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A SUGGESTED PLAY-BASED MODEL TO TEACH ENGLISH TO THE PRESCHOOLERS FOR SUSTAINABLE EDUCATION

It has been the fundamental question of how to teach English to preschoolers effectively for preschool teachers to answer for a long time. Therefore, they are always in search of finding out new approaches and techniques to teach English to preschoolers productively for sustainable education. Educational plays have always been the topics to be discovered with multi-dimensions inasmuch as it houses such a lot of crucial issues for language teaching / learning as motivation, source of interest, unexpected result and high concentration with unconscious learning besides the other disciplines. Regarding all of these advantages, a preschool teacher cannot ignore implementing it and tries to benefit from the treasure of play in accommodating English teaching, especially while teaching very young learners. This study focuses on plays in teaching English to preschoolers as a teaching technique and invites the reader to a kind of cruise to discover what play is, how we can utilize plays in a language classroom, what criteria we have to apply to choose plays / games and which plays / games are suitable for which subjects. 10 teachers attending to master program of preschool teacher education participated in the qualitative study. They were given an instrument including open-ended questions about teaching English to preschoolers via plays. 72 plays were handled, analyzed and classified according to the subjects by the researcher together with the participants. The plays suggested for play-based models were classified by the field experts as 5 sub dimensions, and the reliability of the dimensions of the play categories was found to be satisfactory as % 89. Lastly, some examples of play categories are classified in teaching some subjects taken place in preschool settings.

Key words: *Play, teaching English, young learners, sample model, TEYL, sustainability.*

Introduction and the current state of the research problem. It is clear that children's play is a very complex activity developing creative thinking, problem-solving, cognitive and social skills for sustainability since the child communicates and interacts with its peers while playing. In addition to this, play is also young children's most familiar and comfortable tool for engaging the world in which they make a dialogue with their surroundings by pretending or exploring, talking or being quiet, alone or with others. Elkind (2007) also states that play is a learning mode and adds that children in the preschool period of life best learn from experience they have created themselves. In line with this, Garvey (1990) says that play is associated with creativity, problem-solving, language learning, development of social skills and numerous other cognitive and social phenomena. Bredekamp (1996) also supports the theory that a child learns through play. Furthermore, Badurina (2011) also points out that the educators cultivate children's interests and encourage them to develop new ones, as well as to engage in creative play and learning.

Many researchers accept the criteria developed by Rubin, Fein and Vandenberg (1983) enough to describe the characteristics of a play. According to these criteria play occurs as a result of intrinsic motivation for sustainability, it is funny and they give pleasure, is not bound up with reality, chosen by the players freely, a process of interaction, players participate in games actively, and children administer themselves in the play. Furthermore,

Erşan (2006) also states that children control the activities, the participants, the rules themselves and play is the only activity they can control. Regarding all of these criteria, play can be described as the fundamental aspect of childhood blossoming because of intrinsic motivation, chosen freely for pleasure and fun, and also an active process administered by the children themselves. As for plays and their importance for native language acquisition and foreign language learning, it can be easily asserted that they provide social interaction, imitation, repetition, and feedback for the learner with the innate if the features of plays are remembered. Furthermore, Baykoç Dönmez at all. (2000) say that children create a new world through plays and determine their own rules and targets. They create certain roles and act them out without any feeling of success or failure to gain valuable experiences. They learn the roles they will perform in adulthood and so, their development is supported. Plays develop such important issues as responsibility, empathy, confidence and relationship with others. Shortly, plays constitute such a positive environment and atmosphere that both first and second language can blossom easily. The importance of plays for language development can be summarized by Baykoç Dönmez at all. (2000) as follows: 1 – Children gain such new skills as observation, searching, exploration, prediction and imitation and use these skills in games as well. 2 – Play helps the child learn both abstract and concrete concepts. Such cognitive processes as recognition, definition, classification, ordering,

problem solving and the concepts like weight, depth, color, shape, quantity etc can be perceived easily and amusingly through games. 3 – Play is a platform for social interaction as children imitate the world of the adults in games. They ask, answer, share and communicate in games. So, play is a phonetic, morphologic, semantic and pragmatic context for language development (112). On the other hand, there is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through plays. There are many advantages of using plays in the classroom: Plays are a welcome break from the usual routine of the language class; motivating and challenging; they help students to make and sustain the effort of learning; provide language practice in the various skills- speaking, writing, listening and reading; encourage students to interact and communicate and they create a meaningful context for language use. It has been stated by Sığırmaç & Özbek (2009) that foreign language raises the curiosity in children, parents are willing their children's learning English in the early childhood, they are surprised when the children sing songs and tell the names of the objects they see in English and they are happy and they wonder how they have learned. As the concept "teaching English to young learners" suggests, *age* plays a crucial role in what and how it is taught, since a young learner class is different from an adult and/or a teenager class in terms of the learners' language learning needs, the language competences emphasized, and the cognitive skills addressed. As English has become the dominant/ international/ common language in the world, it has also become one of the components of tertiary, secondary, primary and even pre-school education in the EFL teaching contexts. Thus, the concept of young learners has started to cover a larger age range than it did 2 or 3 decades ago. Moreover, it also brings a demand for competent English language teachers to teach preschool language learners. Ironically, today in Turkey some non-native English language teachers of young learners teaching in the primary education or in some cases pre-school education have never been a young foreign language learner themselves or never experienced being a student in a young learner English class.

Damar, Gürsoy and Korkmaz (2013) investigated the teacher trainers' views about the starting age for L2 learning, and the appropriate methodology for TEYL.

From sustainability aspect, Kwee (2021) discussed the significant factors influencing English teachers' motivation in incorporating SDGs into their teaching. By looking into their efficacy during the implementation, the researcher identified the personal and contextual variables for a successful implementation of SDGs in English teaching, which can be predictors of the future directions of ESD in language learning.

Değirmenci Uysal Yavuz (2015) emphasized that children need hands-on activities to engage in their own learning. Concrete materials help them understand and process the meaning. Teachers provide a range of activities to

get young learners' attention and arouse constant interest. Physical activities such as walking, running, jumping, dancing and climbing contribute positively to learning when coordinated with language. It is also possible to make use of fine-motor activities such as drawing, colouring, painting, cutting, and pasting in classroom activities.

Rationale. Play is indeed important in teaching English to preschoolers for sustainable education. Incorporating play into the learning process can greatly enhance the language development and overall educational experience of young children. Here are some reasons why play is valuable in teaching English to preschoolers:

Play naturally encourages active engagement and participation from children. It captures their attention and makes learning English enjoyable and fun. When children are actively engaged, they are more likely to absorb and retain the language they are exposed to.

Play also provides ample opportunities for children to practice and apply the English language in a meaningful context. Through interactive games, pretend play, songs, and storytelling, children can naturally acquire new vocabulary, sentence structures, and communication skills.

Play often involves collaboration, communication, and social interaction among children. This promotes the development of important social skills, such as taking turns, sharing, listening, and expressing oneself effectively. These skills are essential for effective language learning and long-term success.

Play stimulates creativity and imagination, allowing children to explore different roles, scenarios, and ideas. This creativity enhances their language skills by encouraging them to express themselves in various ways, including through storytelling, role-playing, and creating their own narratives.

Play naturally motivates children and makes learning enjoyable. When children associate English learning with positive experiences and fun activities, they develop a positive attitude towards language acquisition and are more likely to continue their language learning journey.

To effectively integrate play into teaching English for preschoolers, educators can use a variety of interactive materials, games, songs, stories, and hands-on activities. Creating a playful and stimulating learning environment can greatly contribute to sustainable education by fostering a lifelong love for language learning and supporting the overall development of young learners.

Aim and tasks. This study aims to focus on plays in teaching English to preschoolers as a teaching technique and invites the reader to a kind of cruise to discover what play is, how we can utilize plays in a language classroom, what criteria we have to apply to choose plays / games and which plays / games are suitable for which subjects. It is thought that the research will benefit teachers, school administrators, program development experts, and researchers.

Method. Qualitative study method was conducted to handle and examine the data in this study. Burns and Grove (1993) stated that qualitative approaches to research are

based on a world view which is holistic and that there is no single reality, which is based upon perceptions that are different for each person. Glesne (2006) also suggests that open-ended questions focusing on teachers' perceptions of the past or present "tend to be richer ground" for descriptions (p. 82). Since the study was qualitative in nature, a concise open-ended survey questionnaire was developed by the researcher. Thematic analysis method the goal of which is to identify, describe, analyze, and report themes within the data (Braun and Clarke, 2006) was chosen to analyze teachers' responses regarding their perceptions of teachers' engagement in research.

Study Group. 10 teachers (8 preschool, 1 computer and 1 language teachers) attending to master program of preschool teacher education under the auspice of Institute of Educational Sciences of Necmettin Erbakan University participated in the study. The participants are teaching in one of the preschool institutions actively in any part of Turkey. 3 of the participants are male and 7 of them are female. Their average teaching experience is about 5 years. Their age mean is 29.

Instrument. Being inspired from the model of Gustafson (1996) a needs assessment form was constructed. Gustafson's model comprises 4 elements as follow; determining whether teaching / learning English necessary in early years; analyzing what is to be taught/learned; determining how it is to be taught/learned; conducting tryout and revision; and assessing whether learners do learn.

The participants were given the document each including 5 open-ended questions below:

1. *Is teaching English necessary in preschool years?*
2. *If so, why is it necessary for preschoolers?*
3. *What is to be taught / learned in preschool period?*
4. *How is to be taught / learned?*
5. *How do we test the outcomes of the teaching / learning process of preschoolers?*

Play – Based Model. In this part, the play-based model to teach English to the preschool children is proposed by the help of the participants and literature support in the field under the subtitles of "*Determination of Learners' Needs*", "*Formulation of Objectives*", "*Selection of the Content*", "*Implementation of the play-based model*", "*Evaluation of the Results*", and "*Feedback*".

Determination of Learners' Needs. A first step is the determination of learners' needs. A needs assessment is a systematic exploration of the way things are and the way they should be. Kaufman (1994) described needs assessment as a process of identifying the problem and then selecting an appropriate intervention. Needs assessment is done in order to identify the needs relevant to a particular job or task, e.g. problems affecting performance, identify critical needs, e.g. significant financial, safety, etc. impact, set priorities for selecting an intervention, and provide baseline data to assess effectiveness of instruction. Ersöz (2007) also suggested that listening & speaking skills with vocabulary items (concrete & familiar objects) comprising chunks through songs, classroom language be taught at this age but, neither grammar teaching / metalinguage

nor reading & writing skills be taught excluding recognition of letters or short words). While determining children's needs teachers should know about children's educational background, motivation societal and educational needs (Kabadayı, 2005c). In line with this, 100 percent of the participants were of the opinion that teaching / learning English is absolutely necessary in preschool period as follows:

Participant A states "*There is a critical period of learning anything in the best way and I think the best years of learning foreign language is the preschool years for sustainability*".

Furthermore, participant C explains "*In preschool period, any preschoolers learns best any academic activity through play as it is the sustainable tool for the children and I believe that they learn English best if it is integrated with play*". In the play-based model, the aim is to facilitate and foster children's language skills such as speaking and listening in the early years of life, specifically the preschool years.

Formulation of Objectives. The major goal of play-based model is to demonstrate planning, developing, evaluating, and managing the instructional process. At the end of this process, it can be seen the student learning performance in instructional activities based upon defined goals and objectives.

All of the participants generated logical reasons why teaching / learning is necessary in this period.

Participant D explained "*At the brink of entrance of European Union, everybody speaks one of the foreign languages to communicate effectively and the most suitable period to attain this goal is the preschool years for sustainability*".

Additionally, participant E supported "*Preschool years are the critical period to learn anything best and teaching foreign language is one of them and I think that this can be realized via plays best*". It can be deduced that in the play-based model, preschoolers are required to learn listening and speaking language skills via plays. To attain this goal, all of the developmental domains should involve the English teaching / learning process in preschool periods. In line with this, the objectives should be taxonomized according to play-based model comprising *verbal / linguistic* domain parts (processing information through words), *musical/ rhythmic* domain parts (learning best through sound, rhythm, and music), *visual / spatial* (processing information best using pictures, visuals, and imagery), *bodily / kinesthetic* domain parts (processing information via play, through their bodies-through muscle, sensation, and movement), *interpersonal* domain parts (processing information through relatedness to others), *intrapersonal* domain parts (having a strong sense of themselves, their wants, and needs) *naturalistic* domain parts (processing information via outdoor plays, through ecosystem of nature including natural objects, plants, and animals) (Gomez et al., 2005; Haritos, 2004; Suh and Price, 1993; Brown, 1987). By the end of the process, learners should have awareness

of verbal, musical, spatial, interpersonal, intrapersonal, natural and kinesthetic domains.

Selection of the Content. Selection of the content requires an ability to evaluate the materials that cover various domains and to determine those that meet learners' needs. Teachers choose suitable materials for the levels of the learners. Kabadayı, (2005b) advised the teachers to choose the plays and play materials involving various developmental domains of preschoolers with positive values expressing joy, compassion, humor, resourcefulness for sustainability. As teachers, if we believe that

child development, teaching and learning share a reciprocal relationship, then a clear understanding of the general characteristics of child development and our role through social interaction can assist us in selecting materials that reflect a child's current developmental needs. Some suggestions can be made for teachers to choose materials for the learners at an early age by the participants in the study.

Participant A explains *"Teachers should choose plays and play materials they like since children at an early age can manipulate them because of their motivating and interesting structure."*

Table 1

Sample curricula to teach English for preschoolers

UNIT	TOPIC	VOCABULARY PHRASE	BASIC SKILLS/ FUNCTIONS	MATERIALS	PLAYS TO IMPLEMENT	ASSESSMENT & EVALUATION
1	NEW FRIENDS	GREETINGS	SPEAKING: Greeting people	PAIR WORK	11, 16, 21, 31, 50, 51, 56, 68, 71, 73, 84, 90, 92, 98	DIALOGUE MAKING
			LISTENING: Responding one's greetings			
		ASKING AND TELLING NAME What is your name? My name is	SPEAKING: Asking the names of other people			
			LISTENING: Telling his/her name when asked			
2	CLASSROOM	CLASSROOM OBJECTS: What is this? It is a pencil	SPEAKING: Asking/Telling what the object is	PPT Presentations	1, 18, 24, 26, 28, 33, 43, 46, 70, 72, 79, 87	MATCHING PICTURES
			LISTENING: Comprehending and responding the question			
3	MY FAMILY	FAMILY MEMBERS This is my brother	SPEAKING: Introducing his/her family member	Flashcards	12, 14, 30, 34, 41, 47, 49, 54, 55, 60, 62, 65, 66, 67, 75, 96	DIALOGUE MAKING
			LISTENING: Matching the family member s/he hears with the pictures			
		NUMBERS to 10	SPEAKING: Counting numbers to ten			
			LISTENING: Showing the numbers s/he hears			
4	MY CLOTHES	CLOTHES This is my jacket	SPEAKING: Talking about his/her clothes	Real Objects	2, 10, 19, 22, 27, 36, 37, 38, 39, 58, 63, 80, 85, 89	CORRECT PRONUNCIATION
			LISTENING: Showing the exact cloth s/he hears			
		COLORS What color is your hat? It is red	SPEAKING: Asking and Telling the color of objects			
			LISTENING: Responding the questions about the color of the objects			
5	MY BODY	PARTS of the BODY This is my nose.	SPEAKING: Talking about parts of the body	Complete and Color Papers	2, 15, 17, 20, 23, 32, 40, 42, 44, 48, 78, 82, 91, 99	
			LISTENING: Showing the parts of the body s/he hears			
				Songs Toys		

Participants E points out “*Teachers should provide the play materials that children like, and that match children’s age and language levels. It should be kept in mind that using various plays and play materials is good for children at this stage for sustainable learning.*”

Participant G proposes “*Teachers should choose the plays with a simple structure, consistent with the programs in preschool institutions, conflict resolution, interesting subject matter and strong emotional content.*”

In their research, Sığirtmaç & Özbek (2009) planned the topics in teaching English to preschoolers as transportation vehicles, animals, food, colors, and clothes, rhythmic counting from 1 to 10, parts of the body and fruit. As there is no predetermined content of English at our state preschools such a kind of content as below is suggested by the participants based on the quotations in question. After having examined all the curricula taught in some mostly private preschool institutions they worked, analyzed collaboratively and put forward content or subjects which can probably be taught at preschools.

The participants determined and formulated the content of curriculum as; greetings, classroom objects, family members, numbers to count, clothes, colors and parts of the body. It would be better if some a sample game to go with each category in question to play with preschool children as follows.

A. *Reetings:*

Playground game: Hello clock! Choose one child to be the clock and to stand facing the wall. The other children stand at the other end of the playground. The children call out *Hello clock!*. The clock responds first by saying *Dong!* Once (and the children take one step forward), then by saying *Dong!* Twice (and the children take two steps forward) and then by saying *Dong!* Three times (and the children take three steps forward. The fourth time the children say *Hello clock!*, the clock turns round, says *Hello!* and chases them. The child who is caught has the next turn.

B. *Clasroom Objects*

Feely Bag: Put cardboard silhouettes, toys or real objects in a bag. Children take turns to put their hand in the bag, feel one of the objects and guess what it is e.g. *Banana!* before taking it out to check.

C. *Family Members and Numbers*

Hopskotch: Play a simple version of this traditional children’s game. Use chalk or tape to make three squares (approximately half metres square each) in a row on the floor. Children take turns to throw an object onto one of the squares. They then jump once up and down the row of squares. On the way back they pick up the object they have thrown before jumping out. Other children watch and chant *Jump, jump, jump* or *one, two, three* as their friends play.

D. *My Clothes and Colors*

Hurry!: Sit the children in a circle making sure there is room to walk round behind them. Walk round the circle with a sock. Put the sock behind one child. Get that child to stand up, pick up the sock/glove/cap/hat/shirt (flash cards) and walk after you round the circle until you get back to

their place and sit down. As you walk round the circle, say rhythmically e.g. *Hurry, Jenny, Hurry, Jenny get the sock* etc. and get the children to join in. The child with the sock then has the next turn walking round the circle.

E. *My Body*

Circles in the air: Move your index finger in large circles in the air and get the children to do the same. Say e.g. *Touch yournose!* and move your finger to touch your nose. Repeat the procedure several times alternating instructions for children to touch different parts of their body and to repeat the word each time.

Reliability of the data. On the suggestions of the participants, most of the game and play sites (www.eslteachersboard.com) and books (Rixon, 1988) were searched and analyzed, 72 plays were handled and classified according to the subjects by the participants. For the reliability of the data, the plays and their categories were examined by 10 field experts including the researcher himself, and then the agreement and disagreement items were determined. The formula used by (Güven & Belet, 2010) was practiced to provide the reliability of the study, which is $P \text{ (Percentage of divergence)} = (Na \text{ (Number of agreement)} / Na \text{ (Number of Agreement)} + Nd \text{ (Number of Disagreement)}) \times 100$. As a result of the application the rule, $72/72 + 8 \times 100 = \% 89$ was found, which provides the reliability including the total of 5 sub-dimensions of the proposed curricula in line with the studies carried out by the researchers.

1. Classroom Objects: 1-Airplane competition. 18. Blindfold guessing game. 24. Bring me game. 26. The Bell Game. 28. Candy Race. 33. Concentration game. 45. Do you have...? 46. Don’t Step on Me. 52. Guess what’s in the Bag. 53. Give it back game. 57. Hopping to meet. 70. Odd-One-Out. 72. Pass the parcel. 79. Robbers and cops. 87. Shark Danger game. Reliability of “*Classroom Objects*” dimension is $(12 / 12 + 2 \times 100) \% 84$.

2. Family Members and Numbers: 12. Appearance game. 14. Alphabet scramble. 30. Catch counting game. 34. Counting Goose game. 41. Category Tag. 47. Exercises. 49. Finger clocks. 54. Happy families. 55. Heads down thumbs up. 60. Line True or False. 62. Lotto Draw. 65. Make a group game. 66. Monkey/Banana Game. 67. Numbers game. 75. Pronunciation game. 96. Whose favorite color is... 97. What’s the time. Mister Wolf. Reliability of “*Family Members and Numbers*” dimension is $(17 / 17 + 2 \times 100) \% 88$.

3. Greetings: 11. Apple bobbing. 16. Balloon Badminton. 21. Burst a balloon. 31. Chinese whispers. 35. Cross the River. 50. Fishing game. 51. Flashlight Word game. 56. Hot seat. 68. Nougats and crosses. 71. Put up a Christmas tree. 73. Picture game. 84. Spiders and candy. 90. Spin the Bottle. 92. Tower Blocks Building. 98. What is it game. Reliability of “*Greetings*” dimension is $(15 / 15 + 1 \times 100) \% 93$

4. My Body: 2. All Change. 15. Balloon game. 17. Balancing. 20. Body Parts Musical Madness. 23. Blind Toss. 32. Chopsticks Race. 40. Charades. 42. Can You Actions. 44. “Do that don’t do that” game. 48. Face game.

78. Rope Jump. 82. Simon Says. 91. Sweet Ring Toss game. 99. Where is the bell game? Reliability of "Greetings" dimension is $(14/14 + 1 \times 100) \% 93$.

5. My Clothes and Colors: 2. All Change. 10. Apple Pass. 19. Basketball. 22. Blow that fish. 27. Colors game. 36. Color Circles. 37. Colors in the Air. 38. Clothes Fun. 39. Color Game. 58. I spy. 63. Mallet mallet. 80. Rhyming pair game. 85. Shirt Game. 89. Socks on Hands. Reliability of "My Clothes and Colors" dimension is $(14/14 + 2 \times 100) \% 86$.

Implementation of the play-based model. After the content is selected and categories are classified, the teaching and learning process is organized and implemented according to the level and needs of the preschoolers. Various methods, techniques and activities are suggested to meet the needs of preschool children in various domains. In other words, this step can help teacher to identify how to teach. There have been many theories of first language acquisition so far and the most-known are *behaviorism, innatism and the interactionist position* (Lightbown & Spada, 2008). The interactionist position is that language develops as a result of the complex interplay between the uniquely human characteristics of the child and the environment in which the child develops. The most important interactionist is Lev Vygotsky and his social interaction theory. According to him, language develops through socio interaction (Cameron, 2002). When all of these theories are taken together, we can conclude that first language develops as a result of the innate source's social interaction with the environment for habit formation. As for games and their importance for native language acquisition and foreign language learning, it can be easily asserted that they provide social interaction, imitation, repetition, and feedback for the learner with the innate if the features of games are remembered. As Baykoç Dönmez and others (2000) say children create a new world through games and determine their own rules and targets. In play, the aim is often to get students to talking to one another rather than always addressing their remarks to the teacher or having him mediate what they say to one another. Therefore, the plays that organize players into different patterns of interaction can help the breakdown such habits and inhibitions (Rixon, 1987). They create certain roles and act them out without any feeling of success or failure to gain valuable experiences. They learn the roles they will perform in adulthood and so, their development is supported. Games develop such important issues as responsibility, empathy, confidence and relationship with others. Shortly, games constitute such a positive environment and atmosphere that both first and second language can blossom easily.

Some of the participants put forward some methods and techniques while teaching children play-based model in this period as follows:

Participant C explains "Teacher should command the preschooler by engaging in one-to-one conversation" as Total Physical Response suggests. It is also important for teachers to be able to identify the activities they would normally use in their lessons (Marzano et al, 1988).

Participant J states "Children should communicate each other to practice English in this model" They try what they have and if it does not work, they drop it: a trial and error approach. When their language does not work they lie low and do some guessing. They begin to communicate using gestures and approximations. They learn useful labels and phrases to communicate with peers (Lewis, 1997a). If their efforts are accepted and get results, they keep on talking.

Participant B explains "Teacher should teach rhyming folk narratives like jingles and lullabies to the preschoolers." These folk narratives contribute the children to speak their mother tongue and target language for sustainability starting from their sensory-motor period to concrete operational. Supporting this Zimmerman (1997) also claims that language production is not a syntactic rule-governed process but is instead the retrieval of larger phrasal units from memory. Nattinger (1980) also supports that teaching should be based on the idea that language production is the piecing together of ready-made units appropriate for a particular situation since comprehension of such units is dependent on knowing the patterns to predict in different situations. Furthermore it is emphasized that tongue twisters, riddles and jingles tend to be effective ways to develop the preschoolers' competence and performance as they have been referred to by many different labels, including "institutionalized utterances" (Lewis, 1997b) "gambits" (Keller, 1979), "speech formulae" (Peters, 1983), "lexicalized stems" (Pawley & Syder, 1983), and "lexical phrases" (Nattinger & DeCarrico, 1992).

To make the play-based model in question more effective and sustainable it is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of our own experience as teachers as Hutchinson & Waters (1987) suggested.

Evaluation of the Results. This step involves testing and analyzes results. The process requires teacher to implement assessment tools to determine whether the students did demonstrate the skills, knowledge, and attitudes that teacher described in instruction goals and objectives. When the students participate in the instructional activities, teachers want to know whether they learned what the instructional plan expected them to learn. To determine student learning, educational measurement and evaluation process should be implemented by teachers. This process gives teachers results on what students learn from the play-based instruction. Teachers should analyze the results and make decision on where to go in the instruction (İşman, 2005).

The participants pointed out two roles of evaluation of the play-based model. One is to support learners' success through assessment; the other is to revise the program and to provide feedback to the whole curriculum system. In the model, the teacher is not only teaching, but facilitating the lesson for his / her student. The students study cooperatively, and the teacher helps the students to capture the units via plays. In order to understand whether the students learn the units or not, during the semester, the teacher

receives feedback from the preschoolers in play-based model for sustainability.

Participant H explains *“The teacher should control and command the process of the play after that make the children rehearse and repeat the play by themselves”*.

In line with this, participant J offers *“Children could be able to carry out the play process without great help of the teacher, just by themselves”*. This kind of evaluation process is called formative evaluation. In one context, the aim is prospective, or formative – to improve, to understand strengths in order to amplify them, or to isolate weaknesses to fortify (Yalin, 2003). Formative evaluation is a method of judging the worth of a program while the program activities are forming or happening. Formative evaluation focuses on the *process*. Formative evaluation analyzes strengths and weaknesses towards improving. It helps the teacher to mention the weaknesses of the students, and write those weaknesses in students’ portfolios.

Participant C talks about the whole program by pointing out *“At the end of the play-based process what would happen if the preschoolers could not learn enough?”*.

In addition to this, participant I *“Teacher should take necessary measures in order not to cause to fail the model.”* What the participants pointed out is the evaluation of the model from the start to the end for sustainability. They just emphasized summative evaluation which is a method of judging the worth of a program at the end of the program activities. The focus is on the *outcome* (Bhola, 1990). Teachers should develop different assessment techniques that address the various domains of children at every stage. The best way for teachers in play-based model to teach English effectively is for them to experience using as many of the techniques as they can in classes. While assessing the learners’ progress, teachers should use communicative events such as role-playing, retelling a story, drama, rehearsing the play, repeating the play scene and etc. Teachers should use various techniques to attain this goal. One of the techniques they should use is *“find your partner”* activity, which can enhance the children’s bodily kinesthetic development as well as interpersonal one. By changing the focus of the assessment component, teachers can expand on the number of domains that are being developed in the lesson. The second one is to present a question which can be answered directly such as *‘Who do you like the most in the story?’* Another is to use supposition techniques such as, *‘What would you do if you were him/her?’* or *‘What should the character have done?’* (Kabadayi, 2005a, 306).

The preschoolers are also advised to undertake oral activities to make an interaction and communication in play-based model. This also needs to be provided within a context of appropriate cultural input, for example, by stories, foods and festivals (Macrory, 2006). Teachers should provide opportunities for the preschool children to engage in creative drama as plays naturally lend themselves to dramatization, mime and role-play. Teachers should also teach the tunes and words very simple songs in order to

include opportunities for the preschoolers to develop their pronunciation when recited in the school garden.

Feedback. The last step in the play-based model is feedback. The feedback process involves revise instruction based upon the data collected during the implementation phase. If, during the phase, teacher finds that students are not learning what the plan wanted them to learn, and/or they are not enjoying the learning process, teacher will want to go back and try to revise starting from stating the objectives and moving to the evaluation system so as to better enable their students to accomplish their goals, (Demirel, 1991; Isman, 2005).

If, during the phase, teacher finds that the preschoolers accomplished their goals in the play-based activities, and the results are satisfactory, teacher will want to go new instructional activities.

Conclusion and Recommendations. In this article, firstly, contributions of play to the development of children from early childhood years were examined from social, educational, psychological, linguistic and cultural aspects for sustainability. Secondly, play-based model was suggested to cover the preschool children’s various domains. Isman (2005) implemented Isman instructional model, which has similar steps with play-based model, successfully in instructional activities in experimental group and affected academic achievement, and found that there was a significant difference between experimental group achievement and control group achievement. So, it is expected that if play-based model is used effectively and efficiently from the start to the revision steps of the model, it will improve the preschool children’s social, physical, and communicative capacities and help them lead a sustainable life. It is also possible to use the play-based model with any preschoolers who are in need of mother tongue, target language and foreign language learning as it is a flexible model including the children’s various domains. Like all other models, play-based model may also be criticized, but as any of the models are perfect, this model may have weaknesses for some researchers. It is suggested to use the bests of this model, according to the users, and combine these bests with the other models. To benefit from the model, however, we, as teachers, should remember that a play-based model should prioritize the child’s active participation, enjoyment, and meaningful experiences. By integrating play into English language learning, you can create a dynamic and sustainable educational environment that fosters a love for language and supports the holistic development of young learners.

A play-based model to teach English to very young learners can be highly effective and engaging. Here are some key elements and strategies to consider when implementing a play-based approach:

We should design activities and games that allow children to learn English while engaging in play. For example, use toys, puppets, or props to create scenarios where children can practice vocabulary and basic sentence structures. We should also encourage role-playing and pretend play in English to make language learning a natural part of their playtime

We should incorporate Music and Movement: Music is a powerful tool for language acquisition. Integrate songs and movement activities into your English lessons. This combination of music and movement helps reinforce vocabulary and language patterns while making the learning experience enjoyable.

We should integrate storytelling and Book-based Activities: Storytelling not only captivates young learners but also enhances their language skills. We should use picture books and storybooks to introduce new vocabulary, sentence structures, and concepts. Engage children in interactive storytelling sessions.

We should facilitate sensory and Hands-on Activities: Young children learn through their senses and by manipulating objects. These hands-on experiences can be designed to reinforce language concepts and encourage vocabulary development.

We should integrate language learning into various games and puzzles. Use flashcards, matching games, memory games, and puzzles with English words, letters, or images.

We should incorporate technology into play-based learning by using tablets or computers as tools for language exploration and practice.

We should take advantage of the outdoors to engage children in language learning and conduct activities in the places where children can explore and interact with the environment while using English to describe what they see, touch, or experience.

We should implement flexible and Child-centered Approach. We also should allow children to take the lead in their play-based English learning experiences, follow their interests, adapt the activities accordingly. Moreover, we should provide a supportive and nurturing environment where children feel comfortable expressing themselves in English and taking risks in their language development.

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РЕКОМЕНДОВАНА ІГРОВА МОДЕЛЬ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ДОШКІЛЬНЯТАМ ДЛЯ СТАЛОГО РОЗВИТКУ ОСВІТИ

Як ефективно викладати англійську мову дошкільнятам – це фундаментальне питання, на яке вчителі дошкільних навчальних закладів намагаються знайти відповідь протягом тривалого часу. Відтак, вони завжди перебувають у пошуку нових підходів і методик для продуктивного викладання англійської мови дошкільнятам задля сталого розвитку освіти. Навчальні ігри завжди були багатогранною темою, оскільки, окрім інших дисциплін, вони містять у собі такі важливі для викладання / вивчення мови компоненти, як мотивація, джерело зацікавленості, несподіваний результат і високу концентрацію неусвідомленого навчання. Зважаючи на всі ці переваги, вихователь не може їх ігнорувати та намагається вкласти максимум адаптуючи викладання англійської мови у гри, особливо під час навчання наймолодших учнів. Стаття присвячується ігровому процесу у викладанні англійської мови дошкільнятам як методі навчання і запрошує читача у своєрідний круїз, щоб дізнатися, що таке гра, як ми можемо використовувати ігри на заняттях з мови, за якими критеріями ми маємо обирати ігри та які ігри підходять для яких тем. У якісному дослідженні брали участь 10 викладачів, залучених до програми для дошкільних педагогів.. Їм було надано інструмент, що містив відкриті запитання про викладання англійської мови дошкільнятам в ігровій формі. Дослідник разом з учасниками опрацювали, проаналізували та класифікували за темами 72 гри. Запропоновані ігри були класифіковані предметними експертами як 5 вимірні, а надійність вимірів ігрових категорій була визнана задовільною на рівні 89%. Так, деякі категорії ігор класифіковані для викладання певних предметів в дошкільних закладах.

Ключові слова: гра, викладання англійської мови, молодші учні, зразкова модель, TEYL, сталість.

Подано до редакції 31.03.2025