

Exploring the Efficacy of Music-Based Pedagogies in Developing Communication Skills: Perspectives of Early Childhood Educators

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Abstract: *Students in the field of Early Childhood Care and Education (ECCE) possess distinct requirements that necessitate the implementation of tailored instructional approaches in order to foster the development of their foundational knowledge. Music-based pedagogies have been extensively studied for their effectiveness in teaching literacy, civics and life skills at all levels. Early Childhood Care and Education (ECCE) is still developing in Pakistan. Thus, there is no structure to adopt music-based teaching strategies to improve ECCE students' communication skills.*

Study examined how early childhood education (ECCE) teachers use music-based pedagogies to help toddlers to develop language and necessary communication skills. This qualitative case study used

Vygotsky's sociocultural theory to analyze three urban early childhood care and education (ECCE) institutions in Karachi, Pakistan. The study examined how students in ECCE interact with more knowledgeable people. The study involved ECCE classroom observations during the practice and semi-structured interviews. Data was also collected via document analysis. Data was interpreted using thematic analysis.

The findings show that early childhood education (ECCE) educators understand how to use music-based teaching strategies to improve communication in three- to four-year-olds. The lack of supervision, musical materials, and music-focused teaching approaches in early childhood care and education (ECCE) and pre-service teacher training programs were notable issues. The report suggests assessing the ECCE curriculum's music pedagogy content and implementation to address these issues.

Key words: *Pedagogy, Music Pedagogy, Communication, ECCE, Training, Skills*

Introduction

Early childhood educators need to have a broad awareness of developmentally appropriate practices and the ability to apply a variety of instructional strategies to create sustainability in the development of young children (MacGregor, 2022). According to the theory put forth by Cummings, the success of early childhood education is dependent on the instructors' ability to implement various instructional strategies effectively (Cummings, 2017). Professional teachers can implement child-centered pedagogical approaches to cultivate an inclusive environment within a classroom that contains children from various socioeconomic situations (Murray, 2022) Educators working in ECCE utilize a productive pedagogical approach to make learning easier for their students. The use of music and rhymes, the incorporation of games, the incorporation of technology and multimedia, the incorporation of narrative, and the establishment of linkages between educational themes and real-life experiences are some of the tactics they apply (Horng, et al., 2005)

Empirical research suggests that a sizeable proportion of children under five years old originate from disadvantaged socioeconomic circumstances. The youngsters in question face various challenges that interfere with their ability to prepare for further educational efforts adequately (Walker, & Palacios, 2016). Some of these issues include hunger and poor health, which are the result of adverse environmental conditions, inadequate assistance from parents, and stunted physical growth. It is necessary for educators working in emerging nations to possess a high level of expertise and creativity to be successful in Early Childhood Care and Education services. For this reason, it is necessary to have highly skilled educators knowledgeable in a variety of child-centered pedagogical approaches to instruct these young people. A further hypothesis put out by the authors is that there are substantial differences between the nature, traits, and learning styles of young children and those of adolescents and adults.

Consequently, they claimed that these young students require teachers who have a complete awareness of the various instructional strategies that provide the best possible outcomes. The analysis of

early children's development from the point of view of development is a recommended method for getting insight into the requirements of young children and for assisting their learning (Knight & Rabon, 2017). Regarding their capacity for effective communication, children enrolled in early childhood education (ECCE) have a significant obstacle they must overcome. Youngsters between the ages of three and four had emotional responses and displayed indicators of boredom in their research. This was noted within the context of their investigation (Boeskov, 2022). Indicate that present academic investigations advocate the utilization of a variety of instructional approaches to assist the building of knowledge by students and foster the growth of their language proficiency (Arasomwan & Mashiy, 2021).

Verbal improvement as the progression by which youngsters learn and comprehend fundamental of verbal communication abilities. This definition was supplied in the context of the explanation of language development. Additionally, language development is a crucial milestone that takes place during the early years of childhood. This occurs during the preschool years. The development of a strong sense of well-being, a strong sense of identity and belonging, the study and interpretation of mathematical concepts, creative activities, and a knowledge and understanding of the world are all crucial for developing a strong sense of well-being (Iqbal, Imran & Hafeez 2021).

It is encouraged that adults engage in conversation with young children, sing to them, deliver to them, and listen them to sustenance them as they study to express verbally and attend and far along on when they develop the ability to read and write. Investigators recommended that tunes, song and jingles should be used as one of the application tactics to engage with ECCE learners to assist in developing their language skills (Niland & Holland, 2019)

Basic Education or ECCE students could benefit from the utilization of melodic and theatrical show, sound of the play, and a variety of rhymes to acquire new abilities. These qualities include the ability to communicate, considering that youngster acquire rapidly and easily through the mediocre of melody, song and music sound (Niland, 2009). A wide diversity of oral communication methods must be utilized to support children in the development of communication abilities at a young age. Some examples of these ways are dance, photographs, movies, rhymes, and musical activities. Initiate that the implementation of music-based instructions in the teaching space had a constructive effect on the development of youngsters' oral language abilities and overall improvement (Imran et al., 2022). The case regardless of whether the children were learning language skills. As a consequence of this, it is now essential for educators who work in ECCE to learn these skills and become proficient in the ability to demonstrate using resourceful techniques.

Review of the Literature

Concept of ECCE

ECCE stands for Early Childhood Care and education establishes the fundamental groundwork for fostering creativity, promoting well-being, and nurturing cognitive development, emotional

development, and social development. The acquirement of oral language and communication expertise during these formative years serves as a cornerstone, providing children with the base to discover the sphere and engage with new thoughts for development (Arasomwan, 2020). According to the UNICEF (2014), early childhood represents a pivotal developmental stage that lays the groundwork for a child's future well-being and learning, influencing both individual outcomes and the progress of a nation.

Underscores the crucial role of quality early childhood education (ECCE) in supporting children's brain development, fostering language proficiency, and nurturing mental and socio-emotional skills. The study emphasizes that a high-quality ECCE experience provides a robust foundation for lifelong benefits, including academic achievement and community responsibility (Ali et al., 2023). Affirm that youngsters who receive excellence ECCE demonstrate well adherence to generally usual rules and values, exhibiting emotional stability. Education emerges as a vital tool for early childhood development, with enriching ECCE services contributing positively to youngsters' educational performance in their future life and success (Vandenbroeck & Lazzari, 2014).

What is Music-based pedagogy?

A single-subject, multiple-baseline study to discover the impact of operative teaching learning strategies/approaches on language development among Early Childhood Care and Education (ECCE) learners. Their findings highlighted that developmentally appropriate teaching strategies positively influenced youngsters' basic language and core communication skills (Pipe, 2018). The study emphasized the importance of implementing constructive teaching methods during early education to mitigate potential long-standing verbal communication connected issues. Similarly, Emphasized the connection between developmentally appropriate teaching strategies and a teacher's capability to organize expertise in the class environment, fostering an engaging learning setting (Moletsane & Adams, 2019).

Efficacy of music or sound-based trainings, pedagogies or instructions in enhancing learning and creating a positive classroom environment is supported by research that incorporating developmentally suitable approaches, for example using music, sound, songs and rhymes in early years' classrooms, is crucial for sustainable early holistic development (Eerola & Eerola, 2014). Numerous studies, indicated that utilizing music/Melody/sound as a teaching tactic in ECCE promotes speedy understanding, fosters a positive learning environment, and encourages social interaction among learners (Jansen, 2018).

This was found parallels between music, songs and communication, suggesting the appropriateness of using music-based different attractive pedagogies to demonstrate ECCE beginners reading and listening skills. Music's play vital role in pre-primary language acquirement and its impact on verbal learning is emphasized by studies language and music involve symbolic representation, and neurological studies reveal the shared involvement of the left-hemisphere frontal lobe in processing both (Khan, Oad & Aslam, 2021).

The similarities in tone, melody, rhythm, and tempo between spoken language and music, making

music an effective tool for teaching communication skills to ECCE learners. As reported by the authors, the perceptual skills developed through music further influence language learning and literacy in Foundation Phase learners (Brandt, Gebrian & Slevc, 2012). Integrating music literacy into early education has been shown to enhance language improvement and initial gaining of expressive and societal skills (Young, 2016).

Different studies underscore the positive influence of music, rhymes, and musical play in the classroom on underprivileged and at-risk children's acquisition of essential skills, including language and communication skills. These strategies align with ECCE guidelines, which recommend using AV aids music to teach various aspects, such as diverse music, sounds and rhythm words, games with sounds, pace and arena, and songs, to enhance communication skills among ECCE learners (Kontio, 2023).

ECCE Teachers understanding of music-based pedagogy

In most universities, education training institutes, and ECCE training institutes, providing training in the creative arts is a common component of pre-service teacher education programs. Typically delivered within a single semester, creative arts encompass various elements, with music as just one facet of this broader subject. While pre-service teachers gain fundamental knowledge about integrating music into the classroom during their training it is noteworthy that music instruction is not a standalone focus (Vries, 2018).

Certain developed nations prioritize providing specialized music training to educators, dedicating resources and funding to facilitate the effective incorporation of melody as an instructive medium. The practices of early childhood and care education (ECCE) teachers, focusing on using music or sound to boost youngsters' learning interest. They aimed to gauge ECCE educators' comprehension and application of music as an instructional tool through classroom observations (Izbicki & Svec, 2022). The outcomes revealed a comprehensive understanding among the educators who consistently employed music in their daily teaching routines. It was found and observe that all ECCE educators involved in the teaching learning process utilized music daily for cognitive and social development and smooth transitions between activities.

The diverse musical activities employed by educators, encompassing practices such as singing alongside the running compact discs (CDs) and responding to musical nods. This emphasis on the regular integration of music in educational settings showcases its multifaceted role in supporting learners' holistic development, aligning with previous studies' findings and underscoring music's significance as a versatile pedagogical tool within the educational landscape (Wesseldijk, 2021).

ECCE Teachers Limitations to the use of Music-based Pedagogy

Implementing a diverse range of teaching approaches is essential in Early Childhood Care and Education (ECCE) classrooms, as highlighted. The best choice of teaching philosophy and strategies employed significantly influences the effectiveness of teaching and learning. However, it is crucial to

acknowledge that no one-size-fits-all method applies to every educational context. Thus, ECCE teachers must adopt flexible approaches that cater to the diverse necessities of all preschool children and are adaptable to different settings (Heil, 2017).

ECCE teachers encounter several barriers despite the acknowledged importance of incorporating musical songs, rhymes, activities with music as a teaching learning approach for the ECCE youngsters. Different challenges in teaching learning creativeness in basic general music, including a lack of different necessary musical aids for classroom, low confidence in music aids utilization, and insufficient proper musical teacher training, all hindering the operative use of pure music inside the classroom (Kirby, 2023). Basic educational institutes in different rural zones face resource-related challenges, such as inadequate infrastructure and teaching resources, posing significant obstacles for educators in accessing and utilizing musical resources for teaching.

Given the holistic nature of ECCE, educators are urged to use various array of instructional approaches to support young students' overall growth. There is a pressing necessity for ECCE teachers to enhance their proficiency in development of the students for appropriate teaching practices (Minei & Juvan, 2023). Recognizing the vital role of songs, music activities and music exercises in the early year's curriculum, many countries include it in ECCE teacher training programs.

However, ECCE teachers' predominant use of old education methods hampers learners' operative acquirement of reading skills in early age. In summary, various studies consistently emphasize that the pedagogical strategies employed by educators in Pakistan significantly impede the effective learning of communication skills (Ain & Nawaz, 2016). Moreover, the relatively recent establishment of ECCE as a learning phase in the Pakistan educational sector has resulted in a lack of structural support for implementing music-based pedagogies in ECCE centers. Despite decades of research confirming the positive and enduring impact of incorporating the arts in early childhood education, there remains a deficiency in provision to ECCE teachers with comprehensive music teaching learning training (Teddlie, 2007). This highlights a crucial gap that needs to be addressed to optimize the potential benefits of music-based pedagogies in ECCE settings.

Objective of the Study

- To investigate the perspective of ECCE teachers concerning the suitability and effectiveness of music-based pedagogies in enhancing core communication skills in ECCE.

Question of the Study

- What do ECCE teachers comprehend regarding using music-based pedagogies to teach core communication skills in the early years?

Theories Supported this Study

This research is firmly grounded in two key theories: “Vygotsky's Sociocultural Theory (1997) and Shulman's Pedagogical Content Knowledge (1987)”. As articulated by Vygotsky, sociocultural theory posits that language and communication play integral roles in developing higher cognitive skills among learners. It emphasizes how crucial it is for kids to connect with their environment and cultural context to acquire new skills. The sector of proximal growth, the more familiar others, and social interaction are Vygotsky's three main themes that form the theoretical basis.

With the perspective of Vygotsky's, effective core language and conversational communication skills learning hinges on constructive interactions between teachers and learners. According to Vygotsky, youngsters learn and observe these skills when adults, be they educators, caregivers, or parents, provide reinforcement and stimulation. Vygotsky posits that the overall environment significantly shapes an individual student and all structures surrounding a kid must support ideal development. The curriculum, aligned with Bronfenbrenner and Piaget, denotes someone with greater understanding or experience than the learner. When scaffolding the learners' knowledge through facilitated participation in diverse activities, this individual enables the gradual development of new knowledge and skills.

Shulman's PCK, on the other hand, centers on educators possessing a robust understanding of subject content and employing effective pedagogies to convey this content comprehensively to learners. Shulman poses key questions for educators to consider in their efforts to impact learners' skills, emphasizing the importance of training, conceptualization, pedagogical reasoning, and the implications of teaching policies and reforms. In this study, it is anticipated that ECCE teachers will undergo teacher training in the concept of music. It encompasses understanding the sources of knowledge for teaching, ensuring well-rounded teacher training, conceptualizing teaching sources, and determining the procedures of pedagogical intellectualization and action. The ultimate focus is on the visible outcomes of this training, specifically its impact on ECCE educators' ability to employ music as a pedagogical tool for imparting communication skills to young learners and, consequently, its influence on adolescents' oral language development.

Research Methodology

In this pure qualitative study, early childhood care and education (ECCE) teachers were interviewed and observed to understand their interactions with beginners and how they facilitated the learning of conversational communication skills through different attractive musical pedagogies and techniques. Participants were purposively selected purely on their unique experience, teaching years in early education, and agree to engage in this research study. This selection method lines up with recommendation for sampling method purposive, focusing on individuals with rich knowledge about the research subject (Jansen, 2018). Data collection occurred over four months in three phases: semi-structured interviews, participant observation, and document analysis. The research was conducted in three well-resourced urban ECCE centers in Karachi, Pakistan, known for their strong academic

performance. Thematic analysis, employing deductive and inductive reasoning, was applied to the generated data.

Results of the Study

The research involves the active participation of six Early years' teachers selected from three distinct ECCE centers. This comprehensive study employed a semi-structured interview methodology to elicit firsthand information directly from the participating educators. Additionally, external and classroom observations were systematically conducted to observe the authentic implementation of music-based pedagogies for teaching basic language and core communication skills to young youngsters. Outcomes of the research are exactly presented and deliberated upon within the context of the following thematic categories:

- Nature of ECCE Teachers' Training
- Communication Skills in the ECCE Curriculum
- Music-Based Pedagogy and ECCE Educators' Understanding
- Barriers to Employing Music-Based Pedagogies
- Observation Pedagogy Practices Exercise
- Classroom Observation in Musical Atmosphere and Learner's Response

Squarely exploring and discussing these identified themes, the research aims to contribute valuable insights into the current landscape of music-based pedagogies in ECCE settings, offering a holistic understanding of the challenges, successes, and potential improvements in teaching communication skills through the integration of music.

I. Nature of ECCE Teachers' Training

To start the conversation, the researchers asked the participants to elaborate on how they conceptualized music. They became knowledgeable about and skilled at using musical activities, songs, anthem, rhymes to help early years' students with their language conversation and confidence in communication skills. Based on teachers' comments, most of them had some degree of musical training. Some students who graduated from the ECCE training institutes confirmed that music is taught in the institute for ECCE trainings program (Wesseldijk, 2021). The replies from the research study contributors showed a relationship among their ECCE training and their capacity to use music, song and melody as an instructional tool to develop conversational communication skills to improve ability and confidence in the classroom. One participant mentioned that her ECCE institute provides her with music instruction. According to her statement,

"I studied music at the ECCE Institute. We were taught how to play musical instruments, develop improvements to some of them, and teach music as a subject all together. In the nation, music instruction is required at every educational level. During my teacher preparation program, I also instructed music practice."

The participant below, who also had sufficient experience in music pedagogy, talked about how she taught a variety of abilities using musical activities:

"I completed a module on music as part of my Early Childhood Development training at the ECCE Institute, and we had to teach music as part of our teaching practice. We learned a number of children's songs and rhymes for various purposes. As a result, I have no trouble using music to teach students about any subject, including communication skills and other subjects."

While some individuals lack sufficient instruction in music, they bolster their musical abilities by downloading youngsters' melody, poems and songs from the Internet. Her wording was:

"I have a diploma in music, which is not enough for me. However, I utilize the Internet to discover new kinds of music that I can use to educate students, especially different videos on children's music. I also set aside time to practice music at home so that I can be as prepared as possible."

The following participant's comment regarding her limited musical training is similar to the one above:

"I do receive music training, but not much; we just completed a semester-long module in music. Even though it's only a basic understanding of music, my background in a musical family and the information I gained allowed me to easily use music to teach the kids."

The other participants, on the other hand, stated that they were unable to employ music as a teaching tool since they had no formal experience in music. Her voice can be heard below:

"I can't teach communication skills through music in an efficient way. I'm not trained in music, and my voice is not suitable for singing. I'm having trouble and occasionally feel ashamed. Are you starting to realize why I am finding it difficult to educate using music? I now devote a lot of time to attempting to improve my abilities since I see how crucial music is to teaching these kids. Almost all of the exercises are taught with music. I wish the institution recognized the value of music and offered instruction in it."

"I do not have formal music training" is the statement made by the participant.

Therefore, the participants' capacity to employ music as their training and skill level determined pedagogy. According to the teacher's remark above participants two got sound proper music training and learn about it; the other two had just limited training not focused about teaching pedagogies, and the other two received no music training.

2. Communication Skills in the ECCE Curriculum

The knowledge of the ECCE teachers regarding the practice of music-based approach in teaching children core communication is the focus of this study. Data from the three centres' analyses reveal no specific material for communication skills. They argued that the kids weren't old enough to learn how to communicate. The attendee said:

"We do not have specific content on communication skills because they are too young for

that, but we use music for virtually all the activities, and children learn quicker when you teach with music, including speech development."

The same thing was mentioned by another participant from the second centre. Assist her:

"We teach general communication principles to youngsters between the ages of three and four, including how to speak politely. They could answer to queries from the teachers and create short, courteous statements after listening to some of our songs. Some of the younger kids who used to be fidgety and unfocused are now able to speak and react appropriately to inquiries."

According to the statistics on this topic, there is no detailed oral communication skills development curriculum for the students at the two ECCE centers. Nonetheless, they include songs that help the kids learn the fundamentals of communication.

3. Music-Based Pedagogy and ECCE Educators' Understanding

The ECCE teachers shared their perspectives on how they saw music as a teaching tool to help kids acquire fundamental skills, and they provided evidence to support their claims from various sources. Below is a statement from one of the participants who did not attend school in Karachi Pakistan:

"I am aware of how important music is for kids' development. During my teacher training, we were taught this as well as several children's songs, including lullabies and rhymes. I am able to improvise easy music for each lesson I decide to teach kids."

One participant credited her involvement with children in a religious organisation for helping her comprehend music use in the ECCE classroom. Because of her experience working with kids, the teacher is well-versed in their developmental phases, traits, and appropriate music for various tasks.

"I have been teaching in the children's department of my church before proceeding with teacher training. It is not a problem for me to use music to educate students because I am aware of their traits and developmental milestones, and I also know that songs are a big teaching tool. I began my teaching career in the ECCE division."

This participant learned about music pedagogy from her family and her responsibilities as a mother to her kids. Her response is shown below:

"As a mother who grew up in a musical family and a music lover, I know a lot about lulling kids to sleep with music. I've been teaching my kids by putting words to music. It is therefore, not difficult for me to identify which music is appropriate for the learner. I use various types of music to teach kids communication vocabulary, two-letter words, sounds, reading comprehension, and speaking."

Another participant identified a connection between her internet investigation of various children's music channels and her comprehension and use of music-based instruction. Her voice can be heard below:

"I can't sing. I'm not good at singing, so I struggle and occasionally feel awkward around

the kids. I therefore made a commitment to myself to get better at singing and viewing movies at home or while I was driving. I use the Internet to research different songs that I may use to instruct students. As a result, I've gotten better at using music in the classroom."

The results of the interviews with the participants, as previously said, indicate that ECCE teachers in the context of this research are knowledgeable about how to utilize music to help ECCE learners develop their language and communication abilities. They attributed their comprehension to their formal education, participation in religious activities, their role as mothers, and the encouragement they received from children's music on the internet.

4. Barriers in Music-Based Pedagogies

The educators who participated reported that while music supported their students' acquisition of pertinent skills, three main obstacles were preventing them from using sound/melody-base approach in the classroom called music pedagogies:

- A lack of adequate training in this area
- A shortage of vital musical aids/resources
- The absence of music concerned pedagogy document

Research contributor underlined that her inadequate training in the subject was one of the challenges to successfully implementing music-based pedagogy in the classroom. She believed even one semester of music instruction during teacher preparation is insufficient. She stated:

"Not much music was done at the ECCE training institute where I attended. I didn't think the semester-long curriculum we completed was sufficient to completely prepare us to use music in the classroom. Even though my family is musical, I still require formal training. In the beginning, teaching in ECCE was not an easy task for me. Nonetheless, I have improved my abilities with the use of children's CDs."

One participant noted that one of the main obstacles to the ECCE is the lack of official music-based pedagogy:

"The big challenge is that as important as music is to the children, there is no music in the ECCE document." Therefore, to provide music with greater time, curriculum designers must expressly consider for development. There are only for creative development, but music sound teaches various subjects and abilities, including language development, rhyming, and arithmetic. Music is more significant for these kids at this age than any other subject."

Another issue was the absence of musical tools available in the classroom. The participants said that while teaching with songs, sound, melody, tone, and anxiety as the foundation for phonics in oral language teaching, adopting music used approach/pedagogies necessitates having at most basic striking instruments to escort the songs. One participant mentioned dissatisfaction with the ECCE centres'

dearth of basic musical resources.

"Not only are we teachers not very good musicians, but there aren't nearly enough musical instruments in this school. This is our biggest issue. Teachers must put up a great deal of work in order to teach the kids the fundamentals of language and communication. The main difficulty that kids have is reading to comprehend. Music can help, but we especially need to use musical instruments to teach English sounds. I hope the Department of Education will help us out and provide musical equipment for the school."

According to the study results, these centres' ECCE educators believed that music was the most effective medium for teaching skills to the kids. Nonetheless, several obstacles impede their efficient utilization of music.

5. Observation Pedagogy Practices Exercise

Observations were made inside and outside the classroom to observe how the teachers engage with the students during their lessons. I joined in on the singing and helped the teacher prepare them. The teacher in this class shared a variety of instruments with the students. The song was designed to clarify the words with strain, and when the teacher reached a certain point, she signaled to the class. Most of the students used the drumming instruments to display the sign while watching the teacher. Still, two or three students, particularly the new ones, were having trouble understanding the teaching method. This class's instructor was musically inclined and had a solid grasp of song alignment.

The following observation was conducted at the next locations when two groups of kids in the three to four-year-old age range were mixed. The instructors of this class are not very musically inclined, and they heavily rely on a playlist of songs they obtained off the internet to help the kids learn how to communicate:

"Dear, as you can see, I am struggling with the use of music. I am not very sound with music, but I am trying to upgrade myself through the internet,"

the teacher turned to face me.

6. Barriers to Employing Music-Based Pedagogies

The curriculum for early childhood learners at the two centres included various topics, such as learning about land and marine animals, speech development, two-letter words, and listening skills. A wonderful method to show appreciation, generosity, and civility is through songs and rhymes. There's more music out there to give people confidence. In the school, educational songs on the alphabet, phonics, language sounds, colours, and actions were all used to help the youngsters learn. The songs are presented in various styles, including call-and-response songs, short compositions, narrative songs, and easy instrumental pieces that aid in learning pitch and sound.

The ECCE students cheered and screamed joyfully when the teacher turned to music. A few things are taught to the children by the teachers in the conventional way. Because they are sleepy and

tired, the children will suddenly start singing along:

"When it comes to singing, the children are awake, enthusiastic, and lively in the classroom."

I observed that the children actively participated in the educational activities during the observation exercises.

Discussion

When it comes to educating their students utilizing music-based pedagogies, Karachi, Pakistan's ECCE teachers are largely effective because they have had at least some training in music. The creative arts are offered in all ECCE teacher training institutes as courses for real Life Skills development curriculum in ECCE teacher training programs (Hussain, Muhiuddin & Oad, 2021). However, teaching with music is only one of four components of these courses the other three are music dance, music activity drama, and visual arts and usually run one semester. Study data indicate that utmost all ECCE teachers only have a base line understanding of applying music-based approach/pedagogies in the teaching learning context.

Theme I: Discussion

The results of this study showed that for the reason that varied musical training they received during their ECCE teachers teaching programmed, ECCE educators are knowledgeable about using music to instruct students. While the specific instruction received varied among the participants, some were instructed in instrumental music theory, composition, and the construction of certain musical instruments. Three institutes of ECCE training graduates claimed to have had some music education as part of the ECD degrees, while two of the all six participants had proper sound/music pedagogy training from the institute (Wesseldijk, 2021).

Shulman's (1987) and Vygotsky's (1997) theories, which hold that educators must become to support students' learning, reinforce this conclusion. Teachers should possess a thorough comprehension of the material they wish to teach. One of the guests mentioned receiving her music education in high school. Those with extensive musical expertise find using music in the classroom easier. One continued by saying that the country's teacher preparation programmes need music courses and that pre-service teachers must finish courses in music teaching practice. She also mentioned that all teacher preparation programmes across the nation require music courses, and pre-service teachers are required to complete music teaching practice (Ahmad, Rashid, & Ali, 2023). This result is consistent with two studies, which found that a sizable portion of teachers' complete music education programmes and, as a result, feel competent to use music as a teaching tool with their students (Jansen, 2018). Furthermore, according to some earlier research, institutions essentially offer creative arts courses in ECCE teacher education programs (West, 2023). Although these courses are typically taught in a single semester,

teachers are equipped with the fundamental skills necessary to use music in the classroom.

The survey does reveal, however, that the majority of participants lacked sufficient expertise in music to be adequately qualified to instruct students in music. This conclusion by pointing out that school-provided music education is insufficient to improve teachers' efficient use of music in the classroom. The survey reveals, however, that most participants lacked sufficient expertise in music to be adequately qualified to instruct students in music. This conclusion by pointing out that school-provided music education is insufficient to improve teachers' efficient use of music in the classroom (Jansen, 2018).

Theme 2: Discussion

Communication is very important learning domain in the early year development has identified for ECCE. A healthy comfortable lifestyle, a strong positive sense of uniqueness and socialization, with the growth of different calculated concepts, the acquisition of more creative talents, and basic knowledge of world exploration are all facilitated by effective communication, claims the ECCE frame work (2015) document. Furthermore, "dance, music, art, pictures, singing, body movement, and creative play" are only a few of the ways that ECCE specifically lists as ways that music can be used to communicate. To help young children improve their speaking and listening skills, which will eventually lead to the learning of reading and writing, early childhood teachers and early years' caregivers are urged to chat, sing a song, read aloud, and listen to them (Varies, 2018). Although the respondents clarified that children in this age range were not taught communication skills, the study's participants argued that toddlers between the ages of three and four are too early to learn them. This indication is at odds with the ECCE curriculum paper. It suggests that certain Pakistani students will continue struggling with weak communication skills. The research argues that music-based communication skills training should be mandatory in ECCE centers (Ahmad, Bibi, & Imran, 2023).

Theme 3: Discussion

The fundamental musical training that the ECCE teachers acquired throughout their teacher training was evident from the data, which indicated that they understood the application of music-based teaching approach/pedagogy in the class environment. The research participants were well aware of the holistic development stages of their early years' students and knew that by using music-based pedagogies in the classroom which are the most effective teaching and learning techniques for Early Childhood Education students their students' acquisition of communication skills could be enhanced. The results disproved the findings of paper, which claimed that early childhood education (ECCE) educators lacked the expertise needed to use music-based teaching approach/pedagogy to teach communicative oral skills with confidence (Viladot et al., 2018). While some had just had brief instruction, others had received training in music theory, basic instrument construction, and simple composing techniques. A participant's response suggests that she is aware of the phases that kids go through due to her experiences

as a mother and that music can aid in a child's learning. It has been discovered that incorporating music into ECCE classes is a successful and pertinent teaching approach.

Theme 4: Discussion

According to the statistics under this theme, the participants understood music to be the most effective instructional medium for ECCE classrooms. Nevertheless, there were certain limitations that made it difficult for them to employ music effectively. Thus, systemic obstacles to the successful application of music-based teaching approach/pedagogies in the early year's period were identified. The early years' teachers in this study highlighted a shortage of musical teaching aids, resources and the absence of proper music in the ECCE training curriculum course as hurdles to the operative implementation of music-based teaching approach/pedagogies, in addition to lack availability in the various ECCE teacher teaching training curricula.

They claimed that educational authorities needed to move decisively if they were to adopt music-based teaching approaches/pedagogies further successfully. Giving teachers instruments and altering the ECCE teacher curriculum to provide more purposeful space for music-based teaching approach/pedagogies to teach a multiplicity of skills are two possible ways to carry out this activity. This conclusion is supported, who witnessed that the real Life Skills course is overloaded with music and does not allow teachers to engage with music-based teaching learning pedagogies.¹³ Moreover, eighty percent of early years' teachers had much difficulty in composing songs, sounds and rhymes that corresponded with the recommended subject (Almutairi & Shukri, 2016). The results findings corroborate with decision that teachers' productivity and effectiveness when interacting with students and imparting knowledge are determined by their credentials and level of expertise (Moletsane, et al., 2018).

The study found that teachers in ECCE classrooms think music is the most effective pedagogical tool for teaching all subjects. Nevertheless, some wish they had received better music training throughout their teacher preparation. It aligns with the ECCE, which provided the basis for the study and maintains that desired results can only be attained through direct student-teacher contact (Vygotsky 1997). Enough relevant training is needed for ECCE teachers to scaffold students' real life knowledge and real life skills through musical teaching and learning activities that improve their oral communication skills.

Theme 5: Discussion

The majority of teachers find it difficult to match appropriate music to various learning activities, according to an observation exercise on the participants' basic language and core communication skills utilizing music in learning classroom. The manner the curriculum was taught to the children over the music, how the children of the early years' class responded and participated, how they nonverbally expressed themselves during melodic activities, and how long it took the youngsters to comprehend the learning objectives vary throughout classrooms. Their level of musical expertise, training, and experiences

affects their capability to practice music in the classroom efficiently. The few teachers who had obtained solid music education performed better when utilizing various genres of music as teaching tools in the classroom. Adequate training and professionalism for instructors are necessary for excellent teaching, aligning with the observational results (Partti, Weber, & Rolle, 2021) Furthermore, by examining ECCE learners via a core changing lens of teachers can better recognize their whole needs then provide assistance for their learning best, result of the ineffective communication skills of ECCE students (Knight, Andrew & Rabon, 2017).

Theme 6: Discussion

The curriculum for preschoolers at the two centers included various topics, such as learning about land and marine animals, two-letter word recognition, speech development, and listening skills. A wonderful way to show appreciation, generosity, and civility is through songs and rhymes. There's more music out there to give people confidence. In the school, songs that teach alphabets, phonics, language sounds, different colours, and movement songs were used to help the pupils learn. There were a variety of song genres, including call-and-response, harmonic vocal, short compositions, basic instrumental music to help kids learn pitch and sound, and stories-to-go. All of these songs taught kids how to do things. According to a previous study's findings, children can learn new abilities through choral music, which lends credence to this assertion:

According to a Vygotsky model, harmonic singing, vocal can offer children with a pleasurable activity that motivates older children to scaffold (Walton, 2014)

The teachers' themes were divided into two halves: the first half contained content related to speech development, and the second half addressed general abilities curriculum components. ECCE students were arranged according to the concept taught, and the songs used. In addition, the songs were sung in two major formations: circles and lines. The children had to sit in a circle with their instruments while the teacher stood in the middle, holding little cards with the lessons they had learned written on them. This method was used to teach the children vocabulary, sounds, and how to learn two-letter words to help with their speech development.

Music in the classroom stimulates students' curiosity and eagerness to learn. Certain rhymes have a rhythm that keeps students engaged and singing while clapping their hands, corroborated this conclusion (Kirby, et al., 2023).

Implication of the study

The results benefit planners of ECCE policies, curriculum developers and implementers, and educational institutions in Karachi, Pakistan, that provide ECCE teacher training. The study results demonstrated that teaching ECCE students communication skills through music-based pedagogies helps them acquire these abilities more quickly and effectively than standard teaching methods and fosters more sustainable learning. Therefore, policymakers should implement a well-

organized strategy that considers content that is helpful and relevant to the requirements of the learners, and they should especially encourage the use of music-based pedagogies to teach communication skills. The ECCE paper should include music as a separate subject. Multiple pedagogies for inclusive classrooms and pedagogies that fit the developmental stage and nature of the children must be taught to ECCE instructors during their training. Instead of focusing solely on imparting theoretical information about music, ECCE training should promote the development of practical musical talents. The curriculum must be evaluated and improved to ensure that teachers understand music pedagogy for longer than a single semester. Initially, undertrained teachers would benefit from professional development intervention workshops, enhancing their music-based pedagogies.

Lastly, for teachers and students to participate in music-based teaching and learning activities, ECCE centres must be equipped with the relevant practical resources. By addressing problems, we may improve the ECCE curriculum and instructors' capacity to use age-appropriate pedagogical practises, which will help the kids develop communication skills early on.

Future Research Areas

Since only six ECCE trained teachers from three centres made up the small sample size for this qualitative case study, more thorough research on a broader or varied population may be done, particularly among educators from rural settings who work with vulnerable children. Research on the viewpoint of ECCE students regarding how musical teaching techniques/approaches/pedagogies support their acquisition of oral communication skills is required. This could include students in the reception year. Additional research is required to understand how Karachi-based ECCE teachers adhere to the recommendations in the ECCE document, which calls for using musical pedagogies to assist ECCE students in developing their communication abilities. Lastly, this research study did not investigate the impact of the children's traditional/cultural/family context on their development of musical communication skills. Even though the study's participants spoke various native tongues, all of the participants were taught in English by ECCE educators. Therefore, research on how ECCE learners' families and cultural backgrounds affect their development of music-based communication abilities is needed. Subsequent research endeavors might centre on inquiries such as: How does using music as a teaching tool benefit kids' language development? How does the children's cultural background impact their learning to communicate? How are ECCE teachers employing musical pedagogies to help ECCE students develop communication skills in accordance with the ECCE document? What kinds of music are used in ECCE classrooms to help kids develop their communication skills? Answering the questions could help provide the greatest teaching practises that encourage kids to develop their communication abilities and help ease the existing problems with kids' reading difficulties.

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