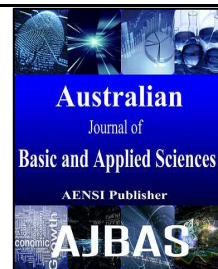




ISSN:1991-8178

## Australian Journal of Basic and Applied Sciences

Journal home page: www.ajbasweb.com



### Development of Play-Based Instruction Module for Teaching Preschoolers' Language Skills

<sup>1</sup>Aliza Ali and <sup>2</sup>Zamri Mahamod

<sup>1</sup>Faculty of Education, Universiti Kebangsaan Malaysia, of Faculty, 436000, Bandar Baru Bangi, Selangor, Malaysia.

<sup>2</sup>Faculty of Education, Universiti Kebangsaan Malaysia, of Faculty, 436000, Bandar Baru Bangi, Selangor, Malaysia.

#### ARTICLE INFO

##### Article history:

Received 3 October 2015

Accepted 10 October 2015

Published Online 13 November 2015

##### Keywords:

Design and development research, preschool education, play-based approach, language skills.

#### ABSTRACT

**Background:** Play has an important role in language learning, thus a play-based instruction module for teaching preschoolers language skills has a potential to be developed. **Objective:** This study is to develop a play-based instruction module for teaching preschoolers language skills through systematic process of design and development research approach which involves three phases namely (1) Need Analysis, (2) Design and Development and (3) Implementation and Evaluation. Need analysis was carried through semi-structured interview on 10 teachers. In the design and development phase, data from need analysis, learning theories, literature review and curriculum components were used to prepare the instruction. Eight subject matter experts of different fields were selected to review the accuracy of the module. In the implementation and evaluation phase, the module was tested its usability in two settings through a field testing. Two teachers were selected to implement the instruction in the real classroom at different sites. Apart from teachers, three preschool children from each site were selected for collection of data. Qualitative data was collected through observation, interview and work samples. **Results:** This study showed that children who are engage in play experience learn language better and more easily. Teachers were found the instruction was useful for teaching children language skills. **Conclusion:** The results of this study shed the light how children learn language through play and how play can enhance learning through meaningful experience. The product of this study will be able to enhance the quality of teaching practices and able to support teachers to implement child-centred pedagogies appropriately and effectively.

© 2015 AENSI Publisher All rights reserved.

**To Cite This Article:** Aliza Ali and Zamri Mahamod., Development of Play-Based Instruction Module for Teaching Preschoolers' Language Skills. *Aust. J. Basic & Appl. Sci.*, 9(34): 110-118, 2015

#### INTRODUCTION

Play is regarded as an important part of the learning process, where learning involves play just as play involves learning (Einarsdottir, 2012). Children's play will continue to be important in preschool program because it result in learning (Morrison, 2011) and using play in learning is an effective way to shape and develop children's thinking (Moyles, 2005). The need to integrate play in early education has been supported by National Association for the Education of Young Children (NAEYC) for many years. NAEYC recognized the important of play in early childhood education (Bredenkamp and Cople, 2009) and Developmentally Appropriate Practices (DAP) is the best practice in early childhood curriculum (NAEYC, 2009). Instruction based on DAP is relevant for teaching preschool children in a way that are achievable for young children and allow them to

learn in a meaningful way. Thus, preschool should be a centre of child's play where learning and development take place appropriately.

In Malaysia the use of play in in preschool education has been emphasized in the National Preschool Curriculum Standards (NPCS). Based on constructivism theory and DAP, the NPCS focuses on child-centred learning approaches to ensure that the curriculum is successful in meeting the goals and objectives of curricular reforms (Ministry of Education, 2010). The NPCS is mandatory to all preschools nationwide. All preschool teachers in Ministry of Education (MoE) and private sectors are encouraged to adopt play in their teaching pedagogies. However, Curriculum Development Division of MoE reported that teachers still use conventional teacher-direct instructions in classroom (Curriculum Development Division, 2008). Yet far, research has indicated that preschool teachers in Malaysia are not ready to adopt play-based approach

**Corresponding Author:** Aliza Ali, Faculty of Education, 436000 Universiti Kebangsaan Malaysia, Bandar Baru Bangi, Selangor.  
Tel: +60122719055; E-mail: alizatra@yahoo.com.

in the national curriculum (Aliza, Zahara and Rohathy, 2011; Sharifah Nor, Manisah, Norshidah and Aliza, 2009; Mariani, 2003). Constant pressure for achievement of academic standard, lack of knowledge and skills are the factors that hinders their decision to integrate play activities in teaching (Miller & Almon, 2009; Brodova and Leong, 2010; Chervenak, 2011; Aliza, 2012). To enable them to change in their personal pedagogies in their teaching activities, new information, resources, support, materials and guidelines are required.

#### ***The Usage of Play in Language Learning:***

Language learning is ability to understand message delivered dan produce spoken language or written language through meaningful experiences. Children need to engage in play to expand their language skills and the use of play based instruction at preschools has a capacity to developed child's language acquisition. Learning through play approach is widely considered to be the appropriate approach for facilitating young children's language acquisition. 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). Play makes learning language meaningful because it happens naturally and joyful. By connecting play with defined learning goals, it is assumed that children get the chance to build up knowledge in a meaningful way and develop positive dispositions for learning (Einarsdottir, 2012). Christie and Roskos (2009) stated that play in the preschool years has the potential to provide young children with a highly engaging and meaningful context for learning essential early literacy concepts and skills.

Experts in early childhood education believe that play stimulates brain functions which lead to the development of child's language and literacy development. Much of Vygotsky (1978) theory emphasize on language in learning and development (Halpenny and Pettersen, 2014). Vygotsky (1978) sosial learning theory stressed the fundamental role of play through social interaction and language expression. As children explore the world through play, they learn to communicate and express naturally. By contrast, Piaget (1951) believed children construct knowledge through their sense along with interaction with others and by acting on their environment. Piaget (1951) was very interested in play and its relationship to cognitive development and defined play as a process of assimilation of experience through which child reach higher levels of cognitive development (Halpenny and Pettersen, 2014). Piaget (1951) ideas suggested that play is the best way to make children understanding the abstract

concept of language through the use of concrete materials. The process used by child to construct understanding of concepts involves hands-on interaction with concrete materials (Wortham, 2010). Halpenny and Pettersen (2014) also believe that young children directs their own learning through an ongoing interaction with environment around them, both in terms of adult and children share their time and space with and the object located in that space. To make learning meaningful, learning through play activities can be fostered through playful learning that comprised both free-flow play and guided play. Both free and guided play is essential elements in a child-centred approach to playful learning (White, 2012).

#### ***The Need A Specific Support to Foster Children: Language Learning:***

Teaching young children is complex and demanding work that requires specific skills and knowledge to impact significantly in children learning and development. As professionals, preschool teachers need to enhance their skills and knowledge continuously, not only response to a changing curriculum but in response to new research-based and practice-based knowledge about teaching young children. Teachers not only must plan the program for all types of children but also must understand the contributions of research to the development of quality program models and the relationship between theory and practice (Wortham, 2010). However, the 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), or reflect on issues pertaining the use of play in early childhood education (Norsuhaily, Normadiyah, 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. Thus, preschool children are overlooked to receive specific support to meet their needs in language learning from teachers. If teachers are not provided with specific guidelines appropriately, their difficulties in practicing child-centred pedagogies in language learning can become more severe. Rather than standards well-prepared early educators need appropriate guideline that they can apply with flexibility (Almon and Miller, 2011).

#### ***Design Features of Play-based Instruction Module:***

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. Since

teachers' lack of knowledge and skills as are main reason for poor performance in teaching young children, successful instructional program must be designed to solving teachers problem. According to Branch (2009), instruction is appropriate only when the competency of the individual can be increased through improved knowledge or skills. The development of an appropriate instruction will lead to the solution and will provide further development in teaching performance. Gagne, Wager and Keller (2005) stated that the performance gaps could be due to lack of knowledge and skill, lack of motivation, unavailability of resources required to do the task, ineffective working conditions or an excessive work load. Therefore, teachers should have given an effective plan or guideline to help them to extend their knowledge and competency to teach at student-centred setting. In this context of study, teachers require new information, resources, support, materials and guidelines to enable them to introduce change in their personal pedagogies and to integrate play in their teaching activities. However, program developers often fail to provide clear guidance in how to enact the activities correctly, in particular for language activities in which clear and accurate modelling and practice are most important (Gunn, Vadasy and Smolkowski, 2011).

Gunn *et al.* (2011) also stated that it is important to consider not only the focus and content of language and literacy activities in preschool programs, but also the design features that allow teachers successfully enact the instruction. In this context of study, the instruction module was designed and developed appropriately to provide comprehensive pictures of what teachers should do along with the children in the developmentally appropriate classroom. The content of the instruction combines learning theories, teachers' need analysis, curriculum components and Subject Matter Experts (SME) opinions. The instruction was carefully designed and the process of teaching and learning focuses on the use of different types of play in language learning. Based on constructivism theory, teachers use a wide range of instruction strategies in classroom, which may be broadly categorized as scaffolding. According to Samuelsson and Carlsson (2008), scaffolding occurs when teachers build on the child's initiations and help the child expand and elaborate his or her knowledge. In order to make learning more meaningful, this self-guided program embedding materials across a literacy rich environment and emphasized activities which integrate listening, speaking, reading and writing skills. Einarsdottir (2012) suggested that the teacher must contribute to a rich environment that gives room for creativity and places emphasis on children's own choices and initiatives, while at the same time stimulating their interest in certain issues and directing their awareness towards the learning

objects. Thus, each lesson activity allows children with opportunities to make decisions and choices.

The process of the development of lesson activities was done accordingly and the second section of the module has detailed 10 Teaching and Learning Activities (TLAs) which include learning objective, suggested play activity, types of materials used, teaching procedures, children worksheet and a short checklist for language assessment. The TLAs was organized from simple to complex to make learning process more effective. Each lesson has new content focuses on the integration of four language skills which are taught through different types of play activities. The length of each lesson activity is 60 minutes. Teachers are to follow the basic steps of the activity but may modify the wording according to the child abilities. To promote meaningful language learning, each activity combined free flow play and guided play. In the classroom conversation, teachers are to encourage promoting children thinking and talking about things that make sense and interest to them. According to Samuelsson and Carlsson (2008) teachers needs to be able to tune into the child's world and appreciate the child's interests, as well as encouraging children's interests in specific learning aims.

#### **Method:**

This study employed design and developmental research approach (Saedah, Norlidah, DeWitt dan Zaharah, 2013; Richey and Klein, 2007) which involves three phases namely (1) Need Analysis, (2) Design and Development and (3) Implementation and Evaluation phase. Need analysis was carried out on 10 preschool teachers from different schools under the Ministry of Education, Malaysia. A semi-structured interview was used for data collection. While in the second phase of design and development, the first draft of the module was prepared. Data from need analysis, theories, literature review and curriculum review were used. Eight SME of different fields were selected purposely to review and to assess the accuracy of the module. Several recommendations were identified and an amendment was done accordingly based on the suggestions given by the experts. In the third phase, the module was tested its usability in two settings through a field testing. Two teachers were selected purposely as a participant to implement the TLAs in the real classroom at different sites. Apart from teachers, six preschool children from two sites were selected for collection of data. The selection of the children comes from students in a mixed ability of good, average and low performance learners. All data collection was taken through video recording to record observation. Anecdotal notes were used to record specific observation of children involvement in play. Variety teaching materials such as toys or developmentally appropriate equipment were used in field test. At this stage, four TLAs were

implemented under a classroom context for data collection. The results of evaluation of four TLAs resulted in further course revisions.

### **Results:**

#### **Need Analysis Phase:**

The main purpose of needs analysis is to ensure that the development of the product will be able to meet the needs of users' satisfaction. In the need analysis phase, the needs assessment was conducted to determine and to assessing target situations to describe the needs of play-based module for teaching and learning preschool children's language skills. The need analysis conducted in these studies is to cater the specific needs of preschool teachers as product users. According to the results of the interview from the teachers, the following four themes emerged.

#### **Theme 1: Learning through play is an appropriate way to teach preschoolers language skills:**

Nine out of ten participants agreed the importance of play-based approach in teaching preschoolers language. According to them, play provides children with joyful experiences and children love to learn through playing. For example, participant 1 (P1), participant 8 (P8) and participant 10 (P10) mentioned:

P1: *"It is an appropriate way to teach children. Children always like to play and they will learn better through play."*

P8: *"Children would be very enjoy to learn through play. They will feel excited and want to touch everything. Children learn better through play."*

P10: *"Play is an appropriate way to teach preschool children language and I agreed the use of play approach to teach children language. Children would be very happy to learn through play. They can master the language learning better through play compared to direct instruction."*

#### **Theme 2: Current practices in the teaching language skills does not foster on play approach:**

Most of the participant stated that they seldom used play to teach children language skills. Results also showed that their current practices in the teaching language skills does not foster on play approach. One of the factors that hinder the teachers' decision not to integrate play activities in learning and instruction was the availability of appropriate resources and materials to support students' language learning. Five participants mentioned that they felt that there was no appropriate materials can be used in language activities. Two participant stated that time constraints is the main reason why they seldom use play at preschool. For example, participant 2 (P2), participant 4 (P4) and participant 9 (P9) mentioned:

P2: *"I seldom use play in class. I don't have adequate time and materials to support language*

*activities. The materials provided are only appropriate for others instruction."*

P4: *"We have limited play materials. Sometimes, children get bored with the current toys. What we have here do not enhance children's language and thinking skills."*

P9: *"We don't have enough time to prepare for the activities. We don't have adequate materials. We have to do proper planning and prepare teaching materials if we want to use this approach."*

#### **Theme 3: Teachers require appropriate resources and materials to support students' language learning:**

A total of 10 participant stated that they required appropriate resources and materials to support their teaching activities. They required a guideline or module for teaching children language through play. The guideline should be able provide details information and steps that can guide them to implement this approach. When they were asked what kind of information they want to be included in the module, participant 5 (P5), participant 7 (P7) and participant 8 R(P8) responded:

P5: *"An appropriate techniques and different types of play activities that can prevent children from being bored."*

P7: *"I would definitely suggest a module that can be easily used. Suggested activities and details steps should include in the module. Teaching plan would be very helpful and suggested toys should appropriate to the development of the children."*

P8: *"There must be proper steps provide in the module in order to help teachers incorporate play in language learning. Teachers sometimes do not even know how to conduct play-based activities."*

#### **Theme 4: Teaching and learning activities should considers students' language ability:**

Five participants indicate that teaching language skills should be based on children's language development and ability. According to one of the participant, most of the preschool children come from different backgrounds. Some children have limited vocabulary. They are not ready to learn language and do not understand what teacher is trying to tell them. According to them, instruction should use simple and easy words. For example, participant 3 (P3), participant 4 (P4) and participant 6 (P6) responded:

P3: *"Children between age 4 to 6 are not ready to use proper language. They use simple language. Sometimes, they use broken language."*

P4: *"Children come from different backgrounds. Some children have limited vocabulary and some use different language at home."*

P6: *"There are children who are not ready to learn language. They don't understand what we are trying to tell them. We need to use easy and simple language"*

Based on need analysis assessment, the development of instruction module is expected to improved teachers' knowledge in planning play-based activities for language learning and teachers' knowledge of meeting learning objectives in children-centred setting. These include the ability to use a variety of teaching materials to provide children with playful experiences and the ability to motivate and engage children to learn language in a way that is enjoy. According to teachers' opinions and suggestions, the module is also expected to be described as follow.

- Provides useful guide to help teachers prepare teaching materials
- Includes samples of daily lesson plan
- Includes suggested activities
- Suggest types of play used in instruction
- Enjoyable and promote language learning
- Includes student's worksheets

- Provides appropriate learning objectives
- Use easy and simple language
- Provides activities from simple to complex

#### ***Design and Development Phase:***

In the second phase of the study, learning theories, literature review, curriculum components and the findings of the need analysis were used to guide the design. The contents were mapped and organized into two sections. First section is to provide users general idea of the instruction module. Second section provides 10 TLAs to help teachers applying their knowledge in teaching practice. Each TLA has learning objective, basic steps of the activity, children worksheet and a short checklist for language assessment. Figure 1 below shows the contents of the module which divided into two sections.

First Section	Second Section
Introduction	Activity 1: Fun with Play Mat Puzzle
The Aim of the Module	Activity 2: Moving My Little Car
The Objective of the Module	Activity 3: Vowel on the Cup Cake
Specific Guidelines	Activity 4: Digging for Consonants
Learning Through Play	Activity 5: Rolling a Ball into A Cone
Play Activities	Activity 6: Letters on Eggs
Types of Play	Activity 7: My Little Fingers Puppet
Understanding Children Play	Activity 8: Words Hanging on Cloth Pegs
Theories of Play	Aktiviti 9: Lets Sing and Reciting A Poems
Toys and Materials	Aktiviti 10: Story Book Adventure
Selection of Materials	
Sources of Learning Materials	
Play Area	
Language Skills	
Language Components	
The Duration of Learning	
Activity	
Learners' Age Group	
Group Size	
Learners' Assessment	

**Fig. 1:** 1 The contents of the module which divided into two sections.

After the instruction has been completed, the material was given to a team of SME to make a determination about the accuracy and completeness of the contents. The team of eight SME has mixed abilities and experience. All the SME were knowledgeable in the contents and had experience evaluating content materials. Soon after the evaluation has done, their suggestions and opinions were compared to identify what potential information to be used for evaluating the content of the module. To examine important information, SME suggestions and opinions were organized and tabled as below for further course revision.

#### ***Implementation and Evaluation Phase:***

In the third phase of the study, the instruction has been tested its usability in a real teaching and learning context. In this phase, field testing was

conducted at two sites with actual users (teachers) and children (C) under actual classroom activities which appear to be an ordinary learning environment. Observation data of children involvement in a mixed ability taken through video recording was analysed and presented in a table shows in Figure 3 below.

Children' involvement as they participated in in the language play activities was also observed and recorded using anecdotal record. Figure 4 below describes how children (C) develop language skills through play activities.

Findings also indicate that children learn language from their peers and build-up knowledge about print while interacting with materials. By interacting with peers and environment, they develop language skills. Figure 5 shows language skills based activities children used in the TLAs.

No	SME Suggestions (E)	E							
		1	2	3	4	5	6	7	8
1.	More of a variety of plays activities.	√			√				
2.	Learning activities should efficiently format.						√	√	
3.	Include types of play used.		√				√	√	
4.	Reduce learning objectives of each lesson activity.			√				√	√
5.	Introduce more challenging worksheets.					√		√	√
6.	Suggest the use of media electronic in activities.							√	√
7.	It will be better if the duration of each activity is 60 minutes.							√	√
8.	Introduce more challenging play activities.							√	√
9.	Include role of peer interaction in learning activity.							√	√

Fig. 2: SME' suggestions and opinions.

Children' Engagement	Children' Ability					
	Good		Average		Low	
	C1	C4	C2	C5	C3	C6
Have showed interest in learning	√	√	√	√	√	√
Motivated	√	√	√	√	√	√
Actively involved	√	√	√	√	√	√
Self-initiative	√	√				
Integrate new ideas	√	√				
Incorporate new knowledge into existing knowledge	√	√	√	√		
Provide supports for a new challenging task	√	√	√	√		
Attaining knowledge from peers			√	√	√	√
Learning through peers observation			√	√	√	√
Independent	√	√				
Learn independently with minimal support			√	√		
Need little more guidance at the beginning of the lesson					√	√
Able to complete a task on time	√	√	√	√		
Build up knowledge in meaningful way	√	√	√	√	√	√

Fig. 3: Children' involvement.

Children' Involvement	Children' Ability					
	Good		Average		Low	
	C1	C4	C2	C5	C3	C6
Aware and response to the teacher conversation	1	1	1	1		
Communicate and response to the teacher conversation	2	2	2	2		
Communicate while interacting with peers during play	1	1	1	1	1	1
Talking while actively engage in play	2	2	2	2	2	2
Understand the concept of letters through variety of printed materials	3	3	3	3	3	3
Build up knowledge about letters and words while interacting with peers	3	3	3	3	3	3
Build up knowledge about letters and words through peers observation			3	3	3	3
Used play experience to understand the concept on letter formation	4	4	4	4	4	4
Build knowledge about letters structure through observation of the shape of letters disappears in letter blocks	4	4	4	4	4	4
Putting letters, words and ideas on paper					4	4

Fig 4: Children' involvement in language activities.



Children use play experience to understand about the concept of letter formation



Children built up knowledge about letters while interacting with materials

**Fig 5:** Language skills based activities.

### **Discussion:**

#### **Teachers' Knowledge and Practice:**

The study of need analysis at the beginning phase of this research has provided useful information regarding preschool teachers' current practice and their opinions towards the use of play-based approach in teaching and learning preschool children language. The findings of need analysis have been used to design and determine the contents of instruction module. At this stage, the probable cause for performance gap and teachers' suggestions for improvement become points to consider in the design and development product. In the analysis stage, several causes and kind of solutions relative to the human performance problems may be discovered (Gagne, *et al.* 2005).

The development of the instructional module in this study has contributed to the improvement of teachers' knowledge and practice in teaching and learning language through play-based approach. However, the extent to which teachers develop their capabilities in teaching will depend upon their willingness to learn new knowledge. Teachers must prepare to work effectively with children and learn about how children understand the abstract concept of language through the use of concrete materials. According to Nolan *et al.* (2013) good information about children must start from children's experience. In the meantime, teachers need in-depth knowledge of the subject areas they teach and how students learn that optimise learning.

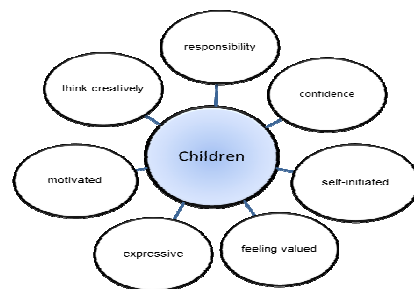
#### **How Children Learn Language through Play:**

This study also indicates that children have a positive response towards a play-based approach in language learning. The use of variety of teaching materials has provided children with playful experiences and the ability to motivate and engage children to learn language in a way that is enjoy. During lesson activity, children used play experience to understand the abstract concept of symbols and

letters. Children are able to understand the concept of language through variety materials and peers interaction. Through discovery and self-initiated learning, literacy is seemed to emerge naturally.

In this context of study, Vygotsky (1978) theory of social nature of language learning can be seen when learning take place with the assistance and support from others. Children are found motivated and feel invited to help others or to seek help from peers and teacher. Through appropriate support and guidance, they were able to complete the task successfully and capable to perform independently. At this stage, children have reached area of potential learning and Vygotsky (1978) described this as Zone of Proximal Development or ZPD. As the children reached ZPD, less and less instruction and guidance required. Thus, teacher doesn't have to use traditional instruction or to force and drill children to learn language in a formal way. Instead, children learn to listen and to speak because they are encouraged to talk about things that make sense and interest them. These same conditions applied on the acquisition of reading and writing skills. They learn to read and write because they are motivated and happy to do so. Through play, children communicate using pictures and symbols in developmentally appropriate way. Again, 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.

The implementation of learning activities in this study showed that learning through play facilitates the child's development of personal well-being. Learning through play has instilled a sense of responsible and a sense of feeling valued among children. Children become self-initiated, more confidence, expressive, motivated and able to think creatively. Figure 5 illustrate some of the benefits and skills children gain from this study.



**Fig. 5:** Some of benefits and skills children gain from this study.

### Conclusions:

The product of this research will be able to provide information, supports and guidelines to enable teachers to improve their personal pedagogies and integrate play in teaching preschool children language skill. The result of this research contributes the ideas of how children learn language skills through play and how play can enhance learning through meaningful experience. This study showed that children who are engaged in play experience learn language better and more easily. The finding of this study has provided evidence that teaching and learning instruction used play-based could use effectively to teach preschool language skills. The students' engagement in using the TLAs indicate that play-based approach could be used for teaching children language skills. In general, children were found motivated to learn and teachers were found the instruction was useful for learning. Through play, children develop identity and self-confidence (Moyles, 2005; Christie and Roskos, 2009). Play has provided room for children to use their creativity and develop their imagination (Subadrah *et al.* 2014).

### Future Implications:

The product of this study will be able to contribute new knowledge in teaching practice and pedagogies at early education level. This product may also be used for other instruction and learning at preschool level. It is to be hoped that the product of this study will be able to enhance the quality of teaching practices and able to support teachers to implement child-centred pedagogies appropriately and effectively. The implementation of this product will provide further development in teaching performance at preschool level.

### REFERENCES

Aliza Ali, 2012. Teachers' understanding and perception towards the use of play-based curriculum for preschooler's language development. Faculty of Education. Master Thesis. Universiti Kebangsaan Malaysia.

Aliza Ali, Zahara Aziz & Rohaty Majzub, 2011. Teaching and learning through play. *World Applied Sciences Journal* 14, 15-20.

Almon, J., E. Miller, 2012. The crisis in early education: A research-based case for more play and

less pressure. Retrieved from [http://www.habitot.org/museum/pdf/play\\_research/Crisis\\_EarlyEd.pdf](http://www.habitot.org/museum/pdf/play_research/Crisis_EarlyEd.pdf).

Bodrova, E., D. Leong, 2010. Curriculum and play in early child development. Retrieved from <http://www.child-encyclopedia.com/documents/Bodrova-LeongANGxp.pdf>.

Branch, R.M., 2009. *Instructional design: The ADDIE approach*. USA: Springer Science and Business.

Bredenkamp, S., Copple, C. (Eds), (2009). Developmentally appropriate practices in early childhood education programs. Washington DC: NAEYC.

Chervenak, R., 2011. Play in kindergarten: Perspectives a full-and half day kindergarten teacher. Retrieved from <http://etd.ohiolink.edu/send-pdf.cgi/Chervenak%20Rachel.pdf?bgsu1307916817>.

Christie, J.F., K.A. Roskos, 2009. Play's potential in early literacy development. Encyclopedia on early childhood development [online]. Centre of excellence for early childhood development Retrieved from <http://www.childencyclopedia.com/documents/Christie-RoskosANGxp.pdf>.

Curriculum Development Division, 2008. *An evaluation on national preschool curriculum implementation, Ministry of Education*. Putrajaya: Ministry of Education (MoE), Malaysia.

Einarsdottir, J., 2012. Play and literacy: A collaborative action research project in preschool. *Scandinavian Journal of Educational Research*, 58(2): 18 – 33.

Fauziah Mohd. Jaafar, 2009. Kepentingan aktiviti bermain di dalam pendidikan prasekolah. Retrieved from <http://www.fp.utm.my/medc/journals/vol3/3.%20KEPENTINGAN%20AKTIVITI%20BERMAIN%20DI%20DALAM%20PENDIDIKAN%20P>.

Gagne, M.G., W.W. Wager, M.J. Keller, 2005. *Principles of instructional design*. Edisi ke-5. USA: Thompson Wadsworth.

Gunn, B., P. Vadasy, K. Smolkowski, 2011. Instruction to help young children develop language and literacy skills: The roles of program design and instructional guidance. *NHSA Dialog*, 14(3): 157-173.

Halpenny, A.M., J. Pettersen, 2014. *Introducing Piaget*. New York: Routledge.

- Haney, M., V. Bissonnette, 2011. Teachers' perceptions about the use of play to facilitate development and teach prosocial skills. *Scientific Research*, 1(2): 41- 46.
- Izumi-Taylor, S.I., I.P. Samuelsson, C.S. Rogers, 2010. Perspectives on play in the three nations: A comparative study in Japan, the United States and Sweden. Retrieved from <http://ecrp.uiuc.edu/v12n1/izumi.html>.
- Jamieson, D.G., 2009. Language development in young children. Early childhood learning knowledge centre. Retrieved from <http://www.ccl-cca.ca/pdfs/ECLKC/bulletin/ECLKCBulletinLanguage.pdf>.
- Miller, E., J. Almon, 2009. *Crisis in kindergarten: Summary and recommendations of why children need to play in school*. A report from Alliance. Retrieved from [http://earlychildhoodcolorado.org/inc/uploads/Crisis\\_in\\_Kindergarten.pdf](http://earlychildhoodcolorado.org/inc/uploads/Crisis_in_Kindergarten.pdf).
- Ministry of Education, 2010. *Preschool standard document: National Preschool Curriculum Standard (NPCS)*. Kuala Lumpur: Curriculum Development Division, Ministry of Education (MoE), Malaysia.
- Morrison, G. R., S.M. Ross, J.E. Kempt, H.K. Kalman, 2011. *Designing effective instruction*. USA: John, Wiley & Sons.
- Moyles, J., 2005. *The excellence of play*. New York: Open Press University.
- NAEYC (National Association for the Education of Young Children), 2009. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>.
- Neuman, S.B., C. Copple, 2004. Learning to read and write: Developmentally Appropriate Practices for young children. National Association for the Education of Young Children – Washington D.C. Retrieved from [http://www.pbs.org/teacherline/courses/rdla155/pdfs/c2s2\\_5devapprop.pdf](http://www.pbs.org/teacherline/courses/rdla155/pdfs/c2s2_5devapprop.pdf).
- Nolan A., K. Macfarlane, J. Cartmel, 2013. *Research in early childhood*. London: Sage Publications Ltd.
- Norsuhaily Abu Bakar, Normadiyah Daud, Nadhirah Nordin & Abdul Hakim Abdullah, 2015. Developing integrated pedagogical approaches in play pedagogy: Malaysian experience. Retrieved from [file:///C:/Users/win8/Downloads/44296-152490-1-SM%20\(2\).pdf](file:///C:/Users/win8/Downloads/44296-152490-1-SM%20(2).pdf).
- Norling, M., 2013. Preschool staff's view of emergent literacy approaches in Swedish Preschools. *Early Child Development and Care*, 184(4): 571-588.
- Piaget, J., 1951. *Play, dreams and imitation in childhood*. London, England: Routledge and Kegan Paul.
- Razali Shafie & Zulkifli Daud, 2013. Amalan kaedah pengajaran belajar sambil bermain dalam kalangan kanak-kanak prasekolah. Pelaksanaan pengajaran penulisan dalam kalangan guru prasekolah. *Kertas Kerja International Conference on Early Childhood Education (ICON 2013)*. Penerbitan Institut Pendidikan Guru Kampus Sultan Mizan. Besut Terengganu, 9-11.
- Richey, R.C., J.D. Klein, 2007. *Design and developmental research*. New Jersey: Routledge.
- Saayah Abu, 2007. *Menjadi guru tadika*. Kuala Lumpur: PTS Publishing Sdn. Bhd.
- Saedah Siraj, Norlidah Alias, Dorothy DeWitt & Zaharah Hussin, 2013. *Design and developmental research: Emergent trends in educational research*. Kuala Lumpur: Pearson Malaysia Sdn. Bhd.
- Schweinhart, L.J., D.P. Weikart, 2010. The High Scope Model of Early Childhood Education. Retrieved from <http://bf.uchicago.edu/humcap/wp/papers/TheHighScopeModelofEarlyChildhoodEducation6thEdition.pdf>.
- Scott, L., G. Gary, 2012. Action research to address the transition from kindergarten to primary school: Children's authentic learning, construction play, and pretend play. Retrieved from <http://ecrp.uiuc.edu/v14n1/lee.html>.
- Scott-Little, C., J. Lesco, J. Martella, P. Millburn, 2007. Early learning standard: Result from a national survey to document trends in state-level policies and practice. Retrieved from <http://ecrp.uiuc.edu/v9n1/little.htm>.
- Sharifah Nor Puteh, Manisah, Norshidah & Aliza Alias, 2009. Penggunaan dan pengurusan bahan pengajaran dan pembelajaran dalam kurikulum permainan pendidikan awal kanak-kanak. Laporan teknikal projek penyelidikan UKM-GG-05-FRGS0003- 2007. Faculty of Education, Universiti Kebangsaan Malaysia.
- Subadrah Madhawa Nair, Najeemah Mohd Yusof & Logeswary Arumugam, 2014. The effects of using the play method to enhance the mastery of vocabulary among preschool children. *Journal of Social and Behavioral Sciences*, 116: 3976 – 3982.
- Vygotsky, L.S., 1978. *Mind in society: The development of higher psychological process*. USA. President and Fellows of Harvard College.
- Wen, X., J.G. Elicker, M.B. Mc Mullen, 2011. Early childhood teachers' curriculum belief: Are they consistent with observed classroom practices? *Early Education and Development*, 22(6): 945 –969.
- White, R.E., 2012. The power of play: A research summary on play and learning. Retrieved from <http://www.mcm.org/uploads/MCMResearchSummary.pdf>.
- Wortham, S.C., 2010. *Early childhood curriculum*. New Jersey: Pearson.
- Zakiah Mohamad Ashari, Azlina Moh. Kosnin & Yeo Kee Jiar, 2013. Keberkesanan modul belajar melalui bermain terhadap kefahaman pengalaman pranombor kanak-kanak prasekolah. Retrieved from <http://educ.utm.my/wp-content/uploads/2013/11/431.pdf>.