THE DEVELOPMENT OF PLAY-BASED MODULE FOR PRESCHOOL CHILDREN’S LANGUAGE LEARNING

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Play has an important role in language learning, thus a play-based module for teaching preschoolers language skills has a potential to be developed.
### Past Research

The usage of play-based approach in the teaching and learning process were found to have helped the preschoolers to gain better understanding and increase their motivation of learning language in school (Subadrah, Najeemah and Logeswary, 2014; Norling, 2013; Almon and Miller, 2012; Einarsdottir, 2012, Jamieson, 2009; Christie and Roskos, 2009; Neuman and Copple, 2004).

### Theories

- Play is the best way to make children understanding the abstract concept of language through the use of concrete materials (Piaget, 1951)
- Vygotsky (1978) stressed the fundamental of play through social interaction and language expression
Preschool teachers in Malaysia are not ready to adopt play-based approach in the national curriculum (Aliza, Zahara and Rohathy, 2011; Sharifah Nor, Manisah, Norshidah & Aliza, 2009; Mariani, 2003).

Constant pressure for achievement of academic standard, lack of knowledge and skills are the factors that hinder teachers decision to integrate play activities in teaching (Miller & Almon, 2009; Brodova and Leong, 2010; Chervenak, 2011; Aliza, 2012).
Majority of existing study in early childhood focus on how children can benefit from play (Subadrah et al., 2014; Razali and Zulkifli, 2013; Zakiah, Azlina and Yeo, 2013; Haney and Bissonnette, 2011; Scott & Gary, 2013; Schweinhart and Weikart, 2010) reflect on issues pertaining the use of play in early childhood education (Norsuhaily, Normadiah, Nadhirah and Abdul Hakim, 2015; Sharifah Nor et al., 2009; Fauziah, 2009; Saayah, 2004; Izumi-Taylor et al., 2010; Chervenak, 2011; Einarsdottir, 2012; Wen, Elicker, and Mc Mullen, 2011).

Little attention has been paid to provide specific guidelines to support teachers to teach children language skills in a meaningful way. Early childhood educators need appropriate guideline that they can apply with flexibility (Almon & Miller, 2011). However, program developers often fail to provide clear guidance in how to enact the activities correctly, in particular for language activities (Gunn, Vadasay and Smolkowski, 2011).
The Purpose of The Study

This study intended to develop child-centred instruction module to enhance teachers’ knowledge and skills as well as to increase teachers’ use of play pedagogies practice in language learning.

Branch (2009), stated that instruction is appropriate only when the competency of the individual can be increased through improved knowledge or skills.
Development Phases

**NEED ANALYSIS**

- 10 teachers were interviewed to obtain the need and specification of the module
- The module was given to the 8 subject matter experts (SME) to check the accuracy of the contents of the module
  - revise
  - amendment
  - The module was given to the same SME and 12 users to validate the contents of the module
  - revise
  - amendment

**DESIGN AND DEVELOPMENT**

**IMPLEMENTATION AND EVALUATION**

**FORMATIVE EVALUATION**

Field testing to test the usability of the module in real setting (2 classrooms)
- revise
- amendment

**MODULE**
METHODOLOGY

Phase 1: Need Analysis

The needs of the module & Specification of the Module
Phase 2: Design and Development

Theories and Model:
- Constructivism
- Interactionism
- Instructional Theory
- Bloom Taxonomy

Collected data through need analysis

Draft

Literatur Review

Curriculum Review - NPCS

Check and review

8 SME & 12 Users

Validate

Amended Draft

8 SME

Preschool Education

Preschool teachers

Language Studies

ISD

Curriculum Studies

Early Childhood Studies

Module
Phase 3: Implementation and Evaluation

**Setting 1**

**Setting 2**

**Field Testing (Usability Test)**

**TEACHERS**
- Teachers’ observation
- Teachers’ interview
- Teachers’ reflection

**CHILDREN**
- Children’s observation
- Children’s work samples
To enable teachers to improve their personal pedagogies and integrate play in teaching preschool children language skill.
The use of variety of teaching materials has provided children with playful experiences and the ability to motivate and engage children to learn language.
They master writing skills through object manipulation, observation of symbols and printed material.
They expressed their ideas on paper and write real things in their own way and perspectives.
• Through appropriate support, children were able to complete the task independently.
• At this stage, children have reached area of potential learning and Vygotsky (1978) described this as Zone of Proximal Development (ZPD).
• As the children reached ZPD, less guidance provided as children competence increase.
CONCLUSION

• This study points to the importance of providing teachers with knowledge, skills and guidance that contribute to better and informed practice in child-centered pedagogies.

• The knowledge generated from this study is a practical form of knowledge which involves process for putting theories into teaching practice.

• This study showed that knowledge was no longer seen as something transmitted passively to children, but rather was actively constructed by children themselves through concrete experience.
Thank You