of music and the development of*
23 *language skills in pupils. That is, when music is used, the pupils acquire vocabulary by*
24 *identifying objects related to the words, speak better, read better and are able to spell the words*
25 *correctly. The ability of pupils to reproduce the songs they listened to and to recognize words in*
26 *the song, where all of them scored above average indicate the pertinence of the song and dance*
27 *didactics recommended for policy makers and teachers in this study.*

28 **Background of the study**

29 Music is an intrinsic cultural activity that has characterized the lives of people from the
30 time of antiquity till present. Music is expressed in divergent ways, namely singing, dancing,
31 instrument playing and humming. This sub-section sets out to examine the background of the
32 study of music, the statement of the problem, the purpose of the study, the research questions, the
33 significance of the study, delimitation of scope by identifying songs as an aspect of music and

34 lastly, operational definitions. The art of music dates back to the period of antiquity. Though most
35 often, it is narrowly perceived as singing and dancing, music is a privilege activity carried out
36 during joy or sadness and found in every culture all over the world. Music has been in existence
37 for at least fifty five thousand years. The first music is said to have been invented in Africa. All
38 people including the most isolated tribal groups have a form of music and their own tribal uses of
39 it. Centuries ago, the primary purpose of music was to foster communication and gain peaceful
40 satisfaction (Deveries, 2004). However, the influence of music to enhance a good moral spirit
41 and cognitive development of children cannot be overemphasized. Several studies in the western
42 world have documented that music stimulates the abilities in early childhood (Bloduc, 2009). It
43 has been established that singing and listening to music influence the intellectual, emotional and
44 social development of young children. Bloom (1968), Plato and Aristotle observes that music is
45 an important instrument in forming and directing emotion and morality of citizens (Ngalim,
46 2016).

47 The existence of music can be historically traced to the old testament where Jubal is
48 presented as the inventor of musical instruments (Gen 4:21.). Also, Moses and the children of
49 Israel sang songs of deliverance after the triumphal crossing of the Red Sea (Exodus 15). In
50 ancient Greece, music characterized religious and civic ceremonies. It constituted an integral part
51 of spiritual and human activities.

52 The first Greek philosophers to consider the place of music in the curriculum were Plato
53 and Aristotle. For Plato, music is meant to develop a good moral spirit. For Aristotle, it is
54 important in character education, leisure and relaxation and the purgation of emotions (Ngalim,
55 2016). In the medieval period, Saint Thomas Aquinas and Saint Augustine affirm the place of
56 music in liturgical activities. From the 19th to the 20th Centuries, the importance of music in
57 therapeutic and developmental functions was emphasized (Nasser, 2011). Music therapy is seen
58 in the development of the socio-affective, cognitive and developmental functions. In most
59 African cultures where life is a celebration, music is the engine that spurs the daily activities of
60 the people. Joyful events like birth, marriage, initiation rites, appointments, promotions and also
61 at sad events like death, the use of music is capital. This presents music as an intrinsic value in
62 the lives of Africans. Leopold Sedar Senghor corroborates this view when he adapts the
63 Cartesian formula of “Cogito ergo sum” (I think, therefore I am) into “I dance, therefore I am”
64 (Ngalim, 2016, p.43).

65 Today, following the advocacy of philosophers like Plato, Aristotle and John Dewey,
66 music has become an indispensable value in the education of children as seen in pre-school
67 learning periods and values of the school curriculum. Music requires actions like dancing,

68 jumping and other bodily gesticulations according to the rhythm in question. Aronoff (1979)
69 asserts that musical programs for early childhood education should provide the child with
70 opportunities for singing, playing simple instruments and relating bodily movements to musical
71 expressions. Like all works of art, music conveys moods, ideas and concepts. Therefore, the use
72 of basic musical skills like singing and dancing prepare children for school readiness by enabling
73 them acquire vocabulary in the various languages spoken.

74 **Statement of the Problem**

75 The experience of the power of music in capturing the attention of babies and children is
76 worth considering. As children grow, they tend to imitate the sounds produced from music,
77 precisely songs and subsequently they sing the words heard even with errors in pronunciations.
78 From this discovery, it necessary to establish a hypothesis that music is a medium for grasping
79 sounds and words and thereby stimulating the mental ability of children. In this case, interactions
80 that arise from music in singing and dancing offer children the opportunity to fulfil their
81 potentials in language by helping them grasp and compare concepts. Despite this observation,
82 there are several schools of thought holding divergent views on the acquisition of language.
83 While some thinkers advocate that knowledge is inborn or innate in the likes of Descartes and
84 Chomsky, others maintain that learning is experiential in the likes of John Locke and behavioural
85 psychologists. With these contentions, I intend to argue and to prove that the acquisition of
86 macro language skills like speaking, listening, reading and writing depend highly on the child's
87 interactions with the environment. We acknowledge the fact that there are differences in
88 aptitudes and dispositions in language acquisition because of the different ways the brain
89 processes information (Altermuller 2003). A child who engages in different musical activities
90 like singing, dancing and listening over a long period of time experience changes that occur in
91 the brain. These changes reflect what has been learned and how it has been learned. The child's
92 multi-sensory awareness and response to a wide range of sounds and discrimination between
93 variations in the sounds are determined by his/her exposure to them. Therefore, this study set out
94 to investigate the role of music in the development of language skills in early childhood
95 education (0-8years).

96

97 **The objective of the study**

98 The main objective of this study is to investigate the role of music on the development of
99 language skills in pupils.

100 Specifically, it is to inquire whether singing enhances the pupil's acquisition of sounds
101 and words, thus enhancing listening and speaking skills in a language, and

102 To also find out the extent to which creative dancing influences the acquisition of
103 language skills in pupils.

104 **Research Questions**

105 The main research question is: To what extent does music enhance the pupil's acquisition
106 of languages skills?

107 Specifically; how far can singing enhance the pupils's acquisition of sounds and words in
108 a language?

109 Does dancing help the child's acquisition of listening and speaking skills?

110 **Hypotheses**

111 The main research Hypothesis is: There is a significant effect in the use of music in
112 teaching and the pupil's acquisition of language skills?

113 Specifically;

114 **Ho1:** There is no significant effect between singing and the pupils' acquisition of sounds
115 and words in a language?

116 **Ha1:** There is a significant effect between singing and the pupils' acquisition of sounds
117 and words in a language?

118 **Ho2:** There is no significant effect between dancing and the pupils' acquisition of
119 listening and speaking skills?

120 **Ha2:** There is a significant effect between dancing and the pupils' acquisition of listening
121 and speaking skills?

122

123 **Significance of the study**

124 This study has great importance to parents, teachers, teacher training colleges and policy
125 makers in a country. For parents, this study informs and enlightens parents on the organization of
126 the environment in order to enhance language acquisition in children. In this case, this study
127 proves that the child's exposure to music, especially songs in folktales and folklores in a child's

128 cultural setting will help him/her to learn sounds and words in his/her mother tongue. At the
129 same time, it directs parents to give children the exposure to music especially in the pre-school
130 period so as to enhance their school readiness. The study has to inspire policy makers on the
131 organization and the drawing of the curriculum of schools especially early childhood education.
132 For teacher training colleges, this study emphasizes the value of oral literature and pedagogy in
133 the education of children. The changes to be effected in school teaching begin from teacher
134 training colleges. Orality and leaning by observation are at the core of African traditional
135 pedagogy. Therefore, teaching methods that provoke imitation like in the case of musical
136 activities like singing and dancing are capital to language didactics.

137 **Justification of the study**

138 Following Dewey's pedagogy of interest where teaching has to be done according to the
139 needs, experiences, desires and aptitude of learners, music provides a particularly interesting
140 perspective for teaching. This study gives reason for policy makers to advocate provisions of
141 music facilities and laboratories in schools so as to encourage this value in the curriculum. This
142 study also inspires teachers to organize methods of teaching to facilitate language learning.
143 Following Howard Gardner (1983), musical intelligence is important to linguistic, mathematical
144 and spatial intelligences. From this perspective, most teachers understand the place of music in
145 pedagogy and teaching methods of the various values in the curriculum. Also, music as a means
146 that influences the acquisition of language was developed to help us take a distance from Noam
147 Chomsky's narrow-minded position of language as innate. Singing activities in language
148 didactics, precisely expressed in singing songs and dancing enhance children's acquisition of
149 vocabulary in any language. As the children sing, they learn how to pronounce words, concepts
150 and some songs teach them spellings of words and gesticulations that help them grasp meaning
151 of concepts.

152 **Delimitation of study**

153 This study gives more attention to singing, dancing and listening to songs by pupils.
154 These are major aspects of music, and how these aspects enhance the child's acquisition of
155 language skills. Geographically, this study is limited to pupils in the school in Tubah
156 Municipality in the North-West Region of Cameroon. Theoretically, this study exploits Noam
157 Chomsky's theory of universal grammar, Howard Gardner's theory of multiple intelligences and
158 lastly Dewey's theory of interest.

159

160 **Definition of key terms**

161 Music refers to a combination of melody, rhythm, and harmony that is pleasant to the
162 ears and expression of the soul. Titanji et al.(2008) defines music as an important means of
163 emotional and aesthetic expression.

164 For Cognitive Development, Cambell(1998) observed that play generally involves songs,
165 dance or structured movement and accompaniment of musical instruments. The fundamental way
166 of learning and engaging the intellect is through play. Their cognitive skills develop through an
167 interactive process with the environment. According to Leeper (1974), music can contribute to
168 the development of young children in many ways, such as creating songs playing instruments,
169 listening and rhythmic responses. Hence, the child experiences listening skills, joy, auditory
170 discrimination, counting skills and creative expressions. The use of music in teaching serves as a
171 means of self-expression. That is, expressing their thoughts ideas and feelings. It can also be
172 used in the teaching of concepts like counting, shapes, parts of the body, colours and health
173 habits. 'One, two, three, four, five can you catch a fish alive why did you let it go because it bit
174 my finger so'. Through this the children learn counting, vocabulary and new expressions.

175 Songs are short pieces of music that are pleasant to hearing. Songs combine melody and
176 vocals though some songs have been composed with instrumental pieces or musical pieces
177 without words, which mimic the quality of a singing voice. The words of a song are called lyrics
178 that can include a series of verses. A longer section of the song that tells the story is referred to
179 as verses and the shorter part of the song that tell the story is the refrain and it is repeated at the
180 end of the verse. Songs constitute an aspect of music which refers to a combination of sounds
181 that produce what is pleasant to the ears.

182 Language is a set of symbols being used mainly for communication. The symbols may be
183 spoken or written. Language refers to different means of communication learned and acquired. A
184 language could be the mother tongue. Lamnso, Limbum, Bassa, Bulu and many others referred to
185 as national languages. Also, second languages, at times official languages include; English,
186 French, German, Italian, Spanish, Arabic and so on. The learner of a second language is a non-
187 native speaker in that language.

188 Language acquisition is learning to speak a language. A baby learns to speak by listening
189 to his/her parents and mimics their speech. Language acquisition is the process by which humans
190 acquire the capacity to perceive, produce and use words to understand and communicate.
191 Language skills refer to the abilities of speaking, listening, reading and writing. These are most

192 often considered as macro-language skills. The purpose of language learning is to improve the
193 speaker's four skills of listening, speaking, reading and writing.

194 Initially, we set out to present the background related to the importance of music in
195 education, the problem of the study, the research objectives, research questions, significance of
196 the study, delimitation of the study and definition of key terms in the study. The main thrust of
197 the study maintains that musical activities in pedagogy, precisely expressed in singing songs and
198 dancing enhance children's acquisition of vocabulary and language skills. As they children sing,
199 they learn how to pronounce words, concepts and some songs teach spellings of words and
200 gesticulations that help them grasp meaning of concepts.

201 **Review of Related Literature**

202 We sought to identify the problem and the necessary variables that are guiding the study.
203 This sub-section reviews the theories and previous studies connected to this research. In order to
204 review the related literature, three important theories have been identified to explain the variables
205 in this study.

206 **Theoretical framework**

207 The first theory in this study is Noam Chomsky's theory of universal grammar
208 (1957). This theory states that language is innate and that language acquisition occurs during
209 critical development stage depending on the individual in question. Chomsky perceived
210 differences in languages and rules. According to him, language is complex with an unlimited
211 combination of sounds, words and phrases. His argument is that environmental learning is not
212 able to account for language learning alone. For Chomsky, the human brain comes to the world
213 with predetermined set of rules. The environment plays an important role in language
214 acquisition, but the foundation and dispositions of acquiring language are innate. The point
215 advocated by Chomsky is that children are born with an inherited ability to learn any language
216 especially through music. Certain linguistic structures used by children accurately are imprinted
217 in the child's mind.

218 Also, Chomsky thinks that every child has a language acquisition device (LAD), which
219 encodes the major principles of languages and its grammatical structures into the child's brain.
220 This points to the fact that a child cannot possibly learn a language through imitation alone
221 because the language spoken around is highly irregular. The adult speech is often broken and
222 sometimes ungrammatical. From songs through the activity of singing and dancing, children
223 learn new vocabulary and apply the semantic structures constituted in the language acquisition

224 device (LAD) to form sentences. Chomsky's theory applies to all languages as they contain
225 nouns, verbs, consonants and vowels. Through singing and dancing, teachers help children to
226 acquire sounds and words. Every language is complex with distinctions that are even unknown to
227 native speakers. However, children become fluent in their native languages within five or six
228 years of exposure.

229 The second theory is the Social Learning Theory of Lev Vygotsky (1978). Social
230 interaction plays a fundamental role in the development of cognition. here are two levels of
231 learning which are involved here. These include; the inter-psychological level of learning and the
232 intra-psychological which is the integration within the individual, in his or her mental structures.
233 In the former, the child learns with the help of others. The singing and dancing with others
234 enable the child to learn new concepts and sounds with the help of adults. The potential for
235 cognitive development is limited to the zone of proximal Development (ZPD). This is an area of
236 exploration for which the child is cognitively prepared, but however requires help from from
237 more knowledgeable persons. The teacher or the parent in this case serves as a source of
238 assistance to children in the process of learning new sounds, words and concepts through singing
239 and dancing. Vygotsky holds that the support given to the child to do what he/she is unable to do
240 without help is scaffolding.

241 The approach of scaffolding is relevant to our study because it emphasizes the place of
242 the environment in the language acquisition of the child. In this case, the teacher helps to connect
243 the child to learn certain cultural values and vocabulary through songs. Singing and dancing
244 constitute cultural practices, which teachers/ parents need to exploit in order to introduce the
245 younger generation (the newly born) into the life of the community (Arendt, 1978). These
246 teachers represent the adult world, who bear the responsibility to introduce younger ones to the
247 life of the society. Consequently, the teachers have to know the world and how to instruct others
248 about the world. The knowledge the child gets through contacts and interaction with others
249 permit him/her to assimilate and internalize the values. The transition from the social to personal
250 property employ the socio-cultural environment and present the child with activities, tasks and
251 demands that are engaging like singing and dancing, which constitute the different aspects of
252 music.

253 The third is Dewey's theory of interest (1916). Dewey's concept of interest is
254 predominant in his educational philosophy. In this light, the organization of the environment of
255 the child should be based on his/her foundational interests or needs. For example, in a
256 Cameroonian school context where music is intrinsically the cultural experiences of children,
257 singing and dancing experiences in a school could serve as occasions to learn. Here, the children

258 learn words, sounds and so on (Dewey 1966). This approach illustrates Dewey's insistence on
259 the invaluable role of experience in teaching concepts. Following Dewey's analysis of interest,
260 he contends that the term interest means '*the whole state of active development, the objective*
261 *results that are foreseen and wanted, and the personal emotional inclination*' (Dewey, 1966
262 p.126). Interest refers to a force that spurs one to activity. In the later book, *Human Nature and*
263 *Conduct*, a further definition Dewey gives to *interest* is that of an impulse or force that functions
264 as a means to realize an ideal. The person identifies his/herself with this means in order to attain
265 the goal, thus making it authentic interest (Dewey, 1922 pp.57-62). When a person has interest
266 in a particular thing, s/he employs all the energy to achieve it. In the case of education, *interest*
267 directs the child's attention to a given subject matter giving him/her reason to apply all efforts
268 and energy to studies.

269 **Empirical framework**

270 In this sub-section, the researcher examined published works of some scholars on the role
271 of music in the development of language skills. A study was carried out by Hyde, Lerch, Winner,
272 Schaug, Norton, Evans & Forgeard (2009) in which they examined the auditory brain structure of
273 children with varied musical training experiences. Fifteen children were part of the "*instrumental*
274 *group*" getting private keyboard lessons for 15 months. In contrast, the "*control group*" did not
275 receive instrumental music instructions but did participate in a weekly 40 minutes group music
276 class in school that consisted of singing and playing with drums and bells. The results showed
277 that children who played and practised musical instruments showed numerous benefits, such as
278 greater improvement in language acquisition like in auditory, melodic and rhythmic
279 discrimination skills.

280 Nicholson (1972) studied learners aged between, 6-8, categorized as slow learners but
281 when these slow learners were taught using music, the experimental group exhibited
282 significantly higher reading scores, scoring in the 88th percentile versus 72nd percentile. After an
283 additional year of using songs as a medium of instruction, the reading scores of the experimental
284 group were still superior to the control groups score. Movesian (1967) found similar results with
285 students in grade 1, 2, and 3.

286 MukelaMashebe Reuben (2012) carried out a study on the role of indigenous music in the
287 promotion of cognitive development in Zambian children. The aim of the study was to assess and
288 reveal the potential educational benefits associated with children's participation in indigenous
289 music and play activities for possible curriculum enrichment in school. The study was
290 ethnographic in its approach and was conducted in four schools in western province. The

291 presentations of the findings are clustered around the three research question on which the study
292 was anchored. The research method used included participant observation, in-depth semi
293 structured interviews, video recordings, and documentary analysis to collect data. Data obtained
294 was coded, categorized, and analyzed using Braun Clarke (2006) thematic analysis to establish
295 emerging themes. Findings from the study revealed that indigenous music activities
296 demonstrated through play songs have many associated intellectual and social underpinnings that
297 | could afford some educational benefits to children who participate in them. Phonemic fluency is
298 the capacity to verbally generate words beginning with particular letters or belonging to
299 particular categories, respectively. This study shows that children who received musical training
300 will develop aural skills for spoken sounds and words faster than children who did not received
301 musical instruction, which helps when it comes to learning in the classroom.

302 Bongwong (2005), investigated memory processes in acquiring xylophone playing
303 competence among Nso's children in Kumbo, Cameroon. He noticed that, the experimental
304 group (8.3) possessed more xylophone playing ability than control group (8). His results revealed
305 that there was a significant difference of (0.9) between the experimental and control group. The
306 experimental group that played the xylophone performed better in working memory skills,
307 psychomotor skills and in the acquisition of social and cultural values.

308 | Anvari, Traenor, Woodside and Levy (2002) examined phonological awareness, early
309 reading skill and music perception skill in 100 children between the age 4-5 years. The children
310 were given experience with a set of musical tasks that focused on rhythm, melody and chord
311 progression. They were then tested on phonological awareness and reading skills. Anvari et al.,
312 (2002) found out that music skills were correlated with phonological awareness and early
313 reading skills. The authors suggest that skill in music perception give children an auditory
314 awareness that helps when it comes to reading.

315 Another group of researchers pursued a similar question in a more experimental manner
316 and found that training in music help build skills important of reading. Castri and Besson (2009)
317 conducted a longitudinal experiment involving thirty two non-musician 8 years old Portuguese
318 children. Children who had no musical training were tested for neuropsychological assessments
319 and pitch discriminations before they began music instruction. The children were then given 6
320 months of musical instruction and then were tested on the same previous neuropsychological
321 assessment and pitch discrimination tasks. Results showed that even little bits of musical training
322 can enhance reading skills as well as pitch discrimination abilities in speech. Like other research
323 has suggested, this study is consistent with the conclusion that music training helps cultivate
324 reading, language and speech development.

325 | As children get older, they begin to expand their vocabulary and start to make
326 | connections with words and their meanings. Another way that children can enhance language
327 | development is through music (Forgeard 2008). Music does not only affect reading, vocabulary
328 | and pre-reading skills, but also speech skills. When it comes to language development, in a study
329 | by Gromko (2005), four classrooms of kindergarten children received musical training for four
330 | months from advanced music teacher, while another group of kindergarten children did not. The
331 | children who received the training showed greater phonemic fluency that the children in the
332 | control group who did not receive musical training. Milovanov (2007) concluded that consistent
333 | practice may have influence on brains' linguistic organization. Other suggested that in language
334 | acquisition, infants are not just making neutral connections, but are analyzing and learning about
335 | statistical regularities in the language around them.

336 | **Research Methodology**

337 | The previous section examined the review of theories related to the study. This sub-
338 | section discusses the research design appropriate for our study. The area of study, the population,
339 | the sample and sampling techniques, validity of instruments, data analysis are the various aspects
340 | explained here. A quasi-experimental research design was chosen for this study. This design is a
341 | type where by two groups of pupils are envisaged in the experiment; the experimental group and
342 | the control group. This research design was concerned with examining the effect of the
343 | independent variable on the dependent variable. This research used both quantitative and
344 | qualitative methods in collecting data. A working memory test was used to collect quantitative
345 | data on language skills like speaking, listening, reading and writing. On the other hand, a
346 | structured interview guide was used for qualitative data on language skills that children acquired
347 | through the use of music in teaching-learning process.

348 | The target population of this study was made up of all the pupils and teachers of all the
349 | nursery and primary schools in the Tubah municipality. In Tubah municipality the total numbers of
350 | schools are 45 with 3,070 students and 300 teachers.

351 | **Table 1: showing target population in Tubah municipality**

Name of School	Number of Pupils	Number of Teachers
St Peters	80	11
Destiny	33	7
GBS TUBAH	127	6

GS ACHIENI	86	6
GS FINGI	70	6
GS MACHA	50	7
GS MALLAM	21	6
CS BAMBILI	160	15
GS NTIGI	40	5
CS ST PETERS	150	11
CC ST JUDE	80	6
CS ST BENARD	70	5
CS ST FRANCIS	80	6
PS MBWASU	50	5
DESTINY BPS	80	6
CBC Finge	30	4
PS TUBAH	40	4
GNS BAMBILI	100	7
PS AKOU1	50	5
PS Akou2	50	5
Lady MATHA`S	180	8
MARBET	90	5
CRYSTAL	150	15
PNVA BAMBILI	160	15
GS BAMBILI	170	11
BMFR BAMBILI	180	15

MUSTARD SEED	70	7
GS ABOBONG	50	8
GS BIG BABANKI	50	7
GS LIH	30	7
GS MUGHE	20	5
GS TONGOU	15	5
CBC TONGOU	40	6
CS Keku	22	6
GS FUPHENSE	20	6
GNS SABGA	30	2
CBC KWIGH	50	4
CS ST PATRICK	60	6
GS TICHUH	20	5
CBC CHUKU	50	6
GS KETIE	33	4
GS TUNGOH	20	3
GS NCHOKEN	40	6
PS MBWASU	15	5
Total	3,070	300

352 **Source: Tubah council report 2015**

353

354 In this study, the accessible population comprised four nursery and primary schools
355 (public, private and lay private), pupils and teachers found in Bambili. These four schools had a
356 total population of 45 teachers and 180 pupils. The accessible population was used to give the
357 sample population.

358 **Table 2: Accessible population**

Name of Schools	Number of Pupils	Number of Teachers
GNS BAMBILI	30	8
CRYSTAL	40	15
BMFR BAMBILI	60	13
GBPS BAMBILI	50	11
TOTAL	180	45

359

360 In this study, out of the total number of teachers and pupils found in the schools in
 361 Bambili, a total number of 120 pupils (4 to 9 years old which is from nursery one to class 4) and
 362 40 teachers were selected from four schools. These schools were; Government Nursery school
 363 (G.N.S), Mother Franca Roberto Catholic Bilingual Nursery and Primary School
 364 (M.F.R.C.B.N.P.S.), Crystal Bilingual Nursery and Primary school (C.B.N.P.S) and Government
 365 Bilingual Primary School (G.B.P.S). The researchers used the Krejcie and Morgan table to select
 366 this sample. This research selected this age group because it indicates early childhood where the
 367 cognitive abilities and working memories of the children are fast expanding to encode, store and
 368 quickly retrieve information.

369 For the purpose of the study, a non-probability sampling design in the form of convenience
 370 sampling method was adopted and considered to be appropriate to gather the data. The justification
 371 for using this sampling method was due to the fact that the respondents were easily accessible,
 372 available and it was possible to get data within a short period of time. Welman and Kruger (2001)
 373 contend that “the advantage of non-probability samples is that they are less complicated and more
 374 economical than probability samples.” The authors further postulate that convenience sampling
 375 involves collecting information of members of the population that are near and readily available
 376 for research purpose. The researcher adopted the purposive sampling method to get the pupils
 377 (class) and teachers to work with. This was achieved through consultation with school authorities
 378 in identifying children between the ages of 4 to 9 and teachers who teach this age group.

379

380

381

382 **Table 3; Sampling distribution of the study**

School selected	Type	Pupils	Teachers
G.N.S	public	30	10
M.F.R.C.B.N.P.S	private	30	10
C.B.N.P.S	Lay private	30	10
G.B.P.S	public	30	10
Total	4	120	40

383

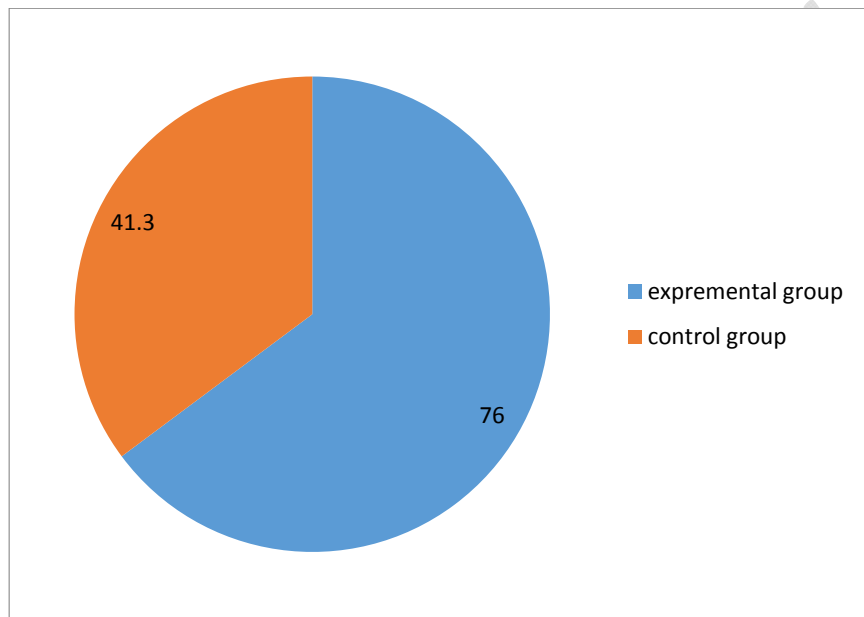
384 The instruments used for this study included; interview guides, working memory test,
 385 participant observation and questionnaire. Prior to the administration of the instruments to collect
 386 data, a pilot test was carried out to test its reliability. At the start of the pilot test children were
 387 assigned to two groups (experimental and control group) where pretest and a mid-test were
 388 administered to them two weeks after they were taught certain lessons using songs. During the
 389 first two weeks of third term, a post-test was also administered. The working memory processes
 390 which the instrument actually tested and the consistency of the scores obtained provide enough
 391 support for the reliability of the instrument. We also carried out a pilot test with 40 teachers and
 392 120 pupils who were part of the population and not of the sample. The same exercise was
 393 repeated after a period of two weeks using the same teachers and sample. Thus the responses
 394 registered two weeks after had some similarities. The results obtained at different periods were
 395 compiled and computed using ANOVA. The answer showed a reliability coefficient of 0.85
 396 which indicated that the instrument was reliable.

397 The ethical considerations were respected consent forms expressing the desire to carry
 398 out research in the schools of the children. All the respondents remained anonymous in my
 399 analysis and all what I collected was simply used for academic purposes.

400 **Presentation of Findings**

401 The findings of this study has been presented following the data collected on the two
 402 aspects of music, viz, singing and dancing. Here, the information obtained has been organized
 403 following the different instruments in data collection. These ideas are presented in the order of
 404 interviews with teachers, questionnaire answered by teachers and working memory test used for
 405 the pupils.

406 The pie chart below shows responses from teachers who hold that the use of music in
 407 teaching help to enhance pupil's language development. This data was collected from
 408 participants in both the experimental and control groups. Participants in the control group scored
 409 (41.3%) as regards the use of music in teaching language skills. On the other hand, those in the
 410 experimental group, that is; those pupils who were taught with the use of music had a percentage
 411 of 76.0%. This is indicative of the fact that pupils acquire language skills better when taught
 412 using musical activities like singing and dancing.



413

414 **Figure 1: show data of experimental and control groups on music and language skills**

415

416 **Table 4: Data on experimental and control groups based on language skills**

ITEMS	EXPERIMENTAL GROUP		CONTROL GROUP	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
1	40	100%	30	75%
2	40	100%	27	67.5%
3	40	100%	25	62.5%
4	30	75%	30	75%

5	30	75%	27	67.5%
TOTAL	180	79	139	55

417

418 From the data above, it shows that 55.0% responses of teachers from the control group
 419 revealed that using music to teach influences the acquisition of language skills in pupils. On the
 420 other hand, 79% of the responses in the experimental group portray that pupils acquire language
 421 skills better when taught with music and dance. Hence, this data confirms the view that music is
 422 a commendable pedagogic medium for learning and transmitting language skills to pupils.

423 **Experimental and control groups based on questionnaire with teachers**

Table 5: ~~data~~ Data on experimental and control group on language skills

<i>Column1</i>	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	0.838870092	0.283002688	2.964177114	0.006949966
Q1	0.375139951	0.078345033	-4.788305483	7.89138E-05
Q2	1.844583354	0.278508043	6.623088272	9.31645E-07
Q4	1.726289448	0.28439349	6.070073724	3.43067E-06
Q5	-1.228644641	0.280246326	-4.384159672	0.000216104
Q6	0.829226994	0.177075956	4.682888694	0.000102599
Q7	0.111181468	0.046497676	2.391118829	0.02536896
Q8	0.109415664	0.051826379	2.111196399	0.045831758
Q9	-0.174464162	0.080459925	-2.168336133	0.04072439
Q10	1.147840217	0.191197974	6.003412019	4.02383E-06
Q11	-0.650842297	0.152644627	-4.2637747	0.000291772
Q12	-0.254647018	0.202255239	-1.259037929	0.22064556

Q13	-0.237540268	0.060522344	-3.92483586	0.000677871
Q14	-0.618647921	0.188798788	-3.276757899	0.003310187
Q15	-0.460442547	0.123160719	-3.738550321	0.001074321
Q16	-1.057717097	0.213563705	-4.952700632	5.2449E-05
Q17	-0.010963579	0.104471846	-0.104942908	0.917330941

429

430 Experimental and control group based on

431 It was realised that the P. Value is less than 1, that is, $0.006949966 * 100 = 0.695$

432 The value above means there is a significant difference in the use of music in teaching
 433 pupils to develop the abilities to listen, speak, write and read at 1% level of significance. Hence,
 434 the null hypothesis Ho1 is rejected which says there is no significant relationship and alternative
 435 hypothesis Ha1 is accepted which indicates there is a relationship.

436 Also, it was revealed that teaching children using music and dance helps them to
 437 understand the notion of time, months and years. The level of significance is high as presented in
 438 the figures below,

439 $0.000216104 \times 100 = 0.022$. The P.value is less than 1 meaning there is a significant difference.

440 Moreso, $0.000102599 \times 100 = 0.010$ was realised. The fact that it is less than 1 means
 441 there is a significant difference in the use of music and creative dance in teaching pupils and
 442 their development of language skills. The difference lies at 1% level of significance.
 443 Consequently, the null hypothesis saying that there is no significant relationship between the use
 444 of music and dance in the teaching and learning of language skills by pupils, Ho1 has been
 445 rejected, whereas the alternative hypothesis saying that there is significant relationship between
 446 the use of music and dance in the teaching and learning of language skills by pupils Ha1 has
 447 been retained.

448 In a nutshell, it was realised and affirmed by the responses from the teachers that when
 449 pupils are taught using music and creative dance (experimental group) it enhances their
 450 acquisition of language skills and without music (control group) their acquisition is less
 451 enhanced. Hence, the results show it is highly significant since the P.value is less than 1 meaning

452 the use of music and creative dance in the teaching and learning process help children
 453 acquire language skills.

454 **Experimental and control group based on language skills**

455 From the data collected and the results reveals that the p value is less than 5, that is,
 456 $0.02536896 \times 100 = 2.537$, meaning that there is a significant difference in the use of music in
 457 improving children pronunciation and grammar at 5% significant level.

458 Also, $0.045831758 \times 100 = 4.583$, means that there is a significant difference. This is not
 459 much in the use of music and dance in the teaching of pupils how to spell and write some words
 460 and construct sentences at 5% significant level.

461 Lastly, it revealed that the p value less than 1 that is, $0.04072439 \times 100 = 0.072$, meaning
 462 there is a high significant difference in the use of music for pupils to attach letters to sounds and
 463 words and in addition 0.068 at 1% significant in that it helps to facilitate to read simple words
 464 and sentences. Hence, affirming to the H_{a2} that states that, there is a significant relationship
 465 between the use of music in the teaching and acquisition of language skills and the H_{o2} denied.

466 Therefore, the responses (experimental group) were oriented towards the fact that when
 467 pupils are taught language using musical activities their acquisition is enhanced. Here the p value
 468 is less than 5 which is still significant but not as highly significant as compared to that less than 1
 469 or equal to 1 P. Value at 1% significant level of the use of music and dance in the teaching and
 470 learning process of mathematics.

471 **Working memory test for pupils**

472 A working memory test was given to pupils in both the control and the experimental
 473 groups in the study to find out the level of acquisition of language skills when taught using music
 474 and dance.

475 **Table 6: working memory test for pupils on language skills**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Sample	30.0125	1	30.0125	36.70072	0.04	3.96676
Columns	0.6125	1	0.6125	0.748994	0.3895185	3.96676
Interaction	0.1125	1	0.1125	0.13757	0.7117403	3.96676

Within	62.15	76	0.817763			
Total	92.8875	79				

476

477 From the memory test scores obtained, analysis of variance was conducted and the p
478 value as 0.04 which is multiplied (0.04x100) in order to acquire the level of significance that is,
479 0.04x100 =4. This is less than 5 and it is significant at 5% level. There is a moderate significant
480 difference in the mean scores of the pupils taught English using music (experimental group) and
481 those taught without music (control group). Therefore, we reject the null hypothesis (Ho1),
482 which stated that there is no significant difference between the use of music in teaching language
483 skills and accept the alternative hypothesis (Ha1), which stated there is a significant difference
484 between the use of music in the teaching and learning of language skills.

485 The sub-section on the presentation of findings has shown how the use of music has a
486 significant effect on the teaching and learning of language skills by pupils in Tubah municipality
487 of the North West Region of Cameroon. This conclusion is arrived at because the alternative
488 hypothesis was retained with a very high level of significance whereas the null hypothesis
489 rejected. Summarily, music has a direct link with the cognitive, psychomotor, psycho-emotional
490 development of pupils because listening, singing, moving and dancing are all important in music
491 education. It is a natural discipline, which responds to the needs, desires, feelings, aptitude and
492 experiences of pupils for holistic education.

493 **Discussion of Findings**

494 With the presentation of the findings above, this sub-section exploits Noam Chomsky's
495 theory of universal grammar, the social learning theory of Lev Vygotsky and John Dewey's
496 theory of interest to discuss the findings of our discovery. From the findings, it was revealed that
497 when music is used to teach language, the pupils acquire skills and understand faster, hence
498 enhancing acquisition. This was noted by most of the teachers who responded positively towards
499 the view that musical activities like singing and dancing enhanced the acquisition of language
500 skills in children. This is evident in the higher percentages scored by the Experimental Groups as
501 opposed to the Control Groups.

502 A critical examination of the findings reveal that the mean value for those who were taught
503 using of music (Experimental Group) was greater than those taught without music (Control
504 Group). This is obtained in the test of hypothesis. Based on the high level of significance, the

505 null hypothesis is rejected while the alternative hypothesis is retained. The conclusion is that the
506 use of music is of great importance to the development of language skills in pupils. Also, there is
507 a significant relationship between the use of music in teaching and the performance of pupils in
508 languages. It is evident from the figures in the above diagram where pupils who were taught with
509 the use of musical activity like singing and dancing had a higher frequency as compared to those
510 of the Control Group. Results from the teachers confirmed that, the use of music in the teaching
511 and learning of language enhances acquisition and development in children. Majority of
512 responses from teachers were positively oriented towards the fact that when pupils are taught
513 using music their language acquisition is enhanced. Whereas very few responses were positively
514 directed towards the fact that when pupils are taught without the use of music their development
515 is less enhanced.

516 Data collected from the memory test given to pupils revealed that those from the
517 Experimental Groups performed much better than those from the Control Group. With the 1%
518 level of significance, the explanation obtained is that there is a significant relationship between
519 the use of music in the teaching and the development of language skills in the pupils of Tubah
520 Municipality. This conclusion is reinforced by the fact that that the null hypothesis was rejected
521 and the alternative retained. More so, when slow learners were taught using music, they could
522 grasp and retain some of the sounds and words. This view is supported by Chomsky (1957) that
523 children are born with an inherited ability to learn any human language especially through music.
524 In the same light, he said certain linguistic structures which children use so accurately to be
525 already imprinted on the child's mind. This is so, since every child has a language acquisition
526 device (LAD) which encodes the major principles of language and its grammatical structures
527 into the child brain. Miche (2002) asserts that, as children listen to music they hear differences in
528 sounds which assist them in speech making. In the same light, Aquino (1991) says that music
529 helps children develop fluency in pronunciation, speaking clearly and vocabulary. The social
530 learning theory of Lev Vygotsky emphasizes imitation and repetition. These are activities proper
531 to music. With the Roman traditional adage that "*repetitio est mater studiorum*", music stands a
532 great pedagogic hook to keep pupils active, attentive and interested in learning languages. The
533 more they practice, the better they become. Deweyan theory of interest corroborates this
534 perspective by emphasizing the relationship between the subject matter and the method of
535 teaching. To talk of an appropriate method within the theory of interest, Dewey insists on
536 activities and play for pupils because these are relevant to their needs, aptitude, desires and
537 experiences (Dewey, 1966).

538

539 **Conclusion and Recommendations**

540 This research set out to justify the thesis that using music as a teaching aid and hook
541 within and without the classroom enhances the development of language skills in pupils..
542 Following the analysis of the data obtained in the study, the findings reveal that there is a strong
543 correlation between music and the development of language skills in children. This study
544 enabled us to understand that music has a great role during the teaching-learning process.
545 Teachers have the duty to employ hooks like musical pieces and gesticulations that lead pupils to
546 interesting learning experiences. Also, for learning to be effective in nursery and primary
547 schools, music needs to be part of the curriculum and teachers need to be trained on how to use
548 music in teaching depending on the lesson and the age of the learner. Levinowitz (1998) asserts
549 this when he said that to ensure a comprehensive learning experience, music has to be included
550 in early childhood education.

551 From the findings, this study recommends that the training program of teachers should
552 take into consideration the various means of exploiting musical skills to ensure the teaching and
553 learning of languages to children. That is, policy makers in education should put in place
554 appropriate methods for conducting lessons using music to help pupils speak, read, listen and
555 write. Supervisors and inspectors should control the effective use of music as a techniques within
556 the competency and project-based approaches. In spite of the fact that this study was carried out
557 in Tubah Municipality, the findings are exploitable in diverse quarters within and without
558 Cameroon. The practice of singing in primary schools is a major means of language didactics.
559 When the students listen to songs and enjoy them, when they copy them, they develop good
560 listening, reading and writing skills. When they sing the songs they hear by imitation they
561 develop speaking skills. When they are asked to copy the lyrics of a song, they develop reading
562 and writing skills. When these songs make meaning to them, they develop vocabulary and
563 grammar. With all these linguistic values, music have a great role to play in language didactics.

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