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Impact Of Nursery Rhymes on Vocabulary Enhancement: An Experimental Study of Primary Level Siraeki-Speaking English Language Learners

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Abstract

Early English language acquisition is becoming a significant issue in multilingual societies in which English is used as a global language of education, technology and communication. Young Pakistani learners of Saraiki-speaking groups tend to have problems with learning English vocabulary as they have less exposure to it, the languages are phonologically different, and they depend on traditional rote learning. There is need therefore to use interactive and child-centred strategies to promote vocabulary development at the primary level. Nursery rhymes, having rhythmic and repetitive qualities that are characterized by music can play a significant role in providing meaningful linguistic material that adds to retention and pronunciation. The aim of the study was to study the effectiveness of instruction based on nursery rhyme in enhancing English vocabulary among primary-level learners speaking Saraiki as their first language. In particular, the study compared vocabulary learning of students learning in nursery rhymes and students learning with traditional teaching methods. The research design was quantitative experimental control and experimental groups with pre-test and post-test. The participants were learners of Saraiki in primary schools. Experimental group was to be taught structured English including the choice of nursery rhymes, and the control group was to be taught in the traditional methods of teaching vocabulary. Assessment was carried out with vocabulary recognition and recall tasks, and the data were analysed with the help of descriptive statistics and t-tests to identify in-group and inter-group differences. The results showed that the learners who were exposed to instruction based on nursery rhyme recorded higher enhancement in vocabulary acquisition as compared to their counterparts who were taught by use of conventional teaching techniques. The learning of rhymes seemed to be assisted by the repetitive and rhymic quality of the rhymes, memory, pronunciation and learner engagement. Early language teaching curriculum could be enhanced by incorporating rhyme-based activities into the teaching plans helping promote a more interesting, culturally flexible, and developmentally sensitive learning of the English language.

Introduction

The English language has emerged as a widespread form of transnational communication in the twenty-first century, both as everyday international communication and as the most important means of education, science, technology, and commerce. English as a foreign language (EFL) is the most common form of foreign language learning in non-native contexts, and the EFL classroom is a specific configuration of this problem. The most common issue reported by teachers working in EFL is that students understand separate items but cannot use them freely, understand them, or pronounce them, which is linked to the limited breadth and depth of vocabulary. The studies conducted across various EFL settings reveal that vocabulary knowledge is a major predictor of communicative success: without adequate vocabulary, learners will be unable to decode texts, track classroom conversation, or convey

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complex messages. This puts deliberate, child-friendly vocab teaching at the centre of an efficient EFL teaching practice.

Background of the Study

Pakistan is a highly multilingual nation, with dozens of regional languages spoken across its provinces. This linguistic diversity presents both opportunities and challenges for English-language education. The language that is especially notable at the regional level is Saraiki, which is used by millions of people in the southern Punjab region. Studies have shown that speakers of Saraiki face certain linguistic barriers to learning English. The traditional methods of teaching English vocabulary that prevail in most Pakistani classrooms are more focused on rote learning and translation, with little scope for creativity and communication.

In most ECE and primary classrooms, the common paradigm is rote memorization rather than interactive or communicative. However, cognitive studies indicate that young children are particularly open to patterned auditory stimuli; rhythm, rhyme, and repetition of phrasing facilitate segmentation of the speech stream and the establishment of consistent phonological representations. Nursery rhymes have been a long part of early childhood practice, and they provide entry into new vocabulary within memorable prosodic frames and reduce affective filters by framing practice as fun and social. Hopefully, this study can play a constructive role in shaping early childhood education, particularly in learning English in Kindergarten.

Statement of the Problem

Young learners in Saraiki-speaking communities face different linguistic challenges in learning English. Phonetic variation between English and Saraiki frequently causes mispronunciations, and the lack of exposure to English in rural and semi-urban settings makes it necessary to acquire vocabulary. The practice in classrooms often overlooks oral fluency and emphasizes written precision, creating a discrepancy between the communicative requirements of learners and the skills they attain. Because of their convenient and captivating form, nursery rhymes can be a potential solution. Nevertheless, no such experimental research has been conducted to answer the question of whether nursery rhymes would significantly improve vocabulary among Saraiki-speaking learners. This research aims to fill this gap by testing the effectiveness of nursery rhymes in a systematic, controlled experimental design.

Research Objectives

The following objectives will guide the study:

1. To compare the effectiveness of nursery rhyme–based instruction and traditional teaching methods in enhancing English vocabulary among Saraiki-speaking learners.
2. To examine whether nursery rhyme–based instruction significantly improves English vocabulary acquisition among Saraiki-speaking young learners.

Significance of the Study

This research, through experimental inquiry, aims to ascertain the degree to which nursery rhymes enhance vocabulary and seeks to substantiate the cognitive and motivational merits of rhyme-centered pedagogy. Exploring nursery rhyme pedagogy in the context of Saraiki-speaking learners contributes

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to the scholarship of EFL pedagogy while also advancing social justice and decentered, culturally sustaining pedagogy. The study at hand fills these cultural, linguistic, and educational voids in the context of primary EFL education in Pakistan.

Literature Review

The importance of vocabulary in developing language skills such as reading, writing, listening, and speaking is quite well established. For learners of English as a foreign language, growing vocabulary is of vital importance to their communicative competence and language proficiency in general (Wei, 2021). In primary schooling, traditional approaches to vocabulary instruction often rely on rote learning and translation-based methods, which fail to engage learners at both cognitive and affective levels. Nursery rhymes use rhythm and repetition of language in a playful and singable way, where new vocabulary is first 'taught', and new vocabulary is scaffolded in context, which develops phonological awareness and boosts memory (Rosati, 2024). A recent meta-analysis conducted by Teng & Xu (2025) has determined that activities of vocabulary repetition associated with contextualized input are paramount to the enhancement of breadth and depth of vocabulary knowledge.

The interactionist approach attempts to bridge behaviorist and nativist models of language learning by describing social interaction and contextual meaning as critical to the learning process (Bahromov et al., 2025). Used interactively through group recitations, nursery rhymes, and accompanying gestures and actions, provide authentic social contexts for communication. Recent research in EFL has established the fact that teaching techniques that use auditory, visual, and kinesthetic cues, such as those in rhymes, improve retention of all three dimensions of vocabulary knowledge (Mohammed Cherif, 2024). This diversity of modalities enhances recall and understanding, strengthening the memory traces and dual-coding the information.

As EFL students in multi-lingual societies like Southern Punjab are still at the fledgling phase of mastering a new language, developing one's vocabulary greatly aids in cognitive flexibility and metalinguistic awareness. Aside from other challenges, first language (L1) interference, particularly phonological and syntactic differences between Saraiki and English, constitutes another level of difficulty. For example, English consonant clusters and vowel length differences are absent in Saraiki, and this absence, in turn, affects pronunciation and phonological awareness (Razzaq, 2024). These challenges certainly call for instructional methods that increase phonological awareness; nursery rhymes are instructional tools that could be useful for this purpose since they exercise rhythm, phonological sensitivity, and repetition.

There are multiple interesting methods of teaching whereas in most of cases across Pakistan it is only the lecture methods which is widely practiced (Usman et al., 2025). Nursery rhymes support the phonological awareness, or language acquisition, and the development of literacy at the cognitive level. The repetition embedded in rhymes aids in the linguistic acquisition of vocabulary, as words presented in various contexts exhibit stronger retention of vocabulary (Assadi & Murad, 2024). In numerous studies conducted worldwide, nursery rhymes have been used with sustained effectiveness. Chen (2025) found that rhymes serve as a mnemonic device that enhances retention, with learners recalling vocabulary from rhythmically arranged texts more easily than from texts learned through rote memorization. Longitudinal studies, ever since Kholid et al. (2024), have corroborated its recommended use in the teaching of rhymes and the notable improvements in vocabulary, pronunciation, and recall versus the control learners taught with textbooks.

The lack of research in multi-lingual and indigenous settings is particularly acute. The literature on the subject is primarily concerned with urban environments and monolingual learners, which has resulted in an acute need in the literature regarding children from regional linguistic backgrounds, such as the Saraiki speakers in southern Punjab, Pakistan. There is little research examining the use of nursery rhymes for bridging these linguistic gaps and the corresponding rhythmic patterns with the tonal and rhythmic patterns of Saraiki speech (Zheng et al., 2021). Thus, exploring nursery rhyme pedagogy in the context of Saraiki-speaking learners contributes to the scholarship of EFL pedagogy while also advancing social justice and decentered, culturally sustaining pedagogy.

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Methodology

This research falls in the quantitative research paradigm where objective measurement, numerical analysis, and systematic study are given importance. The research strategy is experimental research design, which is commonly conceded as the strongest to ascertain causality. It utilizes a pre-test/post-test control group design, which is among the most credible experimental designs in the education research. Experimental method is useful as the researcher can implement nursery-rhyme-based teaching instructions to one group of the learners (experimental group) whereas the other group is taught through traditional teaching methods (control group). These results of the two groups are then compared to establish whether they have statistically significant differences. Quantitative paradigm is applied to guarantee that results can be generalized, replicated and devoid of researcher bias.
The study population is primary-level students between the ages of 6 to 7 years with first language of Saraiki and who are studying in early-childhood learning institutions, in district Mianwali. Purposive sampling will be used to determine a sample of two intact classes in two similar primary schools. A certain group of students will be designed as an experimental group, and one as the control group. The groups will have approximately 20-25 learners, which will make a total sample of about 40-50 people. To measure vocabulary acquisition, pre-test and post-test vocabulary assessments will include picture-word matching tasks, word recognition items, and simple recall prompts involving vocabulary used in the selected rhymes. Data will be analyzed using a statistical software package, applying both descriptive and inferential statistical techniques, including paired-sample t-tests and independent-sample t-tests, to determine statistical significance.

Data Analysis and Results

This section provides the findings of the statistical tests that were performed to investigate the efficiency of the nursery rhyme-based learning in improving the English vocabulary acquisition in students speaking Saraiki. The demographic characteristics and the overall vocabulary performance of the participants were summarized with the descriptive statistics, and the inferential ones, paired-sample t-tests and independent-sample t-tests, were used to identify the significance of the difference between the pre-test and post-test scores within the groups and between the experimental and control ones.

Descriptives and Student Information

Table 4.1: Descriptive Statistics

	N	Mean	Std. Deviation
Age of Student (Years)	100	6.5200	.50212
Gender of Student	100	1.4300	.49757
Study Group	100	1.5000	.50252
Test Type	100	1.5000	.50252
Valid N (listwise)	100		

The descriptive statistics show that 100 observations were used to collect data (pre-test and post-test scores of 50 participants). The mean age of the learners was 6.52 years (SD = 0.50), which proves that the participants were within the goal age group of the early childhood, which is between 6-7 years old. The average of the gender (M = 1.43) indicates a fairly equal representation of both male and female students. In the same fashion, study group variable provided a mean of 1.5 (SD = 0.5) which means that

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the experimental and control groups had equal distribution. The type of variable test also demonstrated a mean of 1.50 (SD = 0.50), which is attesting to the fact that the same number of observations was taken during pre-test and post-test measurements. The descriptive statistics, on the whole, reveal that the sample was balanced enough regarding age, gender, or group assignment, test administration, which makes the sample a decent framework to conduct the future inferential statistical tests.

Table 4.2: Age of Student (Years)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Six years	48	48.0	48.0	48.0
Seven years	52	52.0	52.0	100.0
Total	100	100.0	100.0	

The age distribution of the participants shows that learners of six and seven years were involved in the sample with 48% (n = 48) of the age group being six years old and 52% (n = 52) years old. The almost balanced representation between the two age groups is an indication that both of the age groups were sufficiently represented in the study.

Table 4.3: Gender of Student

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Male	57	57.0	57.0	57.0
Female	43	43.0	43.0	100.0
Total	100	100.0	100.0	

The gender distribution of the sample participants indicates that 57 percent (n = 57) of the learners were males whereas 43 percent (n = 43) were females. The sample size was enough to represent both sexes; however, there were a slightly more number of male students.

Table 4.4: Study Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Experimental	50	50.0	50.0	50.0
Control	50	50.0	50.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the study groups is such that, there was equal division of the sample of the experimental group and the control group, with 50% (n = 50) of observations falling in each group.

Table 4.5: Test Type

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Pre-Test	50	50.0	50.0	50.0
Post-Test	50	50.0	50.0	100.0
Total	100	100.0	100.0	

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The distribution of the types of tests indicates that there was an equal amount of pre-test and post-test observations since 50% (n = 50) of the observations was made on each respective type of test. This equal distribution validates the fact that the participants were evaluated at the time of the instructional intervention as well as after the intervention.

Picture–Word Matching

Table 4.6: Picture–Word Matching: Star

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	44	44.0	44.0	44.0
Correct	56	56.0	56.0	100.0
Total	100	100.0	100.0	

The picture-word matching item frequency distribution of the picture word matching item of Star indicates 56% (n = 56) of the responses are correct and 44% (n = 44) of the responses are incorrect. This finding indicates that most of the participants could correctly recognize the target vocabulary item in the case of a visual stimulus.

Table 4.7: Picture–Word Matching: Moon

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	42	42.0	42.0	42.0
Correct	58	58.0	58.0	100.0
Total	100	100.0	100.0	

The frequency distribution of picture-word matching item Moon indicates that 58 (n = 58) out of 100 participants gave correct answers with the other 42 (n = 42) giving incorrect answers. Such observation suggests that over 50 percent of the learners could effectively identify and match visual image of the moon with the English word.

Table 4.8: Picture–Word Matching: Sheep

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	39	39.0	39.0	39.0
Correct	61	61.0	61.0	100.0
Total	100	100.0	100.0	

The picture-word matching item distribution of picture-word matching item Sheep indicates that 61 percent (n = 61) of the answers were correct and 39 percent (n = 39) were not correct. This finding means that most of the learners could correctly recognize the vocabulary item when accompanied with a visual cue which implies that the recognition of this word was relatively stronger than of some other words.

Table 4.9: Picture–Word Matching: Cow

	Frequency	Percent	Valid Percent	Cumulative Percent

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Valid: Incorrect	38	38.0	38.0	38.0
Correct	62	62.0	62.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the picture-word matching item of Cow indicates that 62 percent (n = 62) of the participants gave correct response and 38 percent (n = 38) participants gave incorrect responses. This shows that majority of learners could correctly identify the vocabulary item based on visual clues, and this implies that they were fairly familiar with the word.

Table 4.10: Picture–Word Matching: Spider

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	48	48.0	48.0	48.0
Correct	52	52.0	52.0	100.0
Total	100	100.0	100.0	

The corresponding results of the picture word matching item of Spider show that 52 percent (n = 52) of the individuals also identified the word in the correct manner, and 48 percent (n = 48) of the individuals gave incorrect answers. This distribution is close to the middle and indicates moderate knowledge of the vocabulary item and the requirement of the additional instructional support.

Table 4.11: Picture–Word Matching: Crown

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	46	46.0	46.0	46.0
Correct	54	54.0	54.0	100.0
Total	100	100.0	100.0	

Frequency distribution of the picture-word matching item of Crown indicates that 54% (n = 54) of the learners gave the correct response and 46% (n = 46) gave incorrect responses. It is a medium level of recognition of the item of vocabulary and proves that the visual-word associations must be reinforced through further practice.

Table 4.12: Picture–Word Matching: Boat

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	45	45.0	45.0	45.0
Correct	55	55.0	55.0	100.0
Total	100	100.0	100.0	

The picture-word matching picture item of the word boat gives an indication that 55% (n = 55) of the respondents were successful in recognizing the word and 45% (n = 45) were not. This implies an intermediate vocabulary recognition level, with a keen focus on the need to repeat the exposure to cement learning.

Table 4.13: Picture–Word Matching: Pail

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	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	44	44.0	44.0	44.0
Correct	56	56.0	56.0	100.0
Total	100	100.0	100.0	

The frequency distribution of picture-word matching item, pail reveals that 56 percent (n = 56) of the learners identified the word correctly whereas 44 percent (n = 44) identified the word incorrectly. This is the medium familiarity with the vocabulary item and it is important to note that further reinforcement is necessary.

Table 4.14: Picture–Word Matching: Cat

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	40	40.0	40.0	40.0
Correct	60	60.0	60.0	100.0
Total	100	100.0	100.0	

The picture-word matching item results on the picture-word matching item, which was Cat also show that 60 percent (n = 60) answered the item correctly and 40 percent (n = 40) answered the item incorrectly. This indicates a relatively high level of recognition of the word but further training assistance is significant to complete mastery.

Table 4.15: Picture–Word Matching: Boy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	42	42.0	42.0	42.0
Correct	58	58.0	58.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the picture-word matching item of the boy reveals that 58 (n = 58) out of the 100 learners got the word right and 42 (n = 42) learners got it wrong. This is an average vocabulary recognition and shows that the vocabulary is still to be reinforced in order to have regular mastery of all learners.

Word Recognition

Table 4.16: Word Recognition: Star

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	55	55.0	55.0	55.0
Correct	45	45.0	45.0	100.0
Total	100	100.0	100.0	

In the frequency distribution of the word recognition item Star, 45% (n = 45) or the learners identified the written word correctly and 55% (n = 55) identified the word incorrectly. This implies that the word

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recognition ability of this item was in relatively poor condition, which explains the necessity to increase the exposure to written vocabulary using the supportive instructional methods.

Table 4.17: Word Recognition: Moon

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	47	47.0	47.0	47.0
Correct	53	53.0	53.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the word recognition item Moon indicates that 53 percent (n = 53) of the learners recalled the written word correctly, and 47 percent (n = 47) gave the wrong responses. This means that the word recognition ability is moderate in that the learners are yet to become familiar with the written English vocabulary.

Table 4.18: Word Recognition: Sheep

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	45	45.0	45.0	45.0
Correct	55	55.0	55.0	100.0
Total	100	100.0	100.0	

The scores of the word recognition item; Sheep show that 55 percent (n=55) of the learners identified the written word correctly but 45 percent (n=45) gave the wrong response. This is an indication that there is moderate word recognition, which is due to emergent literacy in early childhood learners.

Table 4.19: Word Recognition: Cow

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	41	41.0	41.0	41.0
Correct	59	59.0	59.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the word recognition object Cow indicates that 59 percent (n = 59) of the participants identified the written word correctly whereas 41 percent (n = 41) were identified as having incorrect answers. This finding shows a relatively better awareness of this vocabulary word, but it is still important to practice it in order to achieve mastery.

Table 4.20: Word Recognition: Spider

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	50	50.0	50.0	50.0
Correct	50	50.0	50.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the word recognition item that is Spider indicates that 50 percent (n = 50) of the learners identified the written word correctly and an equal proportion, 50 percent (n = 50),

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answered incorrectly. This mean outcome indicates that recognition of this word by learners was still in progress, which implies that further reinforcement in form of instructions is necessary to enhance written vocabulary recognition.

Table 4.21: Word Recognition: Crown

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	35	35.0	35.0	35.0
Correct	65	65.0	65.0	100.0
Total	100	100.0	100.0	

The frequency distribution of word recognition item, which is the word Crown, indicates that 65% (n = 65) of the learners recognized the written word correctly and 35% (n = 35) of the learners identified the word incorrectly. This implies that the recognition of this item is relatively good meaning that people are more familiar with the written words.

Table 4.22: Word Recognition: Boat

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	46	46.0	46.0	46.0
Correct	54	54.0	54.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the word recognition item of the word boat reveals that fifty-four percent (n = 54) out of the respondents correctly read the written word, with forty-six percent (n = 46) of the respondents giving the wrong answer. This indicates their average word recognition, which is a sign of continued growth of the written vocabulary ability of learners.

Table 4.23: Word Recognition: Pail

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	39	39.0	39.0	39.0
Correct	61	61.0	61.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the item of word recognition, pail, indicates that out of 100% (n = 100), 61% (n = 61) of the learners identified the written pail correctly and 39 percent (n = 39) reflected incorrectly. This means that there is a fairly high degree of word recognition which implies that the learners are becoming familiar with this vocabulary term.

Table 4.24: Word Recognition: Cat

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	47	47.0	47.0	47.0
Correct	53	53.0	53.0	100.0
Total	100	100.0	100.0	

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The frequency distribution of the word recognition item that was Cat shows that 53 (n = 53) percent of the learners read the written word correctly, and 47 (n = 47) percent gave a wrong response. This is an average level of word recognition in that learners are still acquiring the familiarity with written English vocabulary at an early childhood level.

Table 4.25: Word Recognition: Boy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	50	50.0	50.0	50.0
Correct	50	50.0	50.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the word recognition item of the word boy indicates that 50 per cent (n = 50) of the learners identified the written word correctly, whereas 50 per cent (n = 50) gave the incorrect response. This balanced score means that recognition of this word by the learners was in its early stages hence the necessity of instructional reinforcement.

Recall / Naming

Table 4.26: Recall/Naming: Star

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	48	48.0	48.0	48.0
Correct	52	52.0	52.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the recall/naming item Star is as follows; 52 percent (n = 52) of the learners were able to give the word correctly and 48 percent (n = 48) failed to do so. This is an indication of medium productive vocabulary knowledge, and is indicative of evolving recall capacity amongst early childhood learners.

Table 4.27: Recall/Naming: Moon

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	47	47.0	47.0	47.0
Correct	53	53.0	53.0	100.0
Total	100	100.0	100.0	

In the frequency distribution of the recall/naming item, Moon, 53% (n = 53) of the learners gave the correct names to the object, and 47% (n = 47) gave improper names. This is a sign of an average productive vocabulary growth implying that learners are yet to enhance the capacity to recall and generate English vocabulary vocabulary items.

Table 4.28: Recall/Naming: Sheep

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	55	55.0	55.0	55.0

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Correct	45	45.0	45.0	100.0
Total	100	100.0	100.0	

In the frequency distribution of the recall/naming item of Sheep, it can be seen that 45% (n=45) of the learners gave the correct word, 55% (n= 55) gave incorrect responses. This outcome implies a comparatively lower productive vocabulary item knowledge, which indicates the challenges with recall and oral production in the case of early childhood learners.

Table 4.29: Recall/Naming: Cow

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	39	39.0	39.0	39.0
Correct	61	61.0	61.0	100.0
Total	100	100.0	100.0	

The frequency distribution in the number of recalls/naming item Cow indicates that 61 percent (n = 61) of the learners named the object correctly and 39 percent (n = 39) named it incorrectly. This shows a comparatively higher productive vocabulary ability of this item, and it could be said that learners felt more confident to recollect and orally produce the word.

Table 4.30: Recall/Naming: Spider

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	41	41.0	41.0	41.0
Correct	59	59.0	59.0	100.0
Total	100	100.0	100.0	

The frequency of the item of recall/naming Spider shows that 59 (n = 59) learners gave the correct word whereas 41 (n = 41) gave the incorrect word. This is a fairly high productive vocabulary knowledge but with further practice, recall can be improved.

Table 4.31: Recall/Naming: Crown

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	52	52.0	52.0	52.0
Correct	48	48.0	48.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the recall/naming item Crown reveals that 48 percent (n = 48) of the learners gave the correct response in producing the word whereas 52 percent (n = 52) gave a wrong response. This implies that there was a relatively poor productive use of this vocabulary item meaning that further reinforcement is necessary to enhance the recall and oral production skills.

Table 4.32: Recall/Naming: Boat

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	40	40.0	40.0	40.0

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Correct	60	60.0	60.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the item recall/naming Boat shows that 60 percent (n=60) of learners were able to name the object correctly and 40 percent (n=40) did not give the correct answer. This represents a fairly good degree of constructive vocabulary expertise in this thing meaning that a lot of the learners were capable of remembering and giving the word without any hesitation.

Table 4.33: Recall/Naming: Pail

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	43	43.0	43.0	43.0
Correct	57	57.0	57.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the recall/naming item, Pail indicates that 57 percent (n = 57) of the learners were able to say the word correctly whereas 43 percent (n = 43) gave an incorrect answer. This denotes average productive vocabulary knowledge meaning that although most of the learners were in a position to recite the word, more reinforcement must be done to ensure that a consistent mastery is developed.

Table 4.34: Recall/Naming: Cat

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	44	44.0	44.0	44.0
Correct	56	56.0	56.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the recall/naming item of the word cat shows that 56% (n = 56) of the learners named the object correctly with 44% (n = 44) giving a wrong answer. This indicates that there was a moderate productive vocabulary development indicating that a good number of learners could recall and generate the word but with further practice, it would be more consistent.

Table 4.35: Recall/Naming: Boy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid: Incorrect	44	44.0	44.0	44.0
Correct	56	56.0	56.0	100.0
Total	100	100.0	100.0	

The frequency distribution of the recall/naming item Boy reveals that 56 percent (n= 56) of the learners gave the correct word and 44 percent (n= 44) gave the incorrect word. It is a sign of a medium productive vocabulary level, which implies that the learners are gaining confidence in their ability to remember and name the recognizable English words. In general, receptive vocabulary skills (picture-word matching) were observed to be more powerful than productive vocabulary skills (recall / naming), which is also in line with developmental expectations in the early childhood language learning.

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Inferential Statistical Results

Table 4.36: Summary of Paired-Sample t-Test Results

Group	Pre-Test Mean	Post-Test Mean	T	df	p-value	Result
Experimental	14.20	22.84	11.91	24	< .001	Significant
Control	14.88	14.64	0.29	24	.775	Not Significant

The paired-sample t-test results indicate a substantial difference in vocabulary performance between the experimental and control groups across pre-test and post-test measures. The experimental group showed a marked improvement in mean scores from 14.20 in the pre-test to 22.84 in the post-test, and this increase was statistically significant, $t(24) = 11.91$, $p < .001$. This finding demonstrates the strong positive effect of nursery rhyme–based instruction on vocabulary acquisition. The level of enhancement shows that the rhythmic, repetitive, and melodic character of nursery rhymes led to a higher ability to retain and retrieve vocabulary. In contrast, the control group exhibited only a slight change in mean scores from 14.88 to 14.64, which was not statistically significant, $t(24) = 0.29$, $p = .775$. This observation indicates that conventional means of teaching used in the control group failed to deliver any noticeable vocabulary improvement during the same period of instruction. Overall, these results confirm that meaningful vocabulary gains occurred only in the group exposed to nursery rhymes, supporting the effectiveness of the instructional intervention.

Table 4.37: Independent-Sample t-Test Comparing Post-Test Vocabulary Scores

Group	N	Mean	t	df	Sig. §
Experimental	25	22.84			
Control	25	14.64	9.54	48	< .001

The results of the independent-sample t-test reveal a statistically significant difference in post-test vocabulary scores between the experimental and control groups. Learners in the experimental group achieved a substantially higher mean score ($M = 22.84$) compared to those in the control group ($M = 14.64$). This difference was found to be statistically significant, $t(48) = 9.54$, $p < .001$, indicating that the observed variation in vocabulary performance was unlikely due to chance. The findings provide strong empirical evidence that exposure to nursery rhyme–based instruction was more effective in enhancing English vocabulary acquisition among Saraiki-speaking primary-level learners than traditional teaching methods. Overall, the results confirm the positive impact of nursery rhymes as a pedagogical tool for early vocabulary development.

Conclusion

On the basis of the statistical evidence and analysis carried out in this study, it is possible to make a conclusion that nursery rhymes represent a strong and an effective method of teaching English vocabulary to learners of the Saraiki language of primary level. The research made it clear that learners who received nursery rhyme-based instruction had much greater vocabulary gains as compared to those who were taught using the traditional method. Nursery rhymes have a rhythmic form, repetition, and melodic quality, which seem to contribute to better phonological recognition, memory, and involvement which are essential in the initial language acquisition.

Altogether, the results of the research show that instruction based on nursery rhymes was much more effective in improving vocabulary of English among Saraiki speaking primary-level learners. The results confirm that nursery rhymes are child-friendly, inexpensive, and culturally versatile methods of teaching vocabulary, especially where students do not have much exposure to English outside the

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classroom. Nursery rhymes when employed in a systematic manner, can be very critical towards the development of vocabulary and the general language learning process by young learners.

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