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Play – Based Games for Oral English Language Learning of Five Year Old EFL Children

Darlene Darem B. Altea

Philippine Normal University

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**Play – Based Games for Oral English Language Learning of
Five Year Old EFL Children**

A Thesis
Presented to the
Faculty of the College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
with Specialization in Early Childhood Education

by
Darlene Darem B. Altea

December 2016

APPROVAL SHEET

This thesis entitled “**PLAY-BASED GAMES FOR ORAL ENGLISH LANGUAGE LEARNING OF FIVE-YEAR OLD EFL CHILDREN**” prepared and submitted by **DARLENE DAREM B. ALTEA** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Early Childhood, is hereby recommended for approval and acceptance.

MERRY RUTH M. GUTIERREZ, Ph.D.
Adviser

AURORA B. FULGENCIO, Ph.D.
Adviser

Approved in partial fulfillment of the requirements for the degree Master of Arts in Education with specialization in Early Childhood by the Oral Examination Committee.

TERESITA T. RUNGDUIN, Ph.D.
Chairperson

FORTUNATO G. VENDIVEL JR., Ph.D.
Member

MA. CYNTHIA D. GEALOGO, M.A.
Member

Accepted in partial fulfillment of the requirements for the degree Master of Arts in Education with specialization in Early Childhood.

Date

ZENAIDA Q. REYES, Ph.D.
Dean
College of Graduate Studies and
Teacher Education Research

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This thesis represents all the hardwork and sacrifices I have endured for the past four years in PNU. It is a milestone and another achievement in my life as a teacher. This thesis is a result of many experiences - the good, bad and at most times frustrating that I almost want to quit but my passion for teaching kept pushing me through and in the end has made me not just a better teacher but a better person. This would not have been possible without the work of a lot of people who I wish to thank.

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It is important that in your quest for achievement and excellence that you also do not lose yourself in the process. The big things start from the small steps you first take and that is what's important - take that step and don't let your fears crumble your dreams. TO GOD BE THE GLORY.

D.D.B.A

ABSTRACT

Name: Darlene Darem B. Altea

Title of Thesis: Play-Based Games for Oral English Language Learning of Five Year Old EFL Children

Degree: Master of Arts in Education

Specialization: Early Childhood

Advisers: Dr. Merry Ruth M. Gutierrez
Dr. Aurora B. Fulgencio

Key Concepts: play, play-based games, Oral English Language, EFL children, teacher support material, constructivism, interactionism, affective filter theory

ABSTRACT

This study aimed at developing play-based games and activities for 5 year old foreign children to support their English language skills.

Based on the results of the preliminary assessment topics for the materials were identified. Based on identified topics, the material was designed and developed. The proposed play-based games were comprised of 12 activities designed for the use of children as English as their foreign language. Activities are appropriate for their level, social and communication areas are incorporated in the lessons. The activities followed the 5 E's Instructional Model. It comprised of the following parts: 1. Engage 2. Explore 3. Explain 4. Elaborate 5. Evaluate. The 5 E's allows students and teachers to experience common activities, to use

and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

The developed play-based games were validated by experts using an adapted instrument from Maron, 2000. The developed play-based games was evaluated according to the variables: objectives, learning content, activities, language and materials. Based on the suggestions and recommendations of the experts the play-based material was revised. Based on the try-out and the class observations of the experts, it was found out that the proposed activities could be used by the 5 yr. old foreign students learn and support their English as foreign language skills and likewise by the teachers as an aid or support in teaching.

It was recommended that the proposed play-based games be tried- out by the experts and teachers to other group of EFL children and those children with developmental and language delays to determine the usefulness of the materials

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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

English has become a world language (Halliday, 2006). Its dominance at present is evidently experienced in all aspects of life. It is the language of science, aviation, business and trade, computers, diplomacy, tourism, media industry-Internet, TV, ads, newsprint and many others. (The Open University, 2014). This English language dominance has pushed non-English speaking countries to implement and adopt programs to acquire English as their foreign language and presumably to be their second language in the future. It is estimated that over 1 billion are currently learning English worldwide. The number of English learners is only expected to further grow as competition in a globalized world heightens (Beare, n.d.).

The recognition of the importance of learning English as a foreign language in most Asian countries is evident in the increasing demand for both native and non-native speakers as teachers. In East Asia for example, major cities like Tokyo, Shanghai, and Seoul the number of foreign teachers amounted to 15, 000 and the demand continuously grows each year (International TEFL Academy, 2012).

As teachers of a language class especially for young children understanding the theories and looking beyond the different models presented to explain the complexity of this kind of learning is important. Acquiring a second or a third language and starting to learn a foreign language has been a subject of rigorous research from different fields. From the field of behavioral sciences, cognitive psychology, linguistics and even sociology, different models and hypotheses have been presented and postulated to give a language acquisition and learning an explanation and perspective. These theories serve as a framework for teachers to deliver a quality language teaching so as to provide to young children optimum opportunities in language learning. Nunan (1998) states that a good language teacher knows how to integrate theory and research in the approaches he/she uses in class. The teacher further integrates theory and research into the nature of language learning and use as supported with insights derived from the observation and analysis of what actually goes on in classrooms. For young learners, language is best learned when they enjoy what they do while implicitly acquiring the language appropriate in a given situation, like when they are given a chance to play in the classroom.

Play is adequately important for learning and brain development that the United Nations has acknowledged it as a particular right for all children. In the field of neuroscience, the early years of child's development from birth to age six set the beginning for learning, behaviour, and well-being all through life. The child's neural pathways are affected in their development through exploration,

problem solving and critical thinking and language expression that happen amid play scenes (Bruce, 2004). Therefore, play sustains each part of a child's development – it shapes the foundation of intellectual, social, physical, and emotional skills important for achievement in school and in life.

Play is important on young children's development (Ginsburg, 2007). More of his investigations record the benefit of play in particular scholastic capabilities. Researches have shown that play includes thinking and social interaction that lead directly to academic learning. For example, early play with blocks, which incorporates concrete experience, specifically upgrades later mathematical thinking. Play provides an important context for learning where children are able to explore ideas, solve problems, make connections, and engage with others (Department of Education, Employment and Workplace Relations, 2009).

Play-based learning plays a crucial role in the development of literacy and numeracy. Both literacy and numeracy are forms of communication, ways in which information are represented and shared with others about the world. In play, children tend to speak longer, express using more syntactically complex sentences, and use more words (Cohen & Uhry, 2007). One clarification for these studies is that, in pretend play, children utilize their most, develop grown-up like articulations to do grown-up roles. Another plausibility is that children must give more detail, more involved clarifications, and incorporate less

egocentric communication when they converse with peers, who are less inclined to comprehend their play thoughts.

Play is a strong, needed part of childhood. Little children involved in make-believe play duplicate activities and events they have encountered in their family life. As they develop into four and five year olds, young children connect more in play activities that surge their knowledge of the world around them, develop their motor skills, and focus on their peers.

Children who are learning a second language also benefit from play. In one study, Mexican-American 4-year olds, who were learning English, were found to use more elaborate language, in both English and Spanish, who engaged in free play (Riojas-Cortez, 2000). Pretend play was found to be best predictors of language ability in later childhood. Research suggests that play prepare young children for reading and writing in elementary school.

Research has also associated games in preschool play to educational success. Games and problem-solving practices on the computer have also been linked to later math abilities (Clements & Samara, 2002). Taken as a whole, these studies provide persuasive evidence that play, in and of itself, promotes later school achievement.

Play-based learning is a context for learning through which children organize and make sense of their social worlds, as they actively engage with people, objects and representations (Early Years Learning Framework, 2009).

Play is vital to children's wellbeing and sense of belonging, and forms the basis of who they become in the future. These elements form the vision of the national framework and reflected in a play based program. When play and learning are woven together, children are more likely to develop positive dispositions towards learning and real understandings of the world around them. This enhances their sense of self and gives them a strong foundation from which they can become competent and capable individuals in a changing world.

To effectively teach English as a foreign language especially to young children is a challenge to most teachers. The nature of young children as young learners and as beginner learners of foreign language need to be examined properly and should be the priority in choosing teaching methods. In the study of play based games, the researcher will discover the development of children especially those related to the formation of thought, imagination, moral character, habits and skills-building groups. Besides that, the game will reveal the child's personal characteristics, interests and characters. A five year old child can acquire new words every day through numerous activities. Language development lessons in the preschool classroom enable the students expand their skills further. Hands-on activities expose children to new words and help them develop their thoughts into spoken words.

Unfortunately, however, in the school that the researcher is working there is lack of teaching materials in teaching oral language skills to the students who

are not English speakers. Most of the students are Chinese, Korean, Japanese and Filipino. As a teacher for eight years, teachers should be equipped with good materials that will help them teach these students. The researcher also gathered the following information as to the difficulties the teachers encounter in enhancing the oral language skills of EFL children: the teachers lack teaching materials in teaching English oral language, the children need to be reminded every now and then to speak English, the children tend to keep quiet and be not cooperative in class discussions. Thus, the researcher opted to develop a teaching material to help teachers and students through play-based games and had it assessed by experts in the field to see if this teaching material was beneficial to students, teachers and administrators.

The proposed play-based games could augment and supplement instruction in teaching oral English language to 5-year old EFL children. It provides interaction opportunities for both teacher to pupils and pupil to pupil to work more closely together as this material encourages them to interact. The teacher also gets instantaneous response as to whether the child understands the lesson, and to focus more on lessons that needs more instruction.

Play-based games in language teaching and learning provide holistic learning experiences. A play will help the child to develop and sustain oral language development (NAECE). Play based games specifically written to fit a theme-based teaching for young learners of English as foreign language is a

jump off point for the learners to learn the specified theme for the unit. The simplicity of the words used in the games would be appropriate for their age and level. The games are centered on self and environment. They are arranged in a specific order according to the topic introduced in each unit.

Conceptual Framework

Figure 1 presents the conceptual framework of the study based on understanding and studies about English as a foreign language, play and play-based games for 5 year old children.

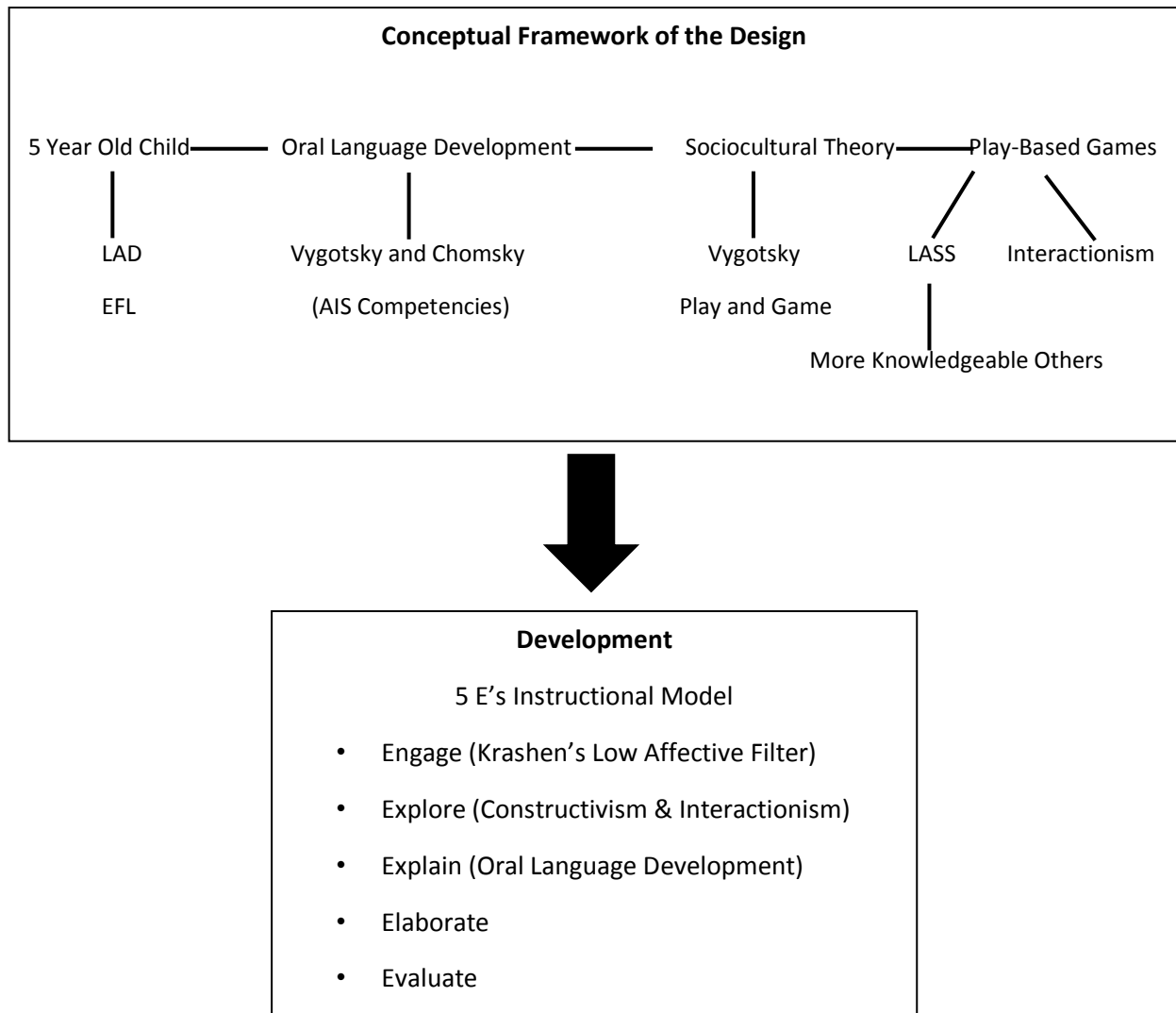


Figure 1 Conceptual Framework

It has become an uncontested claim that children are active learners in a world full of other people. The development of theories that summarize into this notion paved the way to guiding educators in teaching young children. Understanding the relevance of these theories to children's language learning will clear some misconceptions on this field. There is always a need to draw on work beyond language classrooms. Implications from revisiting theories on child development, learning theory, and in foreign language acquisition serve as guiding principles and framework in a well plan classroom materials.

The framework shows that a child as a learner of a foreign language needs assistance in acquiring such skill. Considering the different acquisition styles of each child and the nature of a child in the early years as a learner, the researcher will develop Play-Based Games for English Language Learning of Foreign 5 Year Old Children as a tool and as a strategy for instruction.

Children in the early years are full of energy and curiosity. As early on this stage of their development they have the capacity to absorb, to assimilate, to generate, to imitate and to produce language. The nature of children as language learners is one of the vital components in the improvement of best practices proven to be effective in the science of language acquisition. According to Language Acquisition Theory of Chomsky (1990), young children learn a language quickly and effortlessly and one way to take advantage of this is to expose children to the language and to its form from the beginning in their early years. Siraj-Blatchford and Clark (2000) affirm that the interaction of young

children with adults is the key to language acquisition. Engaging young children in activities that are meaningful and maximizing the opportunity for them to hear, to see, to touch, to speak and to produce will make a big impact on their language acquisition.

Piaget's Cognitive Theory is one of the first theories that set the foundation in comprehending how children develop. Although criticism on its neglect to consider the social world and on its too focused on the mental aspects of child's development, the theory nevertheless has its credits on acknowledging that a child is an active problem solver. According to Piaget a child is capable of assimilating and accommodating new information to the previous. A child's thinking development passes through level of stages in gradual manner to finally reach the final stage of formal, logical thinking.

The implication of Piaget's theory in language learning is the very important idea that a child is an active learner and thinker. A child is capable of constructing his or her own knowledge from working with objects or ideas. By recognizing that a child can make sense and seek out intentions and purpose in what is in the environment the knowledge of the child will respond to different tasks and activities in a language classroom is raised (Cameron, 2005).

If Piaget focused on cognitive aspect of child development, Vygotsky emphasized on the social. The sociocultural theory believes that a child is a social being. The interaction between a child with other people and with the

social world as whole shapes his or her development. Vygotsky is a strong proponent of the notion that language and other people play significant roles in the development of the child. He pointed out that language provides new tool, opens up new opportunities for doing and accomplishing tasks and organizing information through the use of words as symbols. For him, a child is an active learner together with other people in the environment. Those people are important because they aid the child in the learning process. Adult people in a child's world are mediators. They bring objects and ideas to a child's attention, talking while playing and about playing, reading stories, asking questions, giving instructions and reminders and the like. In Vygotsky's idea of ZPD (zone of proximal development), a child's intelligence is measured not by the capability of a child to accomplish a task alone but by accomplishing a task with skilled help from adults (Cameron, 2001).

In language, the sociocultural theory is credited for the importance it placed on words and meanings. Words are recognizable linguistic unit for children in their early years. In teaching new words to children of EFL, a concrete object is usually shown for them to touch and see and oftentimes these are objects with single word label in their first language. The ZPD is an influential concept in education especially for young children. In language acquisition understanding ZPD is a helpful tool for lesson planning, designing modules, and in the everyday interaction of a teacher to the students.

The two theorists discussed above are influential in setting the foundation in understanding language acquisition. The implications of their theories in actual language classroom are recognized as beneficial for young learners. Their works have been the bases for development of other language acquisition models.

In the world of second language acquisition, linguist and educator Stephen Krashen, (1987) proposed the Monitor Model, his theory of second language acquisition, in *Principles and practice in second language acquisition*. According to the Monitor Model, five hypotheses account for the acquisition of a second language. One of the hypotheses is the Affective Filter Hypothesis which views that a number of affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition.

Furthermore, when the affective filter blocks comprehensible input, acquisition fails or occurs to a lesser extent than when the affective filter supports the intake of comprehensible input. The affective filter, therefore, accounts for

individual variation in second language acquisition. Second language instruction can and should work to minimize the effects of the affective filter.

In developing the play-based games, play is an activity that allows interaction between a teacher to students and students to students. This is to support the accepted fact that children in general learn better if they are able to involve their senses in the process. Carbo et al., (1986) state that roughly 20 to 30% of the school-aged population recalled what they have listened; 40% can review well the things they have seen; and numerous others and many others must involve their body parts in some manipulative way; and others must internalize a skill or an information by using them in the real-life activities.

As children, they create ideas about what they experienced and put it into action. They also gain knowledge through interaction with the environment. With more life experience, changes occur and more adequate explanations are possible. Based from Pery, Hogan and Marlin, 2007, when children are drawn and introduced to books and discussions with understanding and inclusion of stories at an early age, play is advanced. When children play they make oral dialect abilities, describing, vocabulary and investigate the capacity of dialect as expect to early proficiency advancement. As the children play, they are extending their vocabulary, sentences length and hurrying the semantics of dialect.

Orchestrating for language development and emergent literacy utilizing a constructivist perspective would entail offering wide and varied activities while

highlighting their interrelatedness. Teachers and parents are viewed as being involved jointly with children in literacy activities from birth onward. The overall objective of a constructivist's approach would be promoting children's involution with interesting conceptions, quandaries, and questions. Teachers would also help children put their findings and discoveries into relationships and help them notice similarities and differences (DeVries and Kohlberg, 1990). Children's hands-on activity is believed to be paired with mental action.

Language acquisition develops from basic social and enthusiastic drives. Children are indeed active, inquisitive and are molded by exchanges with the people in their environment. Through relating to people, language is learned (Harris, 1990). Significant social exchanges of children prepares their speech into verbal thought. This inner speech development, advances oral communication and is the premise for written language. The nature of children as language learners is one of the important factors in the development of best practices proven to be effective in the science of language acquisition.

Learning a new language poses challenges to the learners especially to young children. Thus learning a new language like English a strategy which offers an optimum positive result to successfully overcome the difficulties should be available and utilize in a classroom instruction. A quality language instruction is always supported by appropriate and quality instructional materials. Play based games are activities that allow interaction between a teacher and students

and students to students. The instructional material aims to describe games that can be used in preschool pupils in order to help the child's oral language development and to determine if it can be a valuable tool to educators specialized to teach EFL to young children. It focuses on the domains in vocabulary, comprehension: informational text and comprehension: literature. Play-based games follow the 5 E's Instructional Model of Johann Herbart. This instructional model begins with students' current knowledge and their new ideas that relate to the current knowledge.

The understanding gained from studies and concepts for English as foreign language, 5 year old children, and play has helped in preparing a teacher support material called play-based games. The components/ content of researcher's made play-based games teacher support material are the following: objectives, time allotment, materials, activities and expected words from the children. The researcher strategically arranged the topics according on the curriculum used by the preschool department of Aguinaldo International School that is aligned to the K – 12 and international standard.

Statement of the Purpose

This study aimed at developing play-based games and activities to help 5 year old Foreign children support their English language skills.

Specifically, the study sought to:

1. develop suitable play-based games to support the development of the oral language skills of 5-year old EFL children Foreign language;
2. validate the developed play based games through try out and expert validation;
3. revise the play-based games based on the try-out and validation.

Significance of the Study

The following may benefit from the study:

Foreign language teachers. The product of this study will serve as teachers' supplementary material in teaching English as a foreign language to young children. This will also help them in the preparation and facilitation of the lessons.

Schools with young learners of English as foreign language. The use of this material will help schools in achieving their goals. The material is designed to help attain the goal in competence in communicative English among the learners.

Curriculum Planners. Materials developed and validated would serve as useful supplementary materials and also as a guide for further development and improvement of the use of play- based games for preschool children.

Researchers. Overall output of this study would serve as a reference for further study in the field of play- based learning for preschool children.

Scope and Delimitation of the Study

The researcher focused on the development of a material on play-based games specifically written to fit to the chosen learning skills. The material was designed for 5 year old children at Aguinaldo International School. In designing the material the researcher took into account the nature of young children as natural learners of language and the language acquisition theories and models.

The developed play-based games was then subjected to validation by chosen experts who are principal, teachers and guidance counsellor for at least 5 years and have at least some units in masters studies.

In addition, only the content and features of the developed play-based games were validated according to the following elements: objectives, learning content, activities, language and materials. There was a try out done in this study.

Definition of Terms

For the common understanding of the major terms used in this study, the researcher defined the following terms operationally.

Five year old children. These are imaginative and enthusiastic problem solver. They offer logically more innovative thoughts for how to do a task, make something or explain longer-term or more unique challenges. As they take an interest in a variety of new experiences, five-year-olds ask more logical inquiries and measure their decisions. They are also more social as they learn new things and prefer activities that involve other children (www.pbs.org). In this study, they refer to preschool pupils who are learning English as a foreign language.

English Language Learner (ELLs). These are students who cannot convey easily or learn successfully in English, who frequently originate from non-English-speaking homes and backgrounds, and who commonly require specific or modified instruction in both the English language and in their academic courses (Glossary of Education Reform). In this study, it refers to young learners who are learning English as a foreign language.

Foreign Language. It is a language learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself (digitalcommons.unl.edu). In this study, it is a language that is just being acquired or learned in a formal school setting and its use is limited in the classroom only.

Game. A game is a form of play in which children follow an agreed-upon set of rules, predetermine an outcome, assign players specific roles, and assign sanctions for violations (DeVries, 1998; Hughes, 1999; Kamii & DeVries, 1980). In this study, it is a learning game that teaches oral language skills of five year old children that is guided by the teacher or an adult.

Play. Play is the work of children. It consists of those activities performed for self-amusement that have behavioral, social, and psychomotor rewards. It is child-directed, and the rewards come from within the individual child; it is enjoyable and spontaneous (www.healthofchildren.com). In this study, it refers to an environment with activities that is child initiated and adult guided that focuses on the learning of oral language skills of five year old children.

Play-based Game. It is a connection for learning through which children arrange and comprehend their sense of their social worlds, as they actively effectively draw in with people, objects and representations' (EYLF, 2009, p. 46). In this study, it is an instructional strategy in teaching oral language skills with domains vocabulary, comprehension: informational text, and comprehension: literature for EFL young learners that involves a systematic approach and a well-designed game that is aligned with the curriculum, learner's age and characteristics.

Teacher Support Material (TSM). It refers to a range of instructive materials that teachers use in the classroom to support particular learning objectives, as set out in the lesson plan (educators.about.com). In this study, it refers to learning materials in which teachers use for effective teaching and learning in oral English language.

CHAPTER II

REVIEW OF RELATED STUDIES

This chapter presents foreign and local literature and studies that link concepts, methods and findings which are relevant in developing language, specifically using play based games. This review explored some of the claims that have been made in this area and summarizes the useful findings that emerge from research.

Oral Language Development

Language is defined as a system of communication used by humans, which is either produced orally or by sign and that can be extended to its written form. One characteristic of language is rule governed. The rules of a given language are learned intuitively by those people who speak it. Another characteristic of language is that it is arbitrary. There are no logical connections between the sounds that we use to label objects and the objects themselves. Social groups merely agree to use a particular combination of sounds to represent an object.

There are two ways of learning language: the natural way and the typical school way (McQuillan, 1998). The natural way is how children learn the language of their own families and this is called language acquisition. The school

way, in contrast, is not so effortless or so effective. The traditional school way of teaching language is to teach about it rather than to use it (De Gaetano, Williams, & Volk, 1998).

The group of theorists represented by Jean Piaget (1959), Jerome Bruner (1983), and Lev Vygotsky (1962) believes that children learn language quickly because human brains seek patterns and order in language, just as they constantly seek patterns and order in the environment. The constructivist model views the learner as vital in the process of learning language. The learner is active in seeking and constructing meaning and in seeking communication with others (Jaggar and Smith-Burke 1985). Children learning language produce hypotheses and test them with the speakers in their environments. They try different combinations of sounds and words in different situations. Constructivists believe that this problem-solving behavior is very important in learning language. They also believe that the errors in children's speech reflect new knowledge about language rules.

Constructivists also recognize the importance of social interactions in the development of language. Many of the words learned first, such as bye-bye and hi, only have meaning as parts of interactions with others. For constructivists, many factors affect language learning. These factors interact and modify one another as a child learns language (Berko-Gleason, 1985). Many constructivists researchers believe that infants control much of their interaction with adults in

their environments by smiling, making sounds, and repeating adult sounds to continue the interactions.

Play

Play in a school setting can be depicted on a continuum that keeps running from free play to guided play to directed play. Free play can be characterized as play in which children have many options of materials that could reasonably be expected and in which they can pick how to utilize the materials. Guided play is characterized as play in which the children may pick from the teacher's chosen materials to learn specific lessons. Directed play is play in which the teacher trains the children how to finish a particular assignment. Singing songs, participating in fingerplays, and playing circle games are examples of directed play (Bergen 1988).

Play develops from the manipulative play of little children to the socially arranged play of more established pre-schoolers and kindergartners and finally to games. Vygotsky would label as play behavior by toddlers in which they begin to use objects in imaginary situations and label the actions with words. For example, using spoon to bang on a table is not a play, but using a spoon to feed a teddy bear and asking the bear to eat is play. Most five-year-olds focus on social roles of their play, rather than the objects. For example, they can pretend to have a pad of paper and pen for taking orders if they are playing "waiter" or "waitress". Games, as a type of play, emerge in children's play behavior around

age five. Games involve explicit and detailed rules in which the imaginary situation are hidden. For example, soccer is a game in which the players agree not to use their hands, although they could use them (Bordova & Leong 1996).

Part of a healthy and essential childhood is play. In exploring their world, newborn children use their senses while adults cultivate their development and learning through playing games with them. Toddlers participate in pretend play when they mirror actions they have encountered in their life. As they grow into four and five year olds, young children connect more and more in play activities that extend their insight of the world around them, build up their motor skills, and focus on their peers. "Play is essential to development... Play permits children to utilize their creativity while building up their creative ability, skill and physical, intellectual and emotional strength" (Ginsberg, 2007). Miller and Almon (2009) describe play "as activities that are freely chosen and directed by children and arise from intrinsic motivation". According to Kagan and Lowenstein (2004), play that is child-centered and engaging advances learning. Nonetheless, one characterizes a play-based program is where children take an interest in a balance of child-initiated and adult-guided activities in an environment where play is empowered and supported. There has been a wealth of exploration around play and its constructive outcomes on development. All in all, studies indicate solid connections between creative play and language, physical, cognitive, and social development. Research from the 1970s in Germany state that children who played oriented kindergarten surpassed children who went to academic-

oriented Kindergarten in physical, social, emotional and cognitive development. Almon (2007) concludes: "Research and experience show strong relationships between a child's capacity to play and his or her overall development - physical, social, emotional, and intellectual". Dr. Jane Hewes (2006, 2010) states "the developmental literature is clear: play stimulates physical, social, emotional and cognitive development in the early years" (2006).

Play has been the foundation of early childhood theory and practice subsequent to the Froebellian kindergartens. Froebel (1827/1974) believed that "Play is the purest most spiritual activity of man at this stage... It gives, therefore, joy, freedom, contentment, inner and outer rest, peace with the world. It holds the source of all that is good". Piaget (1952), who offered the probability that through exploration and active engagement with the environment children learn best. Piaget believed that play nurtured the child's development in behavior and abstract thinking. Vygotsky upheld Piaget's theories about play yet he underscored the significance of the part of the adult in intervening the child's experiences in the environment.

It is conceptualized as a kind of social lead that results in children making sense of how to coordinate and cooperate with others. It is distinctively seen as juvenile or complex in nature. Play and recreations are seen as building up the vehicles for educating the kid how to take the point of view of others (Mead, 1934). Play is seen as showing moving degrees of the awesome and the genuine

(Piaget, 1962). Play in young children uncovers the restricted cognitive capacities of the child-player.

Sociodramatic Play

Piaget (1951), as cited in Christie (1982), classified play into three different categories corresponding to different stages of cognitive development: practice play, which dominates the sensorimotor stage (from birth to approximately 2 years of age); symbolic play, that becomes prominent during the preoperational stage (from age 2 to 7), and games with rules, which comes into prominence during the concrete operational stage (age 7 to 11). Within this system, sociodramatic play falls under the symbolic play.

As the category "symbolic" suggests, sociodramatic play is very much associated with children's growing ability to use symbols for a variety of functional purposes external to the symbols themselves: e.g., to represent object absent from immediate physical context, to construct imagined social realities and regulate communicative events typically happening in certain contexts, etc. Given this, Frost & Klein (1979) classify sociodramatic play as the most highly developed form of symbolic play, which represents a precursor of children's cognitive, social, and communicative-competence development.

The essential in the sociodramatic play are two elements: role taking and verbal communication. In sociodramatic play, children attempt to communicate and integrate their everyday conventional or reconstructed knowledge of the social world with that of their partners (Garvey, 1990; Farver, 1992). In terms of linguistic production the "pretenders," just by virtue of their involvement in this sociodramatic play, are required to engage in two forms of communication: communication about the play ("meta communication") when--while retaining their own real-life identities-- the pretenders negotiate the roles and scene (or "script") to be enacted, and communication which is held within the play mode, where the children relate to one another in the roles they have agreed to perform (Fein, 1979, citing Garvey & Berndt, 1977).

The experimental study of Ferver (1992) attempted to capture the developmental trends in young children's use of communicative strategies to structure and create shared meaning in spontaneous sociodramatic play. The researcher found some evidence of the progression in complexity of the communicative strategy used by the children aged 2, 3, 4 and 5 years participating in the study. More specifically, the 2-year olds tended to rely on calls for attention to initiate play and relied on paralinguistic cues to animate objects and to signify their intention to play. They used repetition of their partners' assertions (which are usually short and tied to the physical properties of play objects) and actions to establish common reference and to acknowledge the partners' contributions. The three-year old children pretenders, while still

relying on paralinguistic cues, began to employ deliberate intonation variations to signify role enactment and repetitions to signal script agreement, and they also started using semantic ties (which are characteristic of the 4- and 5-year olds' communicative strategies) to expand on their partners' utterances. Unlike their younger fellow pretenders who tended to heavily rely on paralinguistic cues and repetitions, the five year olds used descriptions of actions, semantic ties, and directives to establish and coordinate long sequences of complex sociodramatic play.

Parallel with the development of social play from on looking behavior to solitary, parallel, and associative play and finally cooperative play at its most complex level (Parten, 1932), (socio) linguistic competence of the pretenders develop with the wealth of their life experience and linguistic repertoire (Genishi, 1988). That is to say that varied sociodramatic play experiences can enhance young children's developing linguistic, social and cognitive skills (Pellegrini, DeStefano, & Thompson, 1983; Dyson, 1990, 1991; Nourrot & Hoorn, 1991)

Play in the Classroom

Teachers inspired by Reggio Emilia esteem the children's creativity and ability and believe that the children have thoughts deserving of consideration. The teachers listen all the more to the children's discussions and work with them as equivalent accomplices in the improvement of learning activities and projects

in the classroom. The Reggio Emilia approach is alluded to as a pedagogy of listening (Rinaldi, 2001).

One of the researches in Reggio Emilia approach was to observe two teachers teaching a group of 20 4-year old preschool children. Most of the children did not know how to communicate in English as a first language or did not share a common cultural background. The researcher created a project over the time of a school year with the support of the teachers to find out how the children communicated their ideas and thoughts to each other.

Based on the investigation, the children could utilize play, particularly social play, to communicate their thoughts to the teachers who were exceptionally brilliant in reading the signals the children were sending them through their play. There were additionally open doors for the children to use many different languages so that each child could find the best medium of expression that suited his or her specific intelligence whether it was linguistic, logical, spatial, kinesthetic, musical, or intrapersonal or interpersonal intelligence.

Johnson, James E. and Ershler, Joan undertook a 16-month longitudinal study of the cognitive and social components of play behaviour using 2 groups of pre-schoolers attending 2 university-based programs. 1 class (formal education), comprised of 15 children (7 boys, 8 girls), was derived from Ausbel's learning theory, while the other class (discovery), composed of 11 children (6 boys, 5 girls), was derived from Piaget's theory. The analysis revealed that, over time

and across classes, dramatic interactive play and transformational behavior expanded, while constructive play diminished. When looking at each classroom, this finding was moderated, with the formal education program changing from predominately constructive play. Whereas few gender differences occurred in the formal program, in the discovery classroom boys involved in more dramatic interactive and less constructive parallel play than girls did. Based on the results it was recommended that the educational program in classrooms can influence play development and that programs may differentially affect boys and girls.

Scholars such as Piaget and Vygotsky perceived the significance of play in young children's intellectual and social development. Their perceptions were bolstered by exploration on early childhood education. From the investigations, the evidence shows the importance of play in young children's development. Adults need to consider the whole child and not just the cognitive child, and that learning skills embedded in play activities – some generated by children and others by teachers. It is more effective than direct instruction and rote drill for preschool group.

Teacher Support Material

Textbooks are an important part of classroom life, as they provide a framework for teaching and learning. Nicol and Crespo (2006) indicate that teachers spend hours preparing their lessons, by interacting with textbook

material to determine grade-specific texts and effective ways to present them. According to Lockheed and Verspoor (1991), textbooks and other learning resources are regarded as important for effective teaching and learning, and for the achievement of learning outcomes. The research conducted in different countries, including South Africa, has shown that there is improvement in learner performance when textbooks are made available for all learners in every subject (Lockheed and Verspoor, 1991). However, Grossman and Thompson (2008) and Loewenberg-Ball and Cohen (1996) believe that the effective use of learning materials depends on the way in which teachers use the materials for effective teaching and learning. Teachers play an important role during the teaching and learning process. Loewenberg-Ball and Cohen (1996) indicate that the teaching and learning process involves the teacher, the learner, and LTSM. In this process, the teacher takes the leading role as the mediator in the transmission of the learning content to the learners. The teacher thus has the responsibility of ensuring that the learning content meets the needs of the learners, by organising and selecting texts from various materials and resources, in order to make the learning meaningful. Learners are thus reliant on the teacher for guidance and support to interpret the learning content through the LTSM. O'Neill (1982) asserts that learners learn differently, and that the uniqueness of each learner implies that learners cannot be treated the same way.

According to Czerniewicz et al. (2000), it is important that teachers use a variety of materials for teaching. This will afford learners the opportunity to

engage with the materials at their own level, thus enabling them to make their own meaning of the learning content. Sosniak and Stodolsky (1993) advise that teachers must ensure that the various materials that they use are coherent, and that they complement each other, for ease of interpretation by learners. In order for teaching and learning to take place effectively in the classroom, provision of teaching and learning materials is vital. This statement is confirmed by Czerniewicz et al.'s (2000) assertion that access to learning materials is a critical aspect in the promotion of effective teaching and learning. The authors further argue that while consideration should be given to ensuring that sufficient learning materials are available, such provision must also ensure that the available resources are appropriate, adequate, and in line with technological developments.

English Language Learning

Many students in U.S. schools today are children of immigrants and half of them do not communicate in English smoothly. They are called English learners. The government requires school locale to give services to English learners, to offer arrangements to follow in identifying, assessing, placing, or instructing them. Margarita Calderon, Robert Slavin, and Marta Sanchez recognize the components of powerful direction and audit an assortment of fruitful program models.

During 2007 – 2008, more than 5.3 million English learners made up 10.6 percent of the nation's K – 12 government funded school enrolment. Schools addressed the language, literacy, and academic needs of English learners more viably.

Researchers have savagely talked about the benefits of bilingual and English only reading instruction. In one program of the elementary schools, English learners get thirty minutes of ESL instruction and go to general education classes for whatever hours remaining for the day. English learners have strikingly different levels of skills, in secondary school they are ordinarily lumped together, with one teacher to address their broadly changing necessities.

In view of the studies exhibited, Calderon (2011), Slavin, (2011) and Sanchez (2011), attest that the nature of direction is the thing that matters most in teaching English learners. Teachers changed the models and these models are school structures and leadership, language and literacy instruction, integration of language, literacy and content instruction in secondary schools, cooperative learning, professional development, parent and family support teams, tutoring and monitoring implementations and outcomes.

Specialists on educator training, language minority children, and general reading and writing instruction concur that powerful teaching is critical to student learning. Other research demonstrates that specific school structures encourage

compelling teaching. Successful instruction is settled in effective school structures.

Synthesis

As the demand of learning English as a second or foreign language increases in most non-English speaking countries, English language teaching has become a subject of deeper inquiry in terms of theory and application.

Some research suggests that learning another language is easier and more productive if started in the early years. Although this claim has been disputed and argued to be not the case, starting young and early was proven to be beneficial for children's vocabulary building and language development. Thus, teaching English as a foreign language to young children has also become a trend especially in Asian countries.

Children as learners are proven to be active. In all theories that explain language acquisition of children, it was affirmed that children in the process of learning are actively trying to construct meaning in any activities they engaged to. This notion further supports the idea that in order to have optimum learning experience children should have space for language growth. This space is very important to be provided by teachers in maximum amount.

The role of EFL teachers in the language learning and development of young children is very crucial. The choices made in any activities inside a language classroom are determinants in the success of a language program. It is

necessary that a language is knowledgeable of the theories and knows how to apply and modify them to suit the needs of the young learners.

The growing trend to generate standards for early childhood education may be the best indication of a felt need to specify curriculum content and child outcomes for early education programs. One national effort to produce early language and literacy standards is the National Association for the Education of Young Children (NAEYC) Accreditation Performance Criteria for early childhood programs. These standards provide guidelines for the content that children are learning, the planned activities linked to these goals, the daily schedule and routines and the availability and use of materials for children. Because oral language and literacy are so highly interrelated, the National Center on Education and the Economy produced a comprehensive standards document on speaking and listening for preschool through third grade to accompany a previously published document that only focused on standards for reading and writing.

In this study the play-based teaching of English is utilized to have a wider and unlimited scope of topics and subtopics that can be included and endless possible lists of activities that can be done in relation to the chosen theme. Play-based teaching is considered as holistic and developmentally appropriate for young children.

CHAPTER III

METHODOLOGY

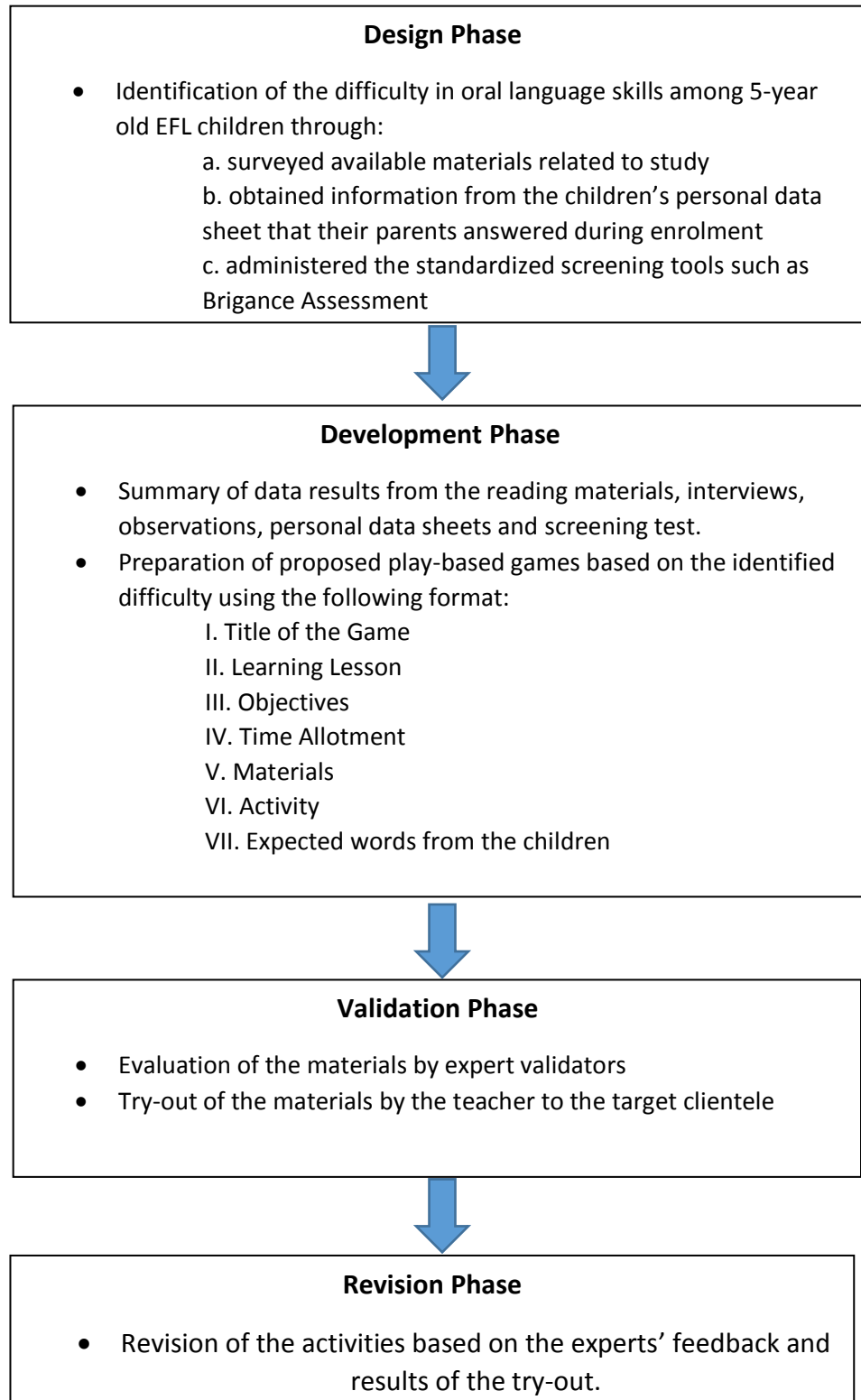
This chapter presents the research design, respondents of the study, the method employed for gathering and analysis of data. It also describes the procedure used in the development and validation of games.

Research Design

This study used the Instructional Design method of research. This design is a systematic development of instructional specifications using learning and instructional theory to ensure the quality of instructions. It is the entire process of learning needs and goals and the development of a delivery system to meet their needs. It includes development of materials and activities, try-out and evaluation of all instruction and learner activities (Gagne, 1985).

This study dealt with the development of materials and validation of play-based games. It followed four phases namely: Phase 1 – Design, Phase 2: Development, Phase 3: Validation, Phase 4: Revision.

Stages in the Preparation of Play-based Games



Research Procedures & Discussion of Results

Phase 1: Design

The difficulties of EFL children in area of language aspect were first identified. This was done by surveying available materials, reading various publications, books, theses, journals and other reading materials from the internet; conducting interviews with the preschool teachers, obtaining children's personal data and administering the screening tool, Brigance.

The researcher used the Brigance assessment to identify the skills needed and the weakness of the EFL students in English. She also interviewed preschool teachers about the skills needed by the EFL students to improve their vocabulary. According to the 5 respondents, the following skills should be mastered: 1) vocabulary 2) comprehension 3) high frequency words.

The goal now is to reinforce the performance of the EFL students.

Phase 2: Development

This stage focused on the preparation and writing of the games. After summarizing valuable information from various reading materials, interview of the preschool teachers and data obtained from children's personal data sheet, and the result of the Brigance, the proposed play-based games were prepared to address the language skills identified among the respondents of the study. The 5

E's Instructional Model was taken after to make the exercises more successful. 5 E's Instructional Model was the philosophy and psychology of Johann Herbart. He synthesized that instructional model begins with students' current knowledge and their new ideas that relate to the current knowledge. The connections between prior knowledge and new ideas slowly form concepts (R. Bybee et. al., 2006). The 5 E's is an instructional model in light of the constructivist way to deal with realizing, which says that learners assemble or develop new thoughts on top of their old thoughts. The 5 E's can be utilized with learners of all ages, including grown-ups. Each of the 5 E's portrays a period of learning, and every stage starts with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's permits learners and instructors to experience basic exercises, to utilize and expand on earlier information and experience, to develop meaning, and to constantly survey their comprehension of an idea.

Engage: This period of the 5 E's begins the procedure. An "engage" movement ought to do the accompanying: Make associations amongst over a wide span of time learning encounters Anticipate exercises and center students' reasoning on the learning results of current exercises. Students ought to wind up rationally occupied with the idea, procedure, or ability to be educated.

Explore: This period of the 5 E's furnishes students with a typical base of encounters. They distinguish and create ideas, procedures, and abilities. Amid this stage, understudies effectively investigate their surroundings or control materials.

Explain: This period of the 5 E's helps students clarify the ideas they have been investigating. They have chances to verbalize their calculated comprehension or to exhibit new abilities or practices. This stage additionally gives chances to educators to present formal terms, definitions, and clarifications for ideas, procedures, abilities, or practices.

Elaborate: This period of the 5 E's augments students' reasonable comprehension and permits them to practice aptitudes and practices. Through new encounters, the learners create more profound and more extensive comprehension of significant ideas, get more data about zones of premium, and refine their abilities.

Evaluate: This period of the 5 E's urges learners to survey their comprehension and capacities and gives instructors a chance to assess students' comprehension of key ideas and expertise advancement.

The play-based games were prepared based on the identified language skills.

Phase 3: Validation

To determine the suitability and applicability of the play-based games for EFL children, the complete lists of the suggested activities were presented to the Aguinaldo International School Guidance Counselor and Principal, faculty

specialist in Early Childhood and Guidance Counseling and Teacher II in teaching Elementary Education. They were asked to rate each activity using 4 for very good, 3 for good, 2 for poor and 1 for very poor. They were likewise asked to write marginal notes for their comments and suggestions for the improvement of the activities. Based on their evaluation there were few suggestions and recommendations made.

The activities were selected based on the result of the evaluation for try-out. The teachers made marginal notes for their comments and suggestions for the improvement of the activities.

Phase 4: Revision

With the help of the preschool teachers, guidance counselor, principal and professors, the complete list of the proposed play-based games for EFL children were finalized and revised based on their evaluations and teachers' try-out.

The collected data were organized and processed in tabular form. It was descriptively analyzed using the weighted mean. The results of the evaluation served as a guide to the final revision of the material. All relevant comments, suggestions, and recommendations given by the validators/ class observers were analysed qualitatively to determine the appropriate revisions.

Research Participants

A. 5 Year Old Children

The participants of this study were 2 classes of Prep 1 in the morning and 1 in the afternoon with a population of 26 students of Aguinaldo International School, who are mostly Chinese, Korean, Japanese, Indian, American and Filipino.

B. Validators

The validators were Guidance Counselor, School Principal, Faculty and a Teacher II.

C. Class Observers

The class observers were Guidance Counselor, School Principal and Preschool teachers. They are all five class observers.

Research Instruments

The instruments used in the survey of difficulty in oral language are:

Personal Data Sheet

This is the information sheet answered by the children's parents during the enrolment. The general information culled from the personal data sheet provided a complete background of each respondent (see Appendix I for student information sheet).

Teacher's Observation Checklist

The instrument was used to describe classroom learning and student behaviors. In this study, the respondents were chosen based on the results of the preschool teachers' observations of their students' performance: physically, linguistically, socially, and mentally (see Appendix K for Teacher's Observation Checklist).

Brigance Assessment Tool

Brigance – Comprehensive Inventory of Basic Skills (CIBS) is a curriculum based assessment and grade-level placement test. CIBS allow teachers to accurately pinpoint a student's present level of achievement. Teachers can identify a sequence of objectives for planning grade-appropriate

instruction, for writing IEPs, and for individualizing ongoing assessment and progress monitoring (Brigance 2010). This instrument was purchased and used by Aguinaldo International School.

Evaluation Form

This form was utilized to evaluate each prepared activity in the area of oral language skill (see Appendix G for Evaluation Form). It consists of the following format:

- a. Objectives – it evaluated if each proposed activity is attainable, clear and measurable.
- b. Learning Content – it evaluated if each proposed activity is properly sequenced, congruent with the objectives and the material is simple and easy to understand.
- c. Activity – it evaluated if each activity prepared can motivate pupils to work independently, can help to enhance the knowledge and skills in learning oral English language and it is suitable for 5-year old children.
- d. Language – it evaluated if each activity are easy to follow, simple to understand and is clear, concise and motivating.

The experts evaluated each activity by writing marginal notes for their comments and suggestions for the improvement of the activities. They were asked to rate the activity using 4 – very good, 3 – good, 2 – poor and 1 – very poor.

Point	Descriptive Rating	
4	Very Good	The proposed teacher support material meets the criteria outstandingly
3	Good	The proposed teacher support material meets the criteria satisfactorily
2	Poor	The proposed teacher support material meets the criteria fairly
1	Very Poor	The proposed teacher support material meets a little of the criteria

The mean, frequency and standard deviation were used to analyze the respondents and responses in the questionnaires.

Point	Descriptive Rating	Action
3.50 - 4	Very Good	Retain
2.50 – 3.49	Good	Improve
1.50 – 2.49	Poor	Revise
1 – 1.49	Very Poor	Discard

The Observation Guide was prepared and validated by the experts for the use of the observers during the execution of the game using the key features of the play. The observation focused on the teacher and pupil's behaviour during the teaching – learning process. The class was observed using four-point descriptive values as follows:

Point	Descriptive Rating	
4	Very Good	The proposed teacher support material meets the criteria outstandingly
3	Good	The proposed teacher support material meets the criteria satisfactorily
2	Poor	The proposed teacher support material meets the criteria fairly
1	Very Poor	The proposed teacher support material meets a little of the criteria

The mean, frequency and standard deviation were used to analyze the respondents and responses in the questionnaires.

Point	Descriptive Rating	Action
3.50 - 4	Very Good	Retain
2.50 – 3.49	Good	Improve
1.50 – 2.49	Poor	Revise
1 – 1.49	Very Poor	Discard

In this study, the experts validated and evaluated the content and format of the evaluation form to ensure that this instrument is valid.

Data Gathering Procedure

The first part of this study was the survey of difficulty in oral language skills of EFL children. The following steps were undertaken to gather the necessary data: 1) permission was secured from the Principal of Aguinaldo

International School to interview the Preschool teachers and Guidance Counselor regarding the difficulty in oral language of EFL children; 2) permission was sought from the Principal of Aguinaldo International School to utilize the children's personal data obtained from the information sheet answered by the children's parents during the enrolment to get the general information needed in the study; 3) permission was likewise asked from the Principal of Aguinaldo International School to use the result of the Brigance Assessment. A letter was given to the Principal of Aguinaldo International School to obtain the above data.

In selecting the respondents in this study, it relied on the class adviser's recommendations and from the result of the Brigance Assessment. The children were chosen based on Brigance Assessment of their performance in area of language.

The children's personal data sheets were obtained from the guidance counselor who assisted the children's parents during the enrolment. The parents were asked to answer the personal data sheet as part of the school's standard admission procedure.

The second part of this study was the development and evaluation of activities that would address the difficulty in oral language. The steps were as follows: 1) developed play-based games based on the data gathered from the reading materials, interviews, observations, personal data sheet and result of the screening tool (Brigance Assessment), with the objective of helping the students

to enhance their oral language skills and allowing them to cope with their peers and making themselves better equipped to meet the standards of real life situations. The prepared activities consisted of the following parts: a) title of the game b) learning lesson c) objectives d) time allotment e) materials f) activity g) expected words from the children. 2) requested 2 professors from Philippine Normal University, Teacher II from DepEd, guidance counsellor and principal to go over each play-based games for their comments and suggestions for the refinement of the activities. They were asked to fill out validated evaluation form adapted from Moron, 2000 by rating each activity using 4- very good, 3 – good, 2- poor, 1- very poor. They were given space for marginal notes for their suggestions and comments; 3) tried out materials by the Prep teacher by writing marginal notes for their comments and suggestions for the improvement of the activities; 4) revised the play-based games based on the expert's evaluation and the teacher's try-out of the materials.

Ethical Considerations

A number of ethical considerations were taken into account throughout this study. The researcher approached the school and requested permission from the school principal, at the same time providing her with copy of the approved research proposal, and the permission letters. Upon granting the permission to conduct the study, the researcher explained the purpose of the

study and the procedures to be followed. The dates for the data collection were set and agreed upon by the researcher and the participants.

The study was conducted with transparency and honesty. The participants were assured of anonymity. They were also informed that they had the right to withdraw from the study at their own discretion. It was clarified to the participants that the approved research report would be shared with the school. The participants were satisfied, and they agreed to participate in the study.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of two parts. The first part presents the identified difficulty in oral language skills and the results of the evaluation of the proposed play-based games for 5-year old EFL children. The second part presents the proposed play-based games based on the identified difficulty in oral language skills.

As can be recalled, the objective of this research was to develop play based games for oral English language learning of 5-year old EFL children. However, the researcher identified first the difficulty in oral language through Brigance Assessment to be able to develop the materials.

Identified Difficulty in Oral Language

The researcher reviewed the result of the Brigance assessment of the EFL children. Based on the reviewed assessment, the following were the skills needed by the 5-year old EFL children: 1) Vocabulary 2) Comprehension: Literature 3) Comprehension: Informational Text. Based on the Brigance, the cognitive skill in Vocabulary of the EFL students got emerging K. Both word knowledge and word-learning strategies are addressed in this domain. Results indicate that EFL children will benefit from oral instruction in basic kindergarten words, including words that tell about shapes, color, size and food. The cognitive

skill in Comprehension: Literature of the EFL students got emerging K. This domain addresses EFL student's understanding of literary text. Results indicate that EFL students will benefit from instruction targeting listening comprehension and oral language development. Read aloud engaging stories, plays and poem build related background knowledge and vocabulary, and ask questions to prompt discussion about characters, events, and concepts. The cognitive skill Comprehension: Informational Text got emerging K. This domain addresses EFL student's understanding of informational text. Results indicate that EFL students will benefit from instruction targeting listening comprehension and oral language development. Read aloud books and articles about engaging topics build related background knowledge in vocabulary, and ask questions to prompt discussion about facts and ideas.

Table 1 - Result of Brigance Assessment

N = 26

Brigance Skills (Language)	Domain	1 level below	on level	1 level higher
Prespeech Receptive Language	Comprehension: Informational Text		21	5
Prespeech Gestures	Comprehension: Informational Text		22	4
Prespeech Vocalization	Comprehension: Informational Text		21	5
General Speech & Language Development	Comprehension: Literature	10	16	
Oral Expression	Comprehension: Informational Text	10	16	
Personal Data Response	Comprehension: Informational Text	10	16	
Verbal Directions	Comprehension: Literature	10	16	
Picture Vocabulary	Vocabulary	10	16	
Body Parts	Vocabulary	10	16	
Colors	Vocabulary		20	6
Classifying	Vocabulary	10	16	
Use of Objects	Comprehension: Informational Text		26	
Sentence Memory (With Picture Stimuli)	Comprehension: Literature		26	
Nouns	Vocabulary	10	16	
Prepositions	Comprehension: Literature	10	16	
Verbs	Comprehension: Literature	10	16	

Table 2 – Summary of the Result of Brigance Assessment

N = 26

Domain	Average Scale Score	Student Placement Distribution		
		> 1 level below	< 1 level below	On or above level
Vocabulary	383	0	10	16
Comprehension: Literature	399	0	10	16
Comprehension: Informational Text	396	0	10	16

Table 1 and 2 show that based on the result of the assessment of the twenty six (26) Prep students, there were ten (10) students identified with difficulty in oral language skills. The result reveals that the respondents have difficulty mostly in vocabulary, comprehension: literature and comprehension: informational text.

Objective 1: Develop play based games suited to support the development of the oral language skills of 5-year old EFL children

After the identification of the difficulty in oral language skills, the researcher summarized the learning lessons with the learning skills and the title of the games that suit in the learning lesson to address the difficulty in oral language.

Table 3 – Matrix of the Game, Brigrance Skills, AIS Curriculum and Language Domain

GAMES	SKILLS (BRIGANCE)	AIS COMPETENCIES	DOMAIN
All About Me	Personal Data Response	Self-Introduction	Comprehension: Informational Text
Lights, Camera, Action!	General Speech and Language Development	Simple Greetings and Courteous Expressions	Comprehension: Literature
Make My Body	Identifies Body Parts (Expressive)	My Body Parts	Vocabulary
Pass the Basket	Identifies Body Parts (Expressive)	Keeping my Body Clean and Healthy	Comprehension: Informational Text
Who's Got What	Classifying	Clothes I Wear and Things I See	Vocabulary
Musical Chair	Personal Data Response	Members of My Family	Comprehension: Informational Text
I Spy	Picture Vocabulary	Things Seen in School	Vocabulary
Grab It Relay	Oral Expression	Places in School	Comprehension: Informational Text
Find Your Partner	Oral Expression	Friends and Helpers in School	Comprehension: Informational Text
Nouns Everywhere!	Picture Vocabulary	Nouns	Vocabulary
Pot of Gold	Prepositions	Prepositions	Comprehension: Literature
Act it Out!	Verbal Directions	Verbs	Comprehension: Literature

Table 4 – Summary of the Game, Learning Lesson and Learning Skills

GAME	LEARNING LESSON	LEARNING SKILLS
All About Me	<i>Comprehension: Informational Text</i> Self- Introduction	focuses on the student's ability to communicate personal information
Lights, Camera, Action!	<i>Comprehension: Literature</i> Simple Greetings and Courteous Expressions	focuses on the student's ability to communicate simple greetings and courteous expressions
Make My Body	<i>Vocabulary</i> My Body Parts	focuses on the student's knowledge and self-awareness of their bodies by measuring the student's knowledge of body parts
Pass the Basket	<i>Comprehension: Informational Text</i> Keeping my body clean and healthy	focuses on the student's knowledge and self-awareness of their bodies by measuring the student's knowledge of body parts and taking care of their body
Who's Got What	<i>Vocabulary</i> Clothes I wear and things I use	focuses on self-help and independence by evaluating the student's dressing skills and identifying the things we wear
Musical Chair	<i>Comprehension: Informational Text</i> Members of my family	focuses on the student's ability to communicate parents and siblings information
I Spy	<i>Vocabulary</i> Things seen in school	focuses on the student's ability to communicate the names of objects we can see in school
Grab it Relay	<i>Comprehension: Informational Text</i> Places in school	focuses on the student's knowledge of the facilities in the community that provide specific services and needs
Find Your Partner	<i>Comprehension: Informational Text</i> Friends and Helpers in School	focuses on the student's ability to identify and describe school helpers
Nouns Everywhere!	<i>Vocabulary</i> Nouns	focuses on the student's ability to communicate the names of everyday objects
Pot of Gold	<i>Comprehension: Literature</i> Prepositions	focuses on the student's understanding and increasing use of complex vocabulary
Act it Out!	<i>Comprehension: Literature</i> Verbs	listens to, follows and use oral directions of one or more steps in the correct sequence given

The first column of Table 3 presents the title of the game. The second column summarizes the identified lessons based on the result of the administration of screening test used, the Brigance Assessment. The third column presents the learning skills that the children will learn in every activity.

In developing the play based games, the 5 E's instructional model was followed to make the activities more effective. Each of the 5 E's describes a phase of learning, and each phase begins with letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience to construct meaning and to continually assess their understanding of a concept.

Objective 2: Validate the developed play based games through expert validation

Before the validation of the developed play based games, the researcher adapted an instrument from Maron, 2000. The researcher asked the experts to validate the adapted instrument to be used for the evaluation of the teaching materials and class observation.

Table 5 - Evaluation Result of Instrument for Teaching Materials

OBJECTIVES	E1	E2	E3	E4	E5	TOTAL	MEAN	ACTION
1. The objectives in each lesson are specific, measurable, achievable, relevant and time bound	4	4	4	3	4	19	3.8	Retain
2. The objectives are well planned, formulated and organized	3	4	4	3	4	18	3.6	Retain
3. The objectives are defined in specific terms, observable and attainable	3	4	4	3	4	18	3.6	Retain
LEARNING CONTENT								
1. The learning content is properly sequenced	3	4	4	4	4	19	3.8	Retain
2. The learning content is congruent with the objectives, exercises and self-check	4	4	4	3	4	19	3.8	Retain
3. The learning contains concepts and information appropriate to the level of interests, knowledge and skills in learning English	4	4	4	3	4	19	3.8	Retain
4. The content contributes to the acquisition of the concepts, understanding and skills in learning English	3	4	4	4	4	19	3.8	Retain
5. The content of the proposed teacher support material is simple and easy to understand	3	4	4	4	4	19	3.8	Retain
ACTIVITIES								
1. The games in the lesson can motivate pupils to work independently	4	4	4	3	4	19	3.8	Retain
2. The games in the teaching materials can help develop knowledge and skills in learning oral English language	4	4	4	4	4	20	4	Retain
3. The materials provide classroom activities for reinforcement and mastery of concepts and skills	4	4	4	4	4	20	4	Retain
4. The materials are suitable for 5 year old children	4	4	4	4	4	20	4	Retain
5. The activities are congruent with the objectives of the lesson	4	4	4	3	4	19	3.8	Retain
6. The activities heighten the interest of the learners that enable the child increase his/her use of English language	4	4	4	3	3	18	3.6	Retain
LANGUAGE								
1. The instructions are easy to follow	4	4	4	3	4	19	3.8	Retain
2. The language is simple to understand in terms of vocabulary	4	4	4	4	4	20	4	Retain
3. There are enough familiar vocabulary to ensure ease of learning	4	4	4	4	4	20	4	Retain
4. The language used is clear, concise and motivating	4	4	4	4	4	20	4	Retain

Table 5 shows the validated instrument that will be used in evaluating the teaching materials. Almost all of the evaluated items for objectives, learning content, activities and language obtained favorable scores. Five (5) experts evaluated the instrument and have mean scores ranging from 3.6 to 4. The scores given can be interpreted as Very Good based on the given criteria. The evaluation results come to a conclusion that the items in evaluating the teaching materials are appropriate to address the validity of the teaching materials. The items under Activities are aligned with the theories presented. One of these is that children should be motivated because this is one of the variables included in Krashen's Law: Affective Filter Theory.

Based on the evaluation made by the experts, all the items for objectives, learning content, activities and language were retained. Specific comments and suggestions made by the evaluators were noted and considered.

Table 6 - Evaluation Result of Instrument for Class Observation

ACTIVITIES	E1	E2	E3	E4	E5	TOTAL	MEAN	ACTION
1. The games in the lesson can motivate pupils to work independently	4	4	4	4	4	20	4	Retain
2. The games in the teaching materials can help develop knowledge and skills in learning oral English language	4	4	4	4	4	20	4	Retain
3. The materials provide classroom activities for reinforcement and mastery of concepts and skills	4	4	4	4	4	20	4	Retain
4. The materials are suitable for 5 year old children	4	4	4	4	4	20	4	Retain
5. The activities are congruent with objectives of the lesson	4	4	4	4	4	20	4	Retain
6. The activities heighten the interest of the learners that enable the child increase his/her use of English language	4	4	4	4	4	20	4	Retain
LANGUAGE								
1. The instructions are easy to follow	4	4	4	4	4	20	4	Retain
2. The language is simple to understand in terms of vocabulary	4	4	4	4	4	20	4	Retain
3. There are enough familiar vocabulary to ensure ease of learning	4	4	4	4	4	20	4	Retain
4. The language use is clear, concise and motivating	4	4	4	4	4	20	4	Retain
LANGUAGE OPPORTUNITIES								
1. Children practiced speaking to improve their expression and fluency in English language	4	4	4	4	4	20	4	Retain
2. Children had opportunities to display confidence in speaking English	4	4	4	4	4	20	4	Retain
3. Teacher helped the children to develop more focus, independence & interest in learning oral English language	4	4	4	4	4	20	4	Retain
4. Children had opportunities to communicate in English language	4	4	4	4	4	20	4	Retain
TIME MANAGEMENT								
1. The activity is well sequenced with smooth transitions	4	4	4	4	4	20	4	Retain
2. The activity targeted the objectives of the lesson	4	4	4	4	4	20	4	Retain

Table 6 shows the validated instrument that will be used in evaluating classroom observation. All the evaluated items for activities, language, language opportunities and time management obtained favorable scores. Five (5) experts evaluated the instrument and have mean scores of 4. The scores given can be interpreted as Very Good based on the given criteria. The evaluation results come to a conclusion that the items in evaluating class observation are appropriate.

Based on the evaluation made by the experts, all the items for activities, language, language opportunities and time management were retained. Specific comments and suggestions made by the evaluators were noted and considered.

The following table shows the evaluation result of the play based games teaching materials based from the experts.

Table 7 – Evaluation Result of the Objectives of Play-based Games Teaching Materials

Area: Objective

Objective	#1	#2	#3
G1	3.8	3.8	3.8
G2	4	4	4
G3	3.4	3.2	3.4
G4	3.8	3.8	3.8
G5	3.2	3	3.6
G6	3.6	3.6	3.4
G7	3.8	3.8	3.8
G8	3.6	3.6	3.6
G9	3.4	3.4	3.6
G10	3.8	3.6	3.8
G11	3.4	3.6	3.6
G12	3.4	3.4	3.6
TOTAL	43.20	42.80	44.00
MEAN	3.60	3.57	3.67
VALUE DESCRIPTION	Very Good	Very Good	Very Good

Table 7 shows that almost all of the evaluated materials obtained favorable scores. Twelve (12) activities have mean scores ranging from 3.57 to 3.67. The scores given can be interpreted as Very Good based on the given criteria. The evaluation results come to a conclusion that the objectives are appropriate to address the difficulty in oral language.

Based on the evaluation made by the experts, all the objectives were retained. Specific comments and suggestions made by the evaluators were noted and considered.

Some of the suggestions from the experts were a) make objectives brief and specific b) make sure that objectives are visible in the game c) use terms appropriate for the clientele.

Some of the positive comments given by the evaluators were a) the objectives are attainable b) the objectives are organized.

In particular, the experts expressed their confidence that the prepared play-based games would help the children enhance their oral language skills.

Table 8 – Evaluation Result of the Learning Content of Play-based Games Teaching Materials

Area: Learning Content

Objective	#1	#2	#3	#4	#5
G1	3.8	3.4	3.6	3.6	3.8
G2	3.4	3.4	3.6	3.6	3.8
G3	3.2	3.4	3.4	3.6	3.6
G4	3.8	3.8	4	4	3.8
G5	3.2	3.4	3.8	3.6	3.2
G6	3.8	3.6	3.8	3.8	3.8
G7	3.8	3.4	3.8	3.6	3.8
G8	3.8	3.8	3.8	3.8	3.8
G9	3.8	3.8	3.6	3.6	3.6
G10	3.2	3	3.4	3.6	3.6
G11	3.4	3.6	3.6	3.6	3.6
G12	3.8	3.6	3.8	3.8	3.6
TOTAL	43.00	42.20	44.20	44.20	44.00
MEAN	3.58	3.52	3.68	3.68	3.67
VALUE DESCRIPTION	Very Good	Very Good	Very Good	Very Good	Very Good

Table 8 indicates that the chosen learning content in the area of oral language are Very Good according to the directions given because the 12 proposed play based games have mean scores that range from 3.52 to 3.68. The activities prepared therefore can be interpreted that these are congruent to the

identified difficulty in oral language based on the evaluation results given by the experts.

The evaluators stressed their approval on the prepared activities to enhance oral language of the EFL children. For instance, the activity entitled “ All About Me”, it lets the children speak in front of the class using English language wherein their confidence is increased if they are given a chance to lead and exercise their rights spontaneously.

Table 9 – Evaluation Result of the Activities of Play-based Games Teaching Materials

Area: Activities

Objective	#1	#2	#3	#4	#5	#6
G1	3.8	3.8	3.8	3.6	3.4	3.2
G2	3.4	3.4	3.4	3.8	4	3.8
G3	3.8	3.6	3.6	3.6	3	3.6
G4	3.8	3.6	3.6	3.4	3.6	3.6
G5	3.2	3.6	3.2	3.4	3.4	3.4
G6	3.6	3.8	3.6	3.4	3.8	3.8
G7	3.2	3.4	3.6	3.4	3.4	3.2
G8	3.6	3.4	3.4	3.6	3.4	3.4
G9	3.6	4	3.8	3.4	3.6	3.4
G10	3.2	3.2	3	3.4	3.4	3.4
G11	3.8	3.4	3.6	3.2	3.4	3.6
G12	3.6	3.4	3.6	3.6	3.6	3.6
TOTAL	42.60	42.80	42.20	41.80	42.00	42.00
MEAN	3.55	3.57	3.52	3.48	3.50	3.50
VALUE DESCRIPTION	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good

Table 9 implies that the activities proposed are Very Good. The results of the evaluators indicated that the proposed activities are suitable to the needs of EFL children. The evaluators were satisfied on the prepared play-based games

based on the rating given. The evaluators made few suggestions such as: a) make the materials attractive and colorful to the children so that they would easily get the children's attention and encourage the children to play b) children should also be given a chance to ask questions c) closed supervision should be applied to ensure the learning of the children.

It is in the activities part where Constructivism and Interactionism theories are reflected. A major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas based upon their current or past knowledge. The learner selects and transforms information, constructs hypothesis and makes decisions, relying on a cognitive structure to do so. As far as instruction is concerned, the teacher encouraged the students to discover principles by themselves.

The teacher and students were both engaged in an active dialogue throughout the lesson.

In the classroom, the constructivist view of learning encourages the students to use active techniques to create more knowledge and then reflect on and talk about what they are doing and how their understanding is changing. The learning experiences were connected to other disciplines and were congruent with the objectives of the lesson.

Table 10 – Evaluation Result of the Language of Play-based Games Teaching Materials

Area: Language

Objective	#1	#2	#3	#4
G1	3.8	4	3.6	3.6
G2	3.6	3.6	3.6	3.8
G3	3.6	3.6	3.6	3.6
G4	3.6	3.6	3.6	3.6
G5	3.6	3.6	3.6	3.6
G6	3.4	3.4	3.4	3.6
G7	3.6	3.6	3.8	3.6
G8	3.6	3.6	3.8	3.6
G9	3.6	3.6	3.8	3.6
G10	3.6	3.6	3.4	3.4
G11	3.6	3.6	3.6	3.6
G12	3.6	3.6	3.4	3.4
TOTAL	43.20	43.40	43.40	43.00
MEAN	3.60	3.62	3.62	3.58
VALUE DESCRIPTION	Very Good	Very Good	Very Good	Very Good

Table 10 shows that all the evaluated language used in the play-based games obtained favorable scores. Twelve (12) activities have mean scores ranging from 3.58 to 3.62. The scores given can be interpreted as good.

Table 11 – Evaluation Result of the Materials of Play-based Games Teaching Materials

Area: Materials

Objective	#1	#2	#3	#4	#5	#6
G1	4	4	4	3.8	3.6	3.4
G2	3.4	3.6	3.6	3.2	3	3.2
G3	3.6	3.4	3.6	3.4	2.8	3.4
G4	3.6	3.6	3.6	3.6	3.6	3.6
G5	3.2	3.4	3.6	3.6	3.6	3.2
G6	3.8	3.6	3.8	3.6	3.6	3.6
G7	3.6	3.8	3.8	3.6	3.6	3.6
G8	3.8	3.6	3.6	3.6	3.6	3.6
G9	3.4	3.4	3.6	3.4	3.4	3.4
G10	3.8	3.6	3.8	3.4	3.2	3.4
G11	3.2	3.6	3	3	3.2	3
G12	3.8	3.8	3.8	3.6	3.8	3.8
TOTAL	43.20	43.40	43.80	41.80	40.80	41.20
MEAN	3.60	3.62	3.65	3.48	3.40	3.43
VALUE DESCRIPTION	Very Good	Very Good	Very Good	Good	Good	Good

Table 11 shows that all the evaluated materials used in the play-based games obtained favorable scores. Twelve (12) activities have mean scores ranging from 3.40 to 3.65. The scores given can be interpreted as good.

Objective 3: Validate the developed play based games through try out

Bruner activates intrinsic motivation by letting the students have a say in what they study and how they go about studying. It is reflected in the activities that the students were given the chance to play the games and at the same time learn the lesson. Vygotsky believes that motivation is somewhat important for learning. We can enhance students' motivation by selecting problems that are interesting to the students as the basis of instruction. Teachers can ensure the cultural relevance and appropriateness of the instructional activities.

Table 12 – Evaluation Result of Try Out of the Play-based Games

	Mean	Value Description
Activities	3.81	Very Good
Language	3.95	Very Good
Language Opportunities	3.79	Very Good
Time Management	3.88	Very Good

3.85

Table 12 implies that the activities proposed are Very Good. The results of the try out indicated that the proposed activities are suitable to the needs of EFL children. The evaluators were satisfied on the prepared play-based games based on the rating given. The games in each lesson motivate and heighten the interest of the children to participate in class. The activities help the children to develop knowledge and skills in learning oral English language. The instructions and language used are easy to follow, clear and simple to be understood by the children. Children were given an opportunity to practice speaking to improve their expression and fluency in English language. The activities were well sequenced with smooth transitions and it targeted the objectives of the lesson within the given time. The results come to a conclusion that the play-based games are appropriate to address the difficulty in oral language.

Objective 4: Finalize the play based games

Based on the evaluation made by the experts, all the items with specific comments and suggestions were noted and considered to improve the prepared activities.

Table 13 – Summary of Comments, Suggestions and Recommendations

Area	Comments, Suggestions and Recommendations
Objectives	a. Make objectives brief and more specific b. Make sure that objectives are visible in the game c. Use terms appropriate for the clientele
Materials	a. Make the materials attractive and colorful to the children so that they would easily get the children's attention and encourage the children to play
Activity	a. It lets the children speak in front of the class using English language wherein their confidence is increased if they are given a chance to lead and exercise their rights spontaneously. b. The games in each lesson motivate and heighten the interest of the children to participate in class. c. Children were given an opportunity to practice speaking to improve their expression and fluency in English language. d. The activities were well sequenced with smooth transitions and it targeted the objectives of the lesson within the given time.
Language	a. The instructions and language used are easy to follow, clear and simple to be understood by the children.

Implications to Language Learning

This paper has included many curricular frameworks that embrace creativity, imagination and a love of learning utilizing play-based philosophies. Specific examples offered include the child-centered approach, time for free play, block play, literacy development through play (Cohen & Uhry, 2007). Play is also associated with children's mental and physical health. Play and physical movement are essential times where children can take a break, reflect and decompress between lessons (Ginsburg, 2007). Brain research has concluded that play is an essential component of learning for young children (Bhoin, 2007; Honig, 2007; Bergen, 2000; Dodge & Bickart, 2000). Many of the articles suggested environmental and pedagogical strategies shown to enhance play-based learning. Play in young children is often enhanced through rich and varied learning environments. The more variables children have to act on and interact with the more learning will occur spontaneously (Dempsey & Strickland, 2007; Bergen, 2000). Play-based games provide opportunities for children to learn oral language skills with a happy and stimulating environment in which they can flourish. It also assist children to achieve outcomes in oral English language skills in providing quality play experiences.

Implications to Language Teaching

Teachers and administrators have little practical guidance when it comes to the implementation of play. Research showed that teachers feel unprepared to

teach cognitive skills through play (Howe, 2007). Further, teachers neither use nor understand how to incorporate physical movement into the classroom (Parks, Solmon & Lee, 2008). Play can be an essential component of learning that has been marginalized as skill-based curriculum. The prepared play-based games helped the teachers to provide students an active and enjoyable learning of oral language skills.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations of the study.

This paper aimed to prepare teacher support materials in enhancing oral language skills of 5-year old EFL children.

Specifically, the objectives of the study were to determine the oral language skills of EFL children and to prepare teacher support materials appropriate for these children.

The materials presented in this study are comprised of 12 activities designed for the use of children as English as their foreign language. Activities are appropriate for their level especially in social and communication areas are incorporated in the lessons.

The activities followed the 5 E's Instructional Model. It comprised of the following parts: 1. Engage 2. Explore 3. Explain 4. Elaborate 5. Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

Findings

From the discussion in the foregoing sections, it is clear that language, play, and learning have a complex relationship. Play-based games context provides unique opportunities for EFL children to learn oral English language skills. As in many other dimensions of children's life, there is a room for teacher's intervention to enhance the development. In this case, in order to promote children's oral language development through play-based games, the teacher can give support in a number of ways that can be summarized with the following: design, development and validation.

Design

Children learn from social interaction. They learn from social practice. It follows that their learning process will be facilitated when the teacher provides concrete demonstrations of what are expected of the children. Through sociodramatic play children were able to learn to work and play together, to improvise, negotiate, develop and communicate to make a narrative or play script which can include tension, symbols, roles, language, time, space, and plot.

Development

Engagement is vital for all kind of learning. The teacher needs to make sure that the children get engaged in the play-based games they are enacting.

The use of 5 E's Instructional Model helped the learners to build and construct new ideas on top of their old ideas. The 5 E's allowed the learners and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

Validation

Play-based game is a creative activity, which presupposes great motivation. To ensure this, the teacher should make effort to encourage the children to take risks and explore possibilities. In this way, the children can acquire new oral language skills to convey and negotiate meaning beyond their existing repertoires. Quantitative data suggested positive results while qualitative suggested improvements and revisions for the objective, language, activities and materials to make the TSM valid.

Conclusions

Based on the data gathered and presented, it is therefore concluded that:

1. Putting several theories and well selected model and design aid the preparation of TSM. The theories used are influential in setting the foundation in understanding language acquisition. The implications of their theories in actual language classroom are

recognized as beneficial for young learners. Their works have been the bases for development of other language acquisition models.

2. Instructional design is guided by 5 E's that students use their prior knowledge and literacies to develop explanations for their hands-on experiences of learning. Students have opportunities to represent and re-represent their developing understanding. They are engaged actively in the learning process. Teaching and learning progresses through five phases: Engage, Explore, Explain, Elaborate and Evaluate.

3. The comments given by the stakeholders aid in improving further hence they should not be ignored.

Recommendations

Based on the results and conclusions of the study, the researcher presents the following recommendations:

1. Teachers may try out the validated play-based games by the experts to other group of EFL children and to group of children with developmental and language delays to determine the usefulness of the materials

2. A similar study may be conducted to focus on another group of preschool students
3. A similar study may be conducted to focus on children with developmental delays
4. More materials be developed in other areas of language skills for EFL children
5. More materials be developed focusing on other lessons or topics in oral language skills

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APPENDIX A

Let's Play and Learn English
(Play-based Games for Oral English Language
Learning of 5-Year Old EFL Children)

By

Darlene Darem B. Altea

December 2016

INTRODUCTION

Rationale:

Play is sufficiently important for learning and brain development that the United Nations has recognized it as a specific 'right' for all children. Evidence from neuroscience shows that the early years of a child's development from birth to age six set the basis for learning, behaviour and health throughout life. The child's neural pathways are influenced in their development through the exploration, thinking, problem solving and language expression that occurs during play episodes. Thus play nourishes every aspect of a child's development – it forms the foundation of intellectual, social, physical and emotional skills necessary for success in school and in life.

Play is a healthy, essential part of childhood. Toddlers engaged in pretend play imitate actions and events they have experienced in their family life. As they grow into four and five year olds, young children engage more and more in play activities that expand their knowledge of the world around them, develop their motor skills, and focus on their peers.

To effectively teach English as a foreign language especially to young children is a challenge to most teachers. The nature of young children as young learners and as beginner learners of foreign language need to be examined properly and should be the priority in choosing teaching methods.

Framework:

Children in the early years are full of energy and curiosity. As early on this stage of their development they have the full capacity to absorb, to assimilate, to generate, to imitate and to produce language. The nature of children as language learners is one of the important factors in the development of best practices proven to be effective in the science of language acquisition.

Play is enhanced when children draw from their knowledge and experience with stories and topics they have been exposed to through books and conversations. Engaging in play allows children to develop oral language skills, storytelling, vocabulary, and explore the function of language as a mean to early literacy development (Perry, Hogan & Marlin, 2000). As the children play, they are increasing their vocabulary, sentences length and hastening the semantics of language.

Play-based games in language teaching and learning provide holistic learning experiences. A play will help the child to develop and sustain oral language development (NAEYC). Play based games specifically written to fit a theme-based teaching for young learners of English as foreign language is a jump off point for the learners to learn the specified theme for the unit.

GAMES	SKILLS (BRIGANCE)	AIS COMPETENCIES	DOMAIN
All About Me	Personal Data Response	Self-Introduction	Comprehension: Informational Text
Lights, Camera, Action!	General Speech and Language Development	Simple Greetings and Courteous Expressions	Comprehension: Literature
Make My Body	Identifies Body Parts (Expressive)	My Body Parts	Vocabulary
Pass the Basket	Identifies Body Parts (Expressive)	Keeping my Body Clean and Healthy	Comprehension: Informational Text
Who's Got What	Classifying	Clothes I Wear and Things I See	Vocabulary
Musical Chair	Personal Data Response	Members of My Family	Comprehension: Informational Text
I Spy	Picture Vocabulary	Things Seen in School	Vocabulary
Grab It Relay	Oral Expression	Places in School	Comprehension: Informational Text
Find Your Partner	Oral Expression	Friends and Helpers in School	Comprehension: Informational Text
Nouns Everywhere!	Picture Vocabulary	Nouns	Vocabulary
Pot of Gold	Prepositions	Prepositions	Comprehension: Literature
Act it Out!	Verbal Directions	Verbs	Comprehension: Literature

Description:

This material consists of twelve (12) proposed activities for EFL children. The activities are intended to enhance their oral English language; thus allowing the children to cope up with their peers and making themselves better equipped to meet the standards of real life situations. Moreover, it is believed that these activities can also aid these children in many ways: 1) they can assist them to develop their skills in listening, hearing and speaking 2) they can strengthen children's development in perception, memory and thinking skills 3) they can enhance children's development in social skills by allowing them to interact in harmony with one another.

Each activity in this study consists of a) title of the game b) learning lesson c) objective d) time allotment e) materials f) activity g) expected words from children. It is felt that with this format the teachers will be able to use the activities and find the procedure easy to follow.

Tips:

To achieve the best results in using these activities users are advised to observe the following:

1. Establish rapport with children to ensure cooperation.
2. Use simple English terms that the children are most familiar with.

3. Demonstrate the steps clearly.
4. Follow the steps carefully.
5. Show a concrete example of each activity to give children an idea how the activity should be done.
6. Provide reinforcements like verbal praises to acknowledge children's good work and cooperation.

As a whole, the activities provide meaningful and enriching experiences for these children. It is hoped further that the activities proposed in this study will substantially meet the need of the teachers that will help them enhance the young children's potentials to the fullest.

Those who will adopt these activities may make changes depending on the availability of the materials.

Title of the Game: All About Me

Learning Lesson: Self-introduction (Quarter 1)



Source: www.123rf.com

Objectives:

- a. State one's personal information
- b. Construct a sentence in answering one's personal information
- c. Ask appropriate questions about personal information
- d. Listen to others with respect

Time Allotment: 40 minutes

Materials:

Rubber playground ball

Music player & speaker

Activity

Engage:

Let the children get a partner and sing the song "Hello Song". Ask them to sing the song 3 to 5 times so that they will have the chance to exchange partners.

Explore:

Gather the children in a circle in a large open space indoor or outdoor.

Practice bouncing or rolling the ball from one to the next.

Begin the game by asking a question "What is your name?" "How old are you?" "Where do you live?" etc.

Have the children bounce 2 balls from one to the other while the music is playing.

When the music stops, the child with the ball 1 will ask the question while the child holding the ball 2 will answer the question.

Begin again after every child has had the chance to ask and answer.

Explain:

Using powerpoint presentation, inform the children your complete name, where do you live, where did you study, when is your birthday etc.

Allow the children to ask questions but limit to the minimum due to time constraints.

Elaborate:

Let the children get a partner and sing the "Hello Song". After singing the song tell them to ask questions from each other and answer it.

Repeat this 3 to 5 times depending on the class size and time available.

Evaluate:

The teacher can ask the children to play again the game *All About Me*.

Expected words from the children:

I am

My birthday is on

My name is

I study at

I live at

Title of the Game: Lights, Camera, Action!

Learning Lesson: Simple Greeting and Courteous Expressions (Quarter 1)



Source: www.shutterstock.com

Objectives:

- a. Identify the greetings and polite expressions used in given situation
- b. Discuss how and when to use such greetings and polite expressions
- c. Use these greetings and polite expressions in a role-play activity
- d. Participate in class activities

Time Allotment: 40 minutes

Materials:

- Strips of paper with different scenarios
- Music player and speaker

Activity

Engage:

Teach the song "Good Morning" by Richard Graham and Will Jasprizza to the children.

Explore:

Group the class into small groups.

Each group will pick one strip of paper.

Let the students pick one strip of paper.

Each group will play the following scenarios, showing the appropriate polite words to use in each situation.

Give them time to prepare and practice, then present their skits for the class.

- a. Your Grandmother gives you a puppy for your birthday.
- b. Your best friend tells you your new shoes look really cool.
- c. You want someone to pass you the salt, which is at the far end of the table.
- d. You burp or sneeze in the middle of a conversation with your teacher.
- e. You accidentally spill someone's carton of milk.
- f. You have to squeeze between two people having a conversation, in order to get to your cubby or locker.
- g. Your mom helps you with your homework.
- h. You have to yawn when you are listening to your friend tell you about a movie he watched the night before.
- i. You accidentally step on someone's toe.

Explain:

Using powerpoint, show the children different pictures with different scenarios in using simple greetings and courteous expressions. Allow the children to ask questions regarding the powerpoint presentation.

Elaborate:

The teacher will show pictures of different scenarios and ask the children the appropriate greetings and courteous expressions that should be used.

Evaluate:

Let the children play again the game Lights, Camera, Action! with different set of scenarios.

Expected words from the children:

Good morning

Thank you

May I pass?

Good afternoon

Please

You are welcome

Good evening

Excuse me

I am sorry

* The title of the game was also used in video game for the Nintendo DS.

Title of the Game: Make my Body

Learning Lesson: My Body Parts (Quarter 1)



Source: www.canstockphoto.com

Objectives:

- a. Identify body parts of a human being
- b. Analyze the significance of each part and connect these parts together
- c. Explain the importance of all the body parts
- d. Appreciate each body parts

Time Allotment: 40 minutes

Materials:

- Blindfold
- Featureless body
- Cut out of body parts

Activity

Engage:

Let the children sing the song “Head, Shoulders, Knees and Toes” with action.

Explore:

Play the game: Make my Body
Attach the featureless body to the blackboard

Put on the blindfold

Choose one body part at random (have them spread out on a desk)

Hold it up and ask the kids “What’s this? The children will tell the name and function of the body part.

The student will face the blackboard and try to stick the body part to the correct place.

The other students will guide the student by shouting out "Left, right, up, down" etc.

Stick the body part onto the body.

Repeat from 3

Explain:

Prepare flashcards of the parts of the body. Slowly reveal each flashcard and have the children touch their body part (so, when you show the “head” flashcard get everyone to touch their heads) and explain the function of each body part.

Elaborate:

Play the game “Simon Says” but using the word teacher. “Teacher says touch your (knees). Do the action and make sure everyone else follows along. Do a few more “touch your eyes, touch your toes” etc. but this time, make a twist, the teacher will point the wrong body part but children should still point the correct body part. The child/ children pointing the wrong body part have to sit the rest of the game out. The last student standing is the winner.

Evaluate:

Do “Mr. Potato’s Body. To finish off this lesson, give out worksheet with missing body parts. Ask the children to complete the body parts of Mr. Potato. As your children are doing the worksheets, ask questions about the function of each body part.

Expected words from the children:

Head: hair, eyes, nose, ears, mouth, tongue

Upper Body: neck, shoulder, chest, arms, hands

Title of the Game: Pass the Basket

Learning Lesson: Keeping My Body Clean and Healthy (Quarter 1)



Source: www.123rf.com

Objectives:

- a. Enumerate the different ways to care for the body
- b. Explain why there is a need and how to care for the body
- c. Apply the ways to care for the body by showing how to use the object
- d. Demonstrate how to take care of the body

Materials:

Real object that we use in cleaning our body

Basket or hat

Music player and speaker

Time Allotment: 40 minutes

Activity**Engage:**

Teach the children the song "This is the Way Song" with action.

Explore:

Real objects that we use in cleaning our body and place them in a basket.

Pass the basket among the playmates and play music.

Stop the music. The child holding the basket picks an object.

Ask the child to identify it, and ask where and how we use it.

Continue passing the basket until all children have had a chance.

Explain:

Show a picture of a boy or a girl with a clean and dirty body. Picture A clean body and picture B dirty body. Ask the following questions:

1. Describe picture A. What can you say about picture A.
2. Describe picture B. What can you say about picture B.
3. Which is better picture A or B?
4. What will happen if your body is like picture B?
5. Why is it important that we always clean our body?

Elaborate:

The teacher will ask the children to pick one picture that will help picture B (the picture with dirty body) to be clean and healthy. Identify the picture and tell where and how we use it.

Evaluate:

Ask the children to play again the game: "Pass the Basket"

Expected words from the children:

soap

toothpaste

buds

shampoo

comb

cotton

toothbrush

towel

nail cutter

* The title of the game was also used in basketball drills.

Title of the Game: Who's Got What

Learning Lesson: Clothes I Wear and Things I Use (Quarter 1)



Source: www.clipartkid.com

Objectives:

- a. Identify the clothes and things a girl and a boy wear and use
- b. Select the correct object that the teacher will ask
- c. State the name of the object
- d. Demonstrate how to use the clothes and thing we wear and use

Materials:

- Suitcase or bag
- Objects that we wear
- Things we use in our body

Time Allotment: 40 minutes

Activity

Engage:

Teach the song: "This is the Way Song" sung to "Early in the Morning"

*we dressed

*put on our shirt

*put on our socks

*put on our coat

Explore:

Game: Who's Got What

Provide suitcase filled with different items of clothing.

Let the children take turns pulling out one piece and tell something about it. What it is, where you wear it, what type of weather or the season it is worn.

Explain:

Stand up in front of the children. Have them describe what you are wearing. Wrap yourself in a blanket and have them recall what you are wearing and tell the use of the clothing. Let each child take turn doing this as well.

Elaborate:

Play again the game: Who's Got What with a twist.

Divide the class into 2 groups.

The teacher will describe the clothing and the representative from each group should be able to get the correct clothing from the suitcase.

The first one to get the correct clothing will get a point.

Evaluate:

Make a paper doll with different choice of clothes.

Expected words from the children:

shirt	ribbon	pants	slippers
blouse	shorts	socks	underwear
skirt	jeans	shoes	cap

* The title of the game was also used by Kristie Blevins.

Learning Lesson: Members of the Family (Quarter 1)



Objectives:

- Identify the members of the family
- Distinguish the role of each member
- State the name of each family members
- Appreciate each member of the family

Chairs

Flashcards with pictures of members of the family

Music player and speaker

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Activity**Engage:**

Teach the song "The Finger Family" by Muffin Song with action.

Explore:

Game: Musical Chairs

Line up the chairs and place a flashcard on each one.

Play some music and have the students walk, skip, jump around the chairs.

When the music stops, the students should sit down on a chair and

For more excitement remove a chair while the music is playing and make the chairless student sit out until the next round.

Explain:

Show a picture of a Family Tree, one by one stick the photos of each family member and describe the role of each family member.

Under each family photo or picture write the name.

Allow the students share about their own family and ask questions regarding the lesson.

Elaborate:

Children will play again the game Musical Chair with a twist. This time, after identifying the member of the family they should be able to describe the role of the family member.

Evaluate:

Children will make their Family Finger Puppets and sing the song “The Finger Family”.

Expected words from the children:

father	sister	grandmother
mother	baby	uncle
brother	grandfather	aunt

* The title of the game is also known as Trip to Jerusalem.

Title of the Game: I Spy

Learning Lesson: Things Seen In School (Quarter 2)



Source: showmelibrarian.blogspot.com

Objectives:

- a. Identify the things used in school
- b. Select the correct object that was described by the teacher
- c. List names of things/ objects seen in school
- d. Value the things of other classmates

Time Allotment: 40 minutes

Materials:

Children's bag with their school things inside

Activity

Engage:

Let the children get their bags. Ask them to bring out their own things that the teacher will say.

Explore:

Play the game: I Spy

The teacher says "I spy with my little eye something beginning with letter ____ and color ____".

Students will try to guess the object.

Use classroom objects (ex. bag, whiteboard, pencil)

Student who will guess the correct word gets a point.

Give the children the chance to do the spying after sometime.

Explain:

The teacher will show powerpoint presentation of pictures of things we see in school. The teacher will ask the following questions:

- a. What is this object?
- b. Where do we use this object?
- c. Is it good to get the things of your classmate without permission? Why?

Elaborate:

The children will play again the game "I Spy"

Evaluate:

Let the children draw the object that the teacher will describe.

Expected words from the children:

bag	book	notebook	pencil
eraser	chair	whiteboard	table
pen	paint	paintbrush	scissors

* The title of the game was also used by Rosamond Lehmann's, 1946.

Title of the Game: Grab it

Learning Lesson: Places in School (Quarter 2)



Source: www.clipartkid.com

Objectives:

- a. Identify the places in school
- b. Select the correct flashcard that the teacher will say
- c. Describe the places in school
- d. Join the school tour with other classmates

Materials:

Flashcards with pictures of different places in school

Time Allotment: 40 minutes

Activity:

Engage:

Prepare to tour the school. While on tour, children will be looking for the different places in school.

Explore:

The teacher will show flashcards with pictures and words.

Lay the flashcards on the floor at one end of the room.

Have the children line up in teams at the other end of the room.

The teacher will describe the place in school and have the first person in each team race to grab the correct card.

Children who are done will go at the back and the next child race to grab the next flashcard the teacher will describe.

Explain:

Show the children a picture of school helper. Ask the following questions:

Who is the school worker?

What is his/her work place?

Facilitate discussion about each school helper met during the school tour. Encourage all students to contribute to the discussions.

Elaborate:

Show the map of the school.

Show the small pictures and ask the children to place them on the appropriate place on the map.

Model making a statement using appropriate language such as, Ms/Mr. _____ works in the _____.

Evaluate:

Identify school workers and describe the job the person does and the places where they work.

Expected words from the children:

classroom

canteen

library

principal's office

clinic

Title of the Game: Find Your Partner

Learning Lesson: Friends and Helpers in School (Quarter 2)



Source: schoolclipart.net

Objectives:

- a. Identify the friends and helpers in school
- b. State the specific work of the friends/helpers in school
- c. Select the correct profession/job and relevant object of the friends and helpers in school
- d. Appreciate friends and helpers in school

Materials:

Flashcards with picture of friends and helpers in school

Flashcards with picture of things/objects relevant to the profession

Time Allotment: 40 minutes

Activity

Engage:

Prepare to tour the school. While on tour, children will be looking for the friends and helpers in school.

Explore:

Play the game: Find Your Partner

Divide the students into two groups.

Assign students in the first group with individual professions. Assign students in the second group with objects used in given professions.

Students move around the classroom. Their task is to create pairs that belong together, i.e. the profession and relevant object. They therefore ask one another questions such as: "Hello, what's your job? What do you do? Are you a/an ...? Do you need/use a/an....in your job?"

Once all pairs are formed, the game is over.

Explain:

The teacher will present a powerpoint with pictures of friends and helpers in school. The teacher will ask the following questions:

- a. Who is this school helper?
- b. What is his/her job?
- c. What does he/she do in his/her job?

Encourage the children to contribute to the discussions.

At the end of the discussion ask the question: What would happen if school workers did not do their jobs everyday?

Elaborate:

The children will play again the game: Find your partner

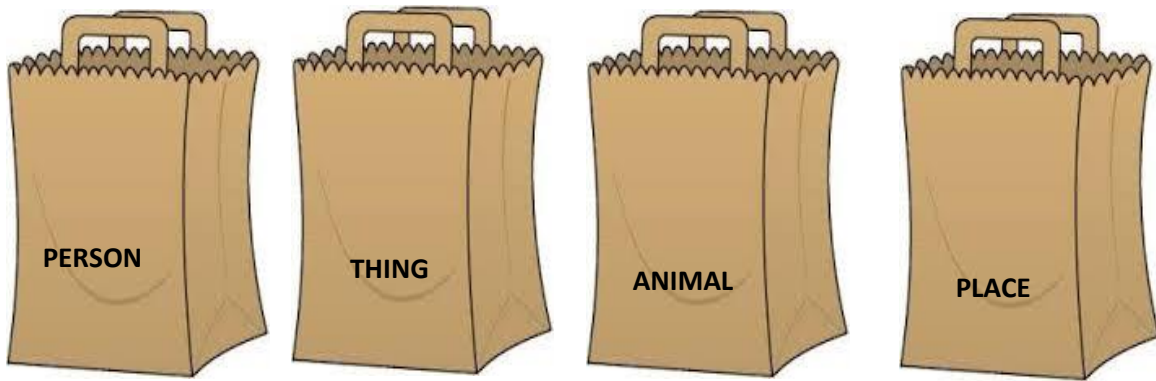
Evaluate:

Give the children worksheets wherein they will identify and describe the school helper.

Expected words from the children:

teacher	guard	housekeeper
classmate	principal	dentist
librarian	nurse	doctor

Title of the Game: Nouns Everywhere!
Learning Lesson: Nouns (Quarter 2)



Source: worldartsme.com

Objectives:

- a. Identify nouns
- b. Classify nouns that name people, places, objects, and animals
- c. Use nouns in sentences
- d. Participate in class discussion

Materials:

Variety of small toys and objects
Pictures of different places
Plain paper sacks
Markers

Time Allotment: 40 minutes

Activity

Engage:

Introduce Nouns are everywhere. People, places, things and animals.

Explore:

Play the game: Nouns Everywhere!

Label the three bags with person, place, thing and animal.

Dump the items or pictures in a pile. Show the children your different sacks.

Talk about or give examples of person, place, thing and animal.

Pick up each item and describe it. Have the child decide which bag each item should go in.

Finish sorting the items, then dump out each and “check” to be sure they are in the right place. See if the children can think of other things that would go in each bag.

Have the child decorate the bags with drawings of objects that go with the noun on the bag.

Explain:

Explain that nouns are all around us. Nouns include all the people we know, all of the places we have been to and all of the things or objects we have.

Ask the children to give examples of Nouns.

Explain how important Nouns are.

Ask children what they got for their birthday without mentioning nouns.

Ask children where they went on vacation without mentioning nouns.

Ask children to tell about who they saw in a movie without mentioning nouns.

It is impossible, so Nouns are important.

Elaborate:

Make a chart with four columns on the board, labeled, people, things, animals and places. Choose 1 noun flashcard one at a time and ask the children which category it belongs to.

Evaluate:

Show a picture of a noun and let the children use it in a sentence.

Expected words from the children:

Person: girl, boy, teacher, doctor, classmate, friend

Place: school, hospital, park, playground, parking

Thing: hat, banana, flower, toys, shoes

Animal: dog, cat, monkey, bird, fish, snake

Title of the Game: Pot of Gold

Learning Lesson: Preposition (Quarter 2)



Source: recipeshubs.com

Objectives:

- a. Identify the use of each preposition
- b. Define prepositions
- c. Demonstrate correct usage of prepositions
- d. Give the importance of prepositions

Materials:

Black marker

Black poster board

Gold or yellow construction paper cut into 4-inch squares; one per child

To make:

- 1. Cut out a large black pot, like a cauldron, from the poster board.
- 2. Use the masking tape and attach the pot to the wall at child's eye level.
- 3. Cover the pot with clear contact paper or laminate.

4. Use the black marker to draw 3-inch circles on the construction paper squares, then write the child's name on the inside of the circle.

Time Allotment: 40 minute

Activity

Engage:

Watch the video and sing the song "In-On-Under" by Busy Beavers

Explore:

Play the game: Pot of Gold

Invite the child to cut out gold coins from the construction paper.

Show the students the pot on the wall. Ask them if they know where the bottom of the pot is located. Instruct them to fill the pot with gold coins one by one.

Place a piece of masking tape on the back of the coin. Blindfold the child and twirl him/her three times while counting. Have the child try to stick his coin on the pot depending on the instruction of the teacher (or you can also ask another child to give the instruction) (For a younger child, you might play this game without the blindfold. Simply ask him to place the coin at the top, under, beside, over the pot.)

Count with the child the number of coins that ended up on the pot, above the pot, under the pot, and next to the pot.

Explain:

The teacher will ask the children the following questions:

“Am I” - on the chair?

- under the chair?

- beside the chair?

- above the chair?

Repeat this question after you reposition yourself around the chair to get different answers. Wiggle yourself under the chair to really excite the children.

The teacher and children will discuss the meaning and importance of prepositional words. They are important because they help us understand where something is.

Elaborate:

Game: Simon Says

The teacher will give prepositional instructions for the children to follow.

Example: Teacher says put your pencil under the chair.

Teacher says stand behind the table.

Evaluate:

The teacher will say aloud the prepositional commands and draw them on their paper.

Expected words from the children:

In, on, under, over, behind, beside, between

* The title of the game was also used as a title of the song by J. Richardson, 2005.

Title of the Game: Act it Out!

Learning Lesson: Verbs (Quarter 2)



Source: barefootchorister.blogspot.com

Objectives:

- a. Define and identify verbs
- b. Name examples of verb
- c. Demonstrate correct usage of each verb
- d. Actively participate in the game

Materials:

Flashcard with pictures that shows action

Story book: To Root to Toot to Parachute: What Is a Verb? by BrianP.

Time Allotment: 40 minutes

Activity

Engage:

The teacher will read a book about verbs to the children. The book, To Root to Toot to Parachute: What Is a Verb? by Brian P.

Explore:

Play the game: Act it Out!

Divide and line up the class in two teams.

The first student from each team comes to the front.

The teacher whispers a word or shows a flashcard to the two students and they act it out.

The first team to call out the correct word gets a point.

Explain:

The teacher will show powerpoint presentation with pictures and words of verb. Ask the children to act the verb. Explain the meaning of verb.

Elaborate:

Children will play again the game: Act it Out!

Evaluate:

Children will give verbs in particular place or scenario.

Example: things we do on school, beach, church etc.

Expected words from the children:

run, walk, jump, sit, dance, write, talk, sleep, crawl, stand

APPENDIX B

LETTER TO THE PRINCIPAL

Mrs. Lileth Cuaresma
Principal
Aguinaldo International School
San Marcelino, Ermita Manila

Dear Mrs. Cuaresma,

This is to request your permission to allow me implement and evaluate my proposed teaching materials in teaching 5-year old EFL children in your school.

I am on my thesis writing entitled “Play-Based Games for Oral English Language Learning of 5-Year Old EFL Children”

Thank you very much for the usual accommodation and support you have been extending me to be able to finish my Masteral Degree in Early Childhood.

More power to your school and God bless you!

Very truly yours,

Darlene Darem B. Altea

APPENDIX C

INFORMATION DATA OF EVALUATORS

NAME	SCHOOL	POSITION	Years of Experience
Estella Albiola	Aguinaldo International School	Guidance Counselor	5
Arleen Bactin	Francisco E. Barzaga Memorial School	Teacher II	18
Lileth Cuaresma	Aguinaldo International School	Principal	16
Jaimee Griffin	Philippine Normal University	Faculty	16
Marie Chiela Malcampo, MA.ED.,RGC	Philippine Normal University	Counselor / Guidance Faculty	7

APPENDIX D
LETTER TO EXPERTS FOR EVALUATION OF TEACHING MATERIALS

Faculty
Philippine Normal University
Ayala Blvd., Ermita, Manila

Dear _____,
Good day!

I am Darlene Darem B. Altea, MA – ECE candidate at Philippine Normal University currently writing my thesis entitled “Play-based Games for Oral English Language of 5-Year Old EFL Children”.

I am on the validation stage of the materials prepared, which requires experts to comment and give feedback for improvement.

May I therefore request you to validate the materials. Your expertise has been recognized and recommended by my advisers.

Your kind and favorable response of this request will greatly help me in the completion of my project.

Thank you very much.

Very truly yours,
Darlene Darem B. Altea

Noted by:
Dr. Merry Ruth Gutierrez
Adviser

Dr. Aurora B. Fulgencio
Adviser

APPENDIX E
LETTER TO EXPERTS FOR EVALUATION OF INSTRUMENT

Faculty
Philippine Normal University
Ayala Blvd., Ermita, Manila

Dear _____,
Good day!

I am Darlene Darem B. Altea, MA – ECE candidate at Philippine Normal University currently writing my thesis entitled “Play-based Games for Oral English Language Learning of 5-Year Old EFL Children”.

I am on the validation stage of the materials prepared, which requires experts to comment and give feedback for improvement. However, the validation instrument needs to be critiqued prior to its use.

May I therefore request you to validate the instrument. Your expertise has been recognized and recommended by my advisers.

Your kind and favorable response of this request will greatly help me in the completion of my project.

Thank you very much.

Very truly yours,

Darlene Darem B. Altea

Noted by:

Dr. Merry Ruth Gutierrez
Adviser

Dr. Aurora B. Fulgencio
Adviser

APPENDIX F
LETTER TO EXPERTS FOR CLASS OBSERVATION

Teacher

Aguinaldo International School

San Marcelino, Ermita Manila

Dear _____,

Good day!

I am Darlene Darem B. Altea, MA – ECE candidate at Philippine Normal University currently writing my thesis entitled “Play-based Games for Oral English Language Learning of 5-Year Old EFL Children”.

I am on the validation stage of the materials prepared, which requires experts to comment and give feedback for improvement.

May I therefore request you to observe the class for the try-out of the materials prepared. Your expertise has been recognized and recommended by my advisers.

Your kind and favorable response of this request will greatly help me in the completion of my project.

Thank you very much.

Very truly yours,

Darlene Darem B. Altea

APPENDIX G

EVALUATION FORM

Expert Validation Form of Play-based Games Teaching Materials

Name: _____

Years of Experience: _____

Present Position: _____

Institution connected with: _____

Overview:

This instrument is adapted from Maron, 2000 to validate the teaching materials focused on the oral English language learning of 5-year old EFL children. Your expertise in analyzing the objectives, learning content, activities and language of this teaching material will be beneficial for the evaluation of the instrument.

Direction:

Please rate this material to determine whether each item is appropriate in validating the play-based games. Use the scale 1 – 4 where 4 – Very Good, 3 – Good, 2 – Poor, 1 – Very Poor. Please feel free to write your comments and suggestions.

OBJECTIVES	4	3	2	1	TEACHER'S REMARKS
1. The objectives in each lesson are specific, measureable, achievable, relevant and time bound					
2. The objectives are well planned, formulated and organized					
3. The objectives are defined in specific terms, observable and attainable					
LEARNING CONTENT					
1. The learning content is properly sequenced					
2. The learning content is congruent with the objectives, exercises and self – check					
3. It contains concepts and information appropriate to the level of interests, knowledge and skills of the pupils					
4. The content contributes to the acquisition of the concepts, understanding and skills in learning English					
5. The content of the proposed teacher support material is simple and easy to understand					
ACTIVITIES					
1. The games in the lesson can motivate pupils to work independently					
2. The games in the teaching materials can help develop knowledge and skills in learning oral English language					
3. The materials provide classroom activities for reinforcement and mastery of concepts and skills					
4. Learning experience connect to other disciplines					
5. The activities are congruent with the objectives of the lesson					
6. The activities heighten the interest of the learners that enable the child increase his/her use of English language					
LANGUAGE					
1. The instructions are easy to follow					
2. The language is simple to understand in terms of vocabulary					
3. There are enough familiar vocabulary to ensure ease of learning					
4. The language used is clear, concise and motivating					
MATERIALS					
1. The materials are suitable for 5-year old children					
2. Materials needed for the games are accessible					
3. The materials are safe to use					
4. The teaching materials are free of error					
5. The title of the game is appropriate					
6. Procedures for transitions is established and smooth					

Comments: _____

APPENDIX H

EVALUATION FORM

Expert Validation Form of Play-based Games Teaching Material (Class Observation)

Name: _____ Years of Experience: _____

Present Position: _____ Institution connected with: _____

Overview:

This instrument is adapted from Maron, 2000 to validate the teaching materials focused on the oral English language learning of 5-year old EFL children. Your expertise in analyzing the activities, language & language opportunities of this teaching material will be beneficial for the evaluation of the instrument.

Direction: Please rate this instrument to determine whether each item is appropriate in observing the teaching-learning process, the pupils' behavior/ responses. Use the scale 1 – 4 where 4 – Very Good, 3 – Good, 2 – Poor, 1 – Very Poor. Please feel free to write your comments and suggestions.

ACTIVITIES	4	3	2	1	TEACHER'S REMARKS
1. The games in the lesson can motivate pupils to work independently					
2. The games in the teaching materials can help develop knowledge and skills in learning oral English language					
3. The materials provide classroom activities for reinforcement and mastery of concepts and skills					
4. The materials are suitable for 5 year old children					
5. The activities are congruent with the objectives of the lesson					
6. The activities heighten the interest of the learners that enable the child increase his/her use of English language					
LANGUAGE					
1. The instructions are easy to follow					
2. The language is simple to understand in terms of vocabulary					
3. There are enough familiar vocabulary to ensure ease of learning					
4. The language used is clear, concise and motivating					
LANGUAGE OPPORTUNITIES					
1. Children practiced speaking to improve their expression & fluency in English language.					
2. Children had opportunities to display confidence in speaking English.					
3. Teacher helped the children to develop more focus, independence & interest in learning oral English language					
4. Children had opportunities to communicate in English language					
TIME MANAGEMENT					
1. The activity is well sequenced with smooth transitions					
2. The activity targeted the objectives of the lesson within the given time					

Comments:

APPENDIX I STUDENT'S APPLICATION FORM



AGUINALDO
INTERNATIONAL SCHOOL

SAMPLE ONLY

APPLICATION FORM FOR SCHOOL YEAR 2016/17

1. Please checkmark the grade that your child will enter AIS:

Early Learning	Lower grades	Middle Grades	Junior High	Senior High
☐ Nursery	☐ 1	☐ 4	☐ 7	☐ 10
☐ Kinder	☐ 2	☐ 5	☐ 8	☐ 11
☐ Prep	☐ 3	☐ 6	☐ 9	☐ 12

2x2
PHOTO

2. Family information:

Student's Name:					
Last Name		First Name		Middle Name(s)	
Address during the school year:					
Male ☐	Birth date: _____		Nationality: _____		
Female ☐	Birth place: _____		Religion: _____		
Sibling 1 ☐ Age _____ ☐ Male ☐ Female	Sibling 2 ☐ Age _____ ☐ Male ☐ Female	Sibling 3 ☐ Age _____ ☐ Male ☐ Female	Sibling 4 ☐ Age _____ ☐ Male ☐ Female	Sibling 5 ☐ Age _____ ☐ Male ☐ Female	Sibling 6 ☐ Age _____ ☐ Male ☐ Female
☐ The student lives with parent(s) ☐ The student lives with a legal guardian. _____ (specify relationship)					
The parents: ☐ Live together ☐ Are separated ☐ Are annulled ☐ Father deceased ☐ Mother deceased					
Father's last name		Father's first, middle name		Father's e-mail	
Mother's last name		Mother's first, middle name		Mother's e-mail	
Father's Home No.		Father's Cell No.		Father's Work No.	
Mother's Home No.		Mother's Cell No.		Mother's Work No.	

3. Please indicate your child's most recent school attended (if applicable)

Name of School : _____ Grade level: _____

Address of School : _____

4. Please indicate how you found out about AIS

☐ AIS Website ☐ AIS Facebook ☐ AIS Wikipedia ☐ AIS flyer ☐ Referral

If you were referred to AIS then please give the referrer's name: _____

5. I allow AIS to use photos of my child in print or online for school promotions: ☐ YES ☐ NO

6. Please read the 'student pickup policies' and indicate your authorized pickup persons.

Student pickup policies: (for ELC and students in grades 1-6 only)

The following precautions on student pick-up are intended to insure the safety of your child. We very much appreciate your understanding and cooperation.

- AIS will NOT release your child unless they are picked up by someone that you have listed below. Please notify the people in your list that a valid I.D. with picture is required for pick up.
- If you want your child to be picked up by someone that is not on your list then we require a written note before the end of the school day. We cannot accept phone call pickup changes.
- If a spouse or child of a person listed below comes in to pick up your child, we WILL NOT release the child to that person. Your child will only be released to the person named on your list.

Please list your authorized pickup persons here:

I authorize the persons listed below to pick up my child from *Aguinaldo International School*.

Name: _____ Phone: _____ Relationship: _____

Name: _____ Phone: _____ Relationship: _____

Name: _____ Phone: _____ Relationship: _____

7. Please share any difficulties your child might have:

Allergies ☐ Yes ☐ No
Medical conditions ☐ Yes ☐ No

Learning difficulties ☐ Yes ☐ No
Physical disabilities ☐ Yes ☐ No

Emotional difficulties ☐ Yes ☐ No
Behavioral challenges ☐ Yes ☐ No

8. Please indicate if your child has been evaluated by one of the following health professionals:

Developmental pediatrician ☐ Yes ☐ No

Occupational therapist ☐ Yes ☐ No
Speech pathologist ☐ Yes ☐ No

Psychologist ☐ Yes ☐ No
Psychiatrist ☐ Yes ☐ No

* Please note that if, during the school year, your child exhibits certain behaviors or academic difficulties that, in the judgment of the school require special interventions then you would be invited to the school to meet with your child's learning support team. A SPED fee would be implemented in the event that special education services are required after a qualified professional has conducted a thorough assessment.

9. Complete ONLY IF your child is under the care of a guardian:

Guardian's last name First Name Middle names

Guardian's spouse's last name First Name Middle names

Guardian's landline (Manila/home country) Cell phone (Manila/home country) Email address

This is to inform *Aguinaldo International School* that we the undersigned, as parent(s) of _____, presently enrolled in Grade: _____, School Year: _____, have assigned guardianship rights to the guardians listed on this document, and we agree that in the first instance, *Aguinaldo International School* should address any communications or concerns with respect to our child to this (these) abovementioned person(s). We further understand that if we change our child's guardianship, at any point during the school year, then we must complete a new AIS Guardianship Form immediately.

Mother's signature over printed name

Father's signature over printed name

Date

10. Parent/Guardian agreement:

I the undersigned, as a parent/guardian of _____, verify to *Aguinaldo International School* that all the information provided on this application form is correct, and that I understand and agree to comply with the following AIS policies related to learning supports (ESL, SPED, remedial classes, etc.): 1) AIS is committed to helping every child reach his or her full academic and social potential, 2) AIS does not make diagnoses and, therefore, will refer a student to a developmental pediatrician upon the advice of the school's learning support team, 3) AIS recognizes assessment reports from Medical Center Manila (to ensure reliability), 4) if a child is referred by the school to a developmental pediatrician then the parents must comply without delay, 5) if a child is referred by the school to the ESL and/or remedial programs then the parents must comply without delay (and pay associated fees), 6) students referred to a developmental pediatrician will need to join the school's Observation & Evaluation Program (and pay associated fees) while waiting for the results of the developmental pediatrician's assessment, 7) if a child is diagnosed with a special need by a developmental pediatrician at Medical Center Manila then he or she must be enrolled in AIS' Special Education Program without delay (and pay associated fees) to ensure that he/she receives the needed educational supports and services, and 8) Parents/guardians that do not comply with the aforementioned policies may be required to withdraw their child from the school at the end of the current quarter.

Parent/Guardian Signature over printed name

Date

APPENDIX J
LETTER OF CONSENT



AGUINALDO
INTERNATIONAL SCHOOL

RESEARCH CONSENT LETTER

Dear Parents/Guardians:

Good day!

I am Darlene Darem B. Altea, MA – ECE candidate at Philippine Normal University currently writing my thesis entitled “Play-based Games for Oral English Language Learning of 5-Year Old EFL Children”.

I am requesting your child’s participation, which will involve in class discussions through participating in different activities and games that the teacher will supervise during their lesson time. Your participation, as well as that of your child, in this study is voluntary. If you or your child choose not to participate or to withdraw from the study at any time, there will be no penalty as it will not affect your child's grade, treatment, or care, whichever applies. The results of the research study may be published, but your child's name will not be used. This research has been approved by the Principal and Superintendent of the school.

If you have any questions concerning this research study or your child's participation in the study, please call me at 5212710 loc. 5524 or email me at darlene.altea@ais.edu.ph

Sincerely,

Darlene Darem B. Altea
Preschool teacher

I give consent for my child _____ to participate in the above study.

Parent's Name (print): _____

Parent's Signature _____

Date _____

APPENDIX K

TEACHER'S OBSERVATION FORM



AGUINALDO
INTERNATIONAL SCHOOL

TEACHER FORM 5 - FEEDBACK TO TEACHER: CLASSROOM INSTRUCTION

COMPLETED BY THE PRINCIPAL AND SUPERINTENDENT ONCE PER SEMESTER

Teacher Name _____ Subject _____ Observation date _____

Physical classroom environment	Achievement level				
Classroom: colorful & attractive to students	QB	QD	QP	QA	QNA
Furniture: desks arranged to suit activities and/or maximize space	QB	QD	QP	QA	QNA
Supplies: all students have books/pens/items ready in front of them	QB	QD	QP	QA	QNA
Sightlines: all students can see the board/video screen/demonstrations	QB	QD	QP	QA	QNA
Space: counters, desks and floors are free of clutter, backpacks in cubby holes	QB	QD	QP	QA	QNA
Expectations: class rules clearly listed/posted/obeyed (must include English speaking)	QB	QD	QP	QA	QNA
Bulletin board: attractive, organized, relevant (frequent changes not required), no items taped to walls	QB	QD	QP	QA	QNA

Class management & organization	Achievement level				
Start of lesson: class starts on time with effective hooks/entry points/videos to capture attention	QB	QD	QP	QA	QNA
Objectives: learning aims/instructions/relevancy are clear to the students, unit topics listed on notice board	QB	QD	QP	QA	QNA
Opening activity: prior knowledge activated with a short review or activity; new knowledge introduced	QB	QD	QP	QA	QNA
Materials: plenty of premade slides/learning aids/worksheets/websites (clear/attractive/effective)	QB	QD	QP	QA	QNA
Guidance: teacher mentors students to listen/collaborate/reflect/resolve conflicts/learn from mistakes	QB	QD	QP	QA	QNA
Time management: little down time, activities well-sequenced, smooth transitions, efficiency	QB	QD	QP	QA	QNA
End of lesson: main ideas summarized, student reflection, effective use of homework journal (if applicable)	QB	QD	QP	QA	QNA

Social climate in the classroom	Achievement level				
Attitude: teacher has friendly/upbeat/positive/respectful style with the children	QB	QD	QP	QA	QNA
Enthusiasm: teacher exudes passion/excitement; demonstrates a genuine love for the subject	QB	QD	QP	QA	QNA
Presentation: teacher has good eye contact/movement/gestures/volume/speed/clarity/syntax	QB	QD	QP	QA	QNA
Engagement: teacher motivates students to be lively, spirited, interested, engaged, challenged and on-task	QB	QD	QP	QA	QNA
Questions: teacher asks high & low-level questions with 'wait time', echoes & adjusts replies, engages all kids	QB	QD	QP	QA	QNA
Expertise: teacher shares unique insights/anecdotes; demonstrates 'depth-of-knowledge' for the subject	QB	QD	QP	QA	QNA
Empowerment: students feel safe to question/make decisions/explore/interact/experiment/create/take risks	QB	QD	QP	QA	QNA

Student-centered activities	Achievement level				
Differentiation: differentiates content/process/product to challenge/interest ALL students	QB	QD	QP	QA	QNA
Enquiry: uses relevant/real-life activities & interactive ICT resources/manipulative materials	QB	QD	QP	QA	QNA
Activity: students spend most of class time choosing/doing/enquiring/exploring/investigating	QB	QD	QP	QA	QNA
Essential questions: effectively trigger curiosity/creativity/critical thinking/deep understandings	QB	QD	QP	QA	QNA
Multiple intelligences: targets logical/verbal/visual musical/bodily/naturalistic inter/intra-personal	QB	QD	QP	QA	QNA
Grouping: selects groups creatively/strategically, considers size, interests, abilities, MI's, dynamics, etc.	QB	QD	QP	QA	QNA
Knowing the students: activities/assessments tailored to match the students' likes/interests/talents	QB	QD	QP	QA	QNA

Scaffolding	Achievement level				
Guiding: teacher seldom lectures or sits; always checking/assisting/promoting/probing/engaging students	QB	QD	QP	QA	QNA
Monitoring: teacher always on the move to gauge student interest/participation/understanding/note-taking/etc.	QB	QD	QP	QA	QNA
Inspiring: teacher's enthusiasm is contagious; students inspired to elaborate and explore topics further	QB	QD	QP	QA	QNA
Challenging: teacher pushes students to enquire, think deeper, take risks, be creative, make connections	QB	QD	QP	QA	QNA
Praising: acknowledges effort/progress/success; focuses on process more than product, never criticizes	QB	QD	QP	QA	QNA
Revealing: teacher helps learners to see connections and understand the relevance of tasks	QB	QD	QP	QA	QNA
Motivating: teacher bolsters confidence with positive comments: e.g. "Doing great!" or "I'm proud of you!"	QB	QD	QP	QA	QNA

B = Beginning D = Developing P = Proficient A = Advanced NA = not applicable

MAX score / 140

Signature: _____
Administrator

Signature: _____
Teacher

Date: ____ / ____ / ____
Y M D

CURRICULUM VITAE

DARLENE DAREM B. ALTEA
962 C Vito Cruz, Malate, Manila
Tel. No. 5258397 / 09176237792
darlene.darem@gmail.com

Work Experience

2013 – Present
ELC Coordinator / Prep Teacher
Aguinaldo International School
San Marcelino St. Ermita, Manila

May 2012 – May 2013
Grade 1 Teacher / Prep Teacher
Christian Academy of Makati
1 Pasteur St., San Isidro, Makati City

May 2009 – April 2012
Prep Teacher
Philadelphia High School
Talayan St., Talayan Village, Quezon City

Education

June 2010 – Present

Master of Arts in Early Childhood Education

Philippine Normal University

Ayala Blvd., Ermita, Manila

S.Y. 2005 – S.Y. 2009

Bachelor of Elementary Education

Philippine Normal University

Ayala Blvd., Ermita, Manila

S.Y. 2001 – S.Y. 2005

Secondary Education

Christian Academy of Manila

Nagtahan St., San Miguel, Manila

S.Y. 1996 – S.Y. 2001

Elementary Education

Philippine Christian University

Taft Ave., cor. Pedro Gil St. Manila