

UNIVERSITY OF EDUCATION, WINNEBA

**THE ROLE OF PRE-SCHOOL FACILITATORS IN THE USE OF GUIDED
PLAY ACTIVITIES IN THE FOSU MUNICIPLALITY**



2022

UNIVERSITY OF EDUCATION, WINNEBA

**THE ROLE OF PRE-SCHOOL FACILITATORS IN THE USE OF GUIDED
PLAY ACTIVITIES IN THE FOSU MUNICIPLALITY**



**A Dissertation submitted to the Department of Early Childhood Education,
Faculty of Educational Studies, submitted to the school of Graduate Studies,
in partial fulfillment
of the requirement for the award of degree of
Master of Education
(Early Childhood Education)
In the University of Education, Winneba**

JUNE 2022

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

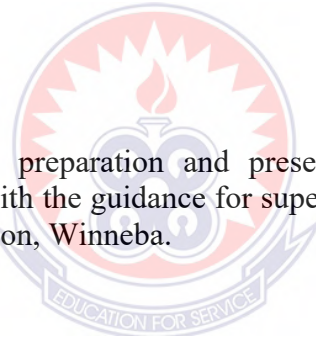
Candidate's Signature:

Date:

Name: Mohammed Abanor

Supervisors' Declaration

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidance for supervision of project work laid down by the university of Education, Winneba.



Supervisor's Signature:

Date:.....

Name: Mrs. Justina Adu

DEDICATION

To my wife Madam Ayishetu Seidu



ACKNOWLEDGEMENTS

I thank almighty Allah and my able supervisor Mrs. Justina Adu for her immense academic instructions, guidance and support. I am also grateful to my children (Aisha, Abdullah, Hawao and Basit) for their show of love. To my friends, Ebo Michael Amissah, Rosemond Adu Gyamfi and Adwoa Hamida may Allah reward you graciously for your support and encouragement.



TABLE OF CONTENTS

Content	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	6
Purpose of the Study	8
Objectives of the Study	8
Research Questions	8
Significance of the Study	9
Delimitation	9
Limitations	9
Definition of Terms	10
Organization of the Study	10
CHAPTER TWO: LITERATURE REVIEW	12
Introduction	12
Dewey’s Balanced Approach	12
Learning Through Materials: The Montessori Method	14
Vygotsky: Scaffolding toward a Higher Understanding	16
Concept of Speaking	18



Principles of Teaching Speaking	19
The Components of Speaking	20
Classroom Speaking Activities	22
Listening skill	24
Intensive listening activities	24
CHAPTER THREE: RESEARCH METHODS	27
Introduction	27
Research Design	27
Population	29
Sample and Sampling Techniques	29
Data Collection Instruments	30
Questionnaire	30
Interview Guide	31
Validity, Reliability and Trustworthiness of Instruments	32
Data Collection Procedures	35
Data Processing and Analysis	37
CHAPTER FOUR: RESULTS AND DISCUSSION	38
Introduction	38
Demographic Description of Preschool Facilitators	38
Presentation of Results	40
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	52
Introduction	52
Summary of the Study	52
Key Findings	53

Conclusion	53
Recommendations	54
Suggestions Further Research	55
REFERENCES	56
APPENDIX A	69
APPENDIX B	74



LIST OF TABLES

Table	Pages
1: Demographic Description of Preschool Facilitators in the Fosu Municipality	39
2: Results on the perception of KG facilitators on the usage of guided play activities as a teaching technique in the preschools within the Fosu Municipality	42
3: Results on how KG facilitators use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality	45
4: Results on how KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality	49



ABSTRACT

While there is widespread agreement that guided play is good for children's development in general, the research base is less secure about the role of guided play in children's learning specifically. This urged the researcher to investigate the role of facilitators in using guided play activities to improve kindergarten (KG) learners listening and speaking skills in the preschools within the Fosu Municipality. Sequential explanatory mixed method design was employed for the study. Convenient sampling was used to obtain the sample of 70. Adapted questionnaires from Kekesi (2019) were used as the instrument for quantitative data while the semi-structured interviews were used to gather the qualitative data. The data collected on quantitative aspect were analyzed using descriptive statistics (means, standard deviations, frequencies and percentages). The qualitative data were analyzed in themes to complement the quantitative data. It was found that generally most of the preschool facilitators within the Fosu Municipality have a positive perception on the usage of guided play activities as a teaching technique in the preschools. It was found that most of the preschool facilitators within the Fosu Municipality use guided play activities to improve KG learners listening and speaking skills of learners. It was recommended that school managers and head facilitators within the Fosu Municipality should cultivate a conducive social environment that could promote and motivate facilitators' behaviour to embrace the use of play as a teaching strategy.



CHAPTER ONE

INTRODUCTION

Background to the Study

Early childhood is a highly critical period for learning. Children who attend preschool programs typically come to kindergarten better prepared to start elementary school, socially and academically (Kirp, 2007). Preschool-age children are capable of reaching a plethora of academic goals. By the time they enter kindergarten, most children can identify colors, basic shapes, numbers, and letters. Many can also read, write, and solve simple mathematics problems (Singer, Golinkoff, & Hirsh-Pasek, 2006). The way early childhood educators present this information to young children is often an area of debate (Hirsh-Pasek, Golinkoff, Berk, & Singer, 2009; Wood & Bennett, 1998). The State of California has recently expanded access to early childhood education by passing the Pre-K for All Act of 2018, as well as expanding eligibility requirements for transitional kindergarten. As preschool education becomes more accessible to a larger number of children, it is more important than ever to identify best practices in the field. Many early childhood experts believe in the importance of play and hands-on experiences for young children (Engel, 2015; Hanline, Milton, & Phelps, 2010; Sumsison, Grieshaber, McArdle, & Shield, 2014). Hanline et al., (2010) defines guided play as the approach to education that is play-based, yet structured carefully by the teacher to stimulate desirable learning among students.

Children at this age have a natural desire to learn and explore their environment (Bruner, Jolly, & Sylva, 1976). Most high-quality preschool programs emphasize the importance of free play and child-directed learning, and early childhood educators

heavily debate the introduction of academic concepts (Golinkoff & Hirsh-Pasek, 2016; Walsh & Gardner, 2006). Some facilitators believe children should not be “pushed” to learn academics at such a young age. Other facilitators feel the pressure and obligation to prepare children for kindergarten standards and expectations (Kirp, 2007). As early childhood education ventures more into the realm of public education, calls are sure to increase for more standards and accountability in academic goals. Preschool-aged students and their educators can benefit from instructional methods that purposefully teach academic goals through a play-based approach, especially when empirical evidence supports this type of learning (Hirsh-Pasek, Golinkoff, Berk, & Singer, 2009; Miller & Almon, 2009).

Educators and researchers have recently advocated for more play in the preschool classroom (Hirsh-Pasek et al., 2009). Many researchers highlighted the benefits of play for young children (Miller & Almon, 2009). Similarly, national common core standards and other requirements call for children to come to kindergarten more prepared than ever before. Many educators call kindergarten “the new first grade.” Kindergarten curriculum in today’s schools is often highly focused on reading, writing, and mathematics (Hyson, 2003). Students are expected to start school kindergarten already knowing the basics of shapes, colors, numbers, and letters. They are also expected to have a foundation in literacy such as letter recognition, phonics, concepts of print, and basic writing skills (Kirp, 2007). If these concepts are not incorporated into the early childhood classroom, students may be underprepared for elementary school (Singer et al., 2006).

According to Oxford Advance Learner’s Dictionary (4th ed.), speaking is an activity of given speech and talks. Speaking is defined as the secondary stage of peoples' ability to express themselves; orally, coherently, fluently and appropriately in a given

meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting practical and discourse rules of the spoken language (Torky, 2006). According to Fauzan (2016) verbal language (speaking) helps individual to express his/her thoughts and ideas. This means that being able to speak is an indication of mastery in a language. Speaking is one of the four language skills (reading, writing, listening and speaking) (Tsadidey, 2002). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as ‘speakers’ of that language. Furthermore, in almost any setting, speaking is the most widely used form of communication that people employ to put messages across to audience.

Ghana is among African countries that gave Early Childhood Development (ECD) program a minimum attention in the past three decades. During this period the children’s early leaning and stimulation was informed and unstructured. The absence of the formal Early Childhood Education (ECE) programmes made children below eight years invisible in the country’s education programme system, a situation that denied children the opportunity to thrive both academically and socially. A review of this policy by the National Council for Curriculum and Assessment (NaCCA) in collaboration with the Ministry of Education and the Ghana Education Service in 2019 issued a “Guidelines for the Early Childhood Education Policy Implementation”.

The rationale of this policy guideline was to enable all four to five-years-old children to achieve their full development potentials as their fundamental right and as an essential requisite for sustainable development. Given the critical importance of enabling children to make the best start in life, the Ministry of Education and the

Ghana Education Service have introduced an Early Childhood Education Policy Framework (which includes a costed implementation plan and an M&E Framework) to serve as enablers and strengthen the ECE sub-system for ECE implementation at national, regional, district and school levels. However, implementation cannot be completed if there are gaps with the how and what to do for the young learners in the ECE or KG space by facilitators. Moreover, the holistic approach of the ECE to develop the social, emotional, physical, spiritual, language and cognitive skills and learning of the child as well as improving early learning through quality ECE is critical in building of the productive, competitive, and resilient nation envisaged in Ghana's Education Strategic Plan (ESP 2018 – 2020).

The SDG target 4.2 reaffirms the international community's focus on ensuring strong foundations for all children in the youngest age group through early childhood care and education. The SDG target on early education development, care, and education is the only one where two global indicators have been proposed: the participation rate in pre-primary education, and the proportion of children who are developmentally on track. This reflects both a great interest in early learning foundations but also uncertainties over the feasibility of measuring early childhood development outcomes. This may be as a result of pre-school facilitators' inability or lack of competencies in the use of appropriate teaching and learning techniques to meet the standards of ensuring young learners develop their social, emotional, physical, spiritual, language and cognitive skills and learning of the child.

Guided play differs from free play because it includes clear learning objectives, supported by teacher guidance and scaffolding. Facilitators may model play for children, play side by side with them, or ask open-ended questions. Facilitators are also responsible for setting up play experiences for students. To be effective, guided

play requires thoughtful observation and planning by the teacher and can be a practical way to address curriculum standards in a context that is developmentally appropriate and meaningful to preschool-age children. The guided-play approach involves teacher-directed play, incorporating curricular objectives and goals through less formal play-based interactions (Weisberg et al., 2013). Many topics often covered through direct instruction could be introduced through a guided-play approach. This approach builds on a child's natural curiosity and desire to play. However, unlike pure free play, students are presented with particular challenges, tasks, or objectives. Facilitators then guide them through these challenges (Hassinger-Das, Hirsh-Pasek, & Golinkoff, 2017).

Currently, two main approaches drive learning in many preschool classrooms: direct instruction and free play (Hirsh-Pasek, Golinkoff, & Eyer, 2004). Direct instruction involves highly structured learning time when children receive information from the teacher. Free play lies at the other end of the spectrum. Children are allowed to play freely with toys and materials with little or no teacher influence. Both approaches can lead to learning in a preschool classroom (Thomas, Warren, & deVries, 2011). Direct instruction often results in children learning letters, numbers, or vocabulary. Free play helps children develop important social skills, independence, and self-confidence (Coolahan, Fantuzzo, Mendez, & McDermott, 2000; Denham, Basset, Zinsser, & Wyatt, 2014; Hirsh-Pasek et al., 2009; Sualy, Yount, Kelly-Vance, & Ryalls, 2011). Free play can also help children develop important language skills while working and communicating with their peers (Conner, Kelly-Vance, Ryalls, & Friehe, 2014). Although some preschools purposefully self-identify their programs as “structured” or “play-based,” many full-day programs offer a combination of approaches, with designated times for direct instruction and free play. Although these types of

programs provide a well-balanced approach, some researchers believe preschool learners could benefit from an additional layer of learning (Fromberg & Bergen, 2015). These additional layers boil down to the preschool teacher's choice of teaching and learning technique "play activities", what factors influence their choice and how these preschool facilitators implement this technique to lay a strong foundation of young learners listening and speaking skills as these young learners pursue early childhood education.

Statement of the Problem

Listening skills are important to children in the near future. "Children who can translate their thoughts and ideas into words are more likely to be successful in school. Friendships and relationships (between children) often depend on the ability to express feelings" appropriately (Smith 1993). More importantly, students who do not develop good listening and speaking skills will have lifelong consequences because of their deficit. "Professional and personal success is related to a person's ability to speak, listen, read, and write effectively. The researcher observed and found that most kindergarten children lacked attention, concentration, and appropriate responses to discussion questions. Some of the children she observed could never attend to verbal directions, while others constantly needed reminders. These children often tuned out verbal directions and commands, "making it necessary for the teacher to repeat the same information more than once. If talk and listening are so important, should we not find schools that encourage the development of these skills? Unfortunately, for the overwhelming majority of our schools, the answer to this question is no.

Research argues that play and language learning go hand in hand (Zigler & Bishop-Josef, 2009). Depriving children of play denies them vital opportunities to practice important cognitive and social skills that develop their imagination and creativity

(Christie & Roskos, 2000). Pre-school context most influence play activities to which the role of the preschool teacher to is paramount in ensuring safe classroom environment, space arrangement, reduce the highly didactic and overcrowded early childhood classroom that hampers children's possibilities to benefits from guided play activities. To be enable to guide preschool children to benefit immensely from guided play in the area of listening and speaking, preschool facilitators must exhibit some competencies and perform some roles in executing their role as a facilitator to the preschool child. To recapitulate this perception, Weisberg, Hirsh-Pasek, and Golinkoff (2013) argued that guided play offers preschool students a more balanced approach to learning than direct instruction or free play alone if preschool teacher performs their role effectively and efficiently. Educators often reserve play to teach nonacademic concepts, such as social skills (Hirsh-Pasek, Golinkoff, & Eyer, 2004). Furthermore, it is the preschool teacher's responsibility to set up the environment not by just adding words or labels but adding meaningful prints so that children can communicate and learn new information and competencies such speaking and listening (Heroman & Jones, 2010). To this end, an intentional preschool teacher continuously assesses each child's progress and adjust his or her strategies to meet the child's individual needs (Epstein, 2014; Heroman & Jones, 2010).

However, these children need a chance to participate in the full range of communication roles. The preschool teacher can be more than the talker and knowledge holder, but instead the "consultant, facilitator, and coach" to play a crucial role in the development of listening and speaking skills of preschool children. The researcher observed that most of the facilitators find it difficult to draw and keep the attention of pupils. This exert some pressure and stress on facilitators which result in them despair. This again affect the listening, speaking and social development of

pupils. It is against this background that this study tends to investigate the role of facilitators in using guided play activities to improve kindergarten learners listening and speaking skills in the preschools within the Fosu Municipality.

Purpose of the Study

The purpose of the study was to investigate the role of pre-service facilitators in using guided play activities to improve kindergarten (KG) learners listening and speaking skills in the preschools within the Fosu Municipality.

Objectives of the Study

Specifically, the study sought to:

1. explore the perception of KG facilitators on the usage of guided play activities as a teaching technique in the preschools within the Fosu Municipality.
2. find out how KG facilitators use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality.
3. find out how KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality.

Research Questions

The study was guided by the following research questions:

1. What is the perception of KG facilitators on the usage of guided play activities as a teaching technique in the preschools within the Fosu Municipality?
2. How does KG facilitators use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality?
3. How does KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality?

Significance of the Study

This study will be of significant to the preschool's teacher within the Fosu Municipality in that it throws light regarding the implementation of guide play activities as a teaching technique in developing learners listening and speaking skills. It is envisaged that the findings of the study will draw the attention of the National Council for Curriculum and Assessment (NaCCA), Ministry of Education and the Ghana Education Service (GES) on how guided play activities can be used as a teaching technique to improve KG learners academic and social skills such as listening and speaking. Moreover, it is envisaged that the findings of the study will enlighten and build preschool teacher's pedagogical competencies on how guided play activities can be effectively be used to improve the listening and speaking skills of preschool learners.

Delimitation

The study was delimited to the preschool facilitators within the Fosu Municipality. Also, the study focused on the use of guided activities as a teaching and learning techniques. Theoretically, the study was anchored on the works of Dewey (Dewey's balanced approach), Montessori (learning through materials), and Vygotsky (Scaffolding toward a higher understanding).

Limitations

The first limitation to this current study bothered on data collection. Institutional lapses such as poor record keeping and unwillingness on the part of some respondents to disclose information on some key variables were the common problems that were encountered during data collection. These limitations had no effect on the results in any way since these responses were verified with documented facts from the headmaster or headmistress of the preschools. The second limitation of this current

study also had to do with the fact that it is a case study and for that reason, does not permit generalization. Another limitation of the study had the difficulty in getting the respondents since these facilitators were to respond to young children nature call. This limitation did not affect the validity of the study since prior notice was given to the respondents to prepare and hold themselves up in readiness for the interview

Definition of Terms

Kindergarten: A programmer or class for four- to six-year-old children that serves as an introduction to school.

Early Childhood Education: Education given to young children from birth through to age eight.

Free play: Free play is a type of play that is predominately student guided, with little teacher interaction or direction.

Guided play: Guided play is an approach to education that is play-based, yet structured carefully by the teacher. This type of play can be either teacher directed or child-led, depending on the circumstance.

Preschool: Preschool is early education in a group setting for children aged 2 to 5 years old. It can be center-based, home-based, or cooperative programs where parents can participate.

Organization of the Study

The study was organized into five (5) chapters. The composition of Chapter One has been reviewed in the introduction part of this study. Chapter two dealt with the review of related literature, documented by some authorities. chapter three also discussed the research methodology, it covered issues relating to the research design, population,

sample and sampling techniques, instruments and data collection procedure and the procedure for data analysis. Chapter Four presented the results and the discussion of the findings of the study. Chapter Five, handled the summary, conclusions, recommendations and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents the literature review with respect to the study. It investigates the role of facilitators in using guided play activities to improve kindergarten (KG) learners listening and speaking skills in the preschools within the Fosu Municipality. According to Seidu (2003), the objective of the review of the related literature is to provide a conceptual/theoretical framework or a basis from which the researcher could draw conclusions or make generalization during the analysis of the data. In respect to this, of Dewey (Dewey's balanced approach), Montessori (learning through materials), and Vygotsky (Scaffolding toward a higher understanding) will serve as the theoretical bases on how preschool facilitators can use guided activities to improve preschool learners listening and speaking skills.

In addition to the theoretical framework, the researcher will adapt the Bergen's (1998) schema of play and learning as well as Levy's (2008a) "Play as Third Space" as the conceptual framework and as well conduct an empirical review to establish the role of preschool facilitators in using guided play to improve upon the listening and speaking of preschool children.

Dewey's Balanced Approach

Dewey was a highly influential U.S. figure whose theories shaped the current educational system (Mooney, 2000). Over the course of Dewey's work, the scholar focused on bridging the gaps between new ways of learning and old. Dewey believed children learn best under the guidance of facilitators and their peers. Dewey (1938) criticized "progressive education," which gave children too much freedom. This type

of approach gave facilitators an excuse for not intervening in the learning of their learners.

On the other end of the spectrum, Dewey criticized the “drill and practice” approach to education (Dewey, 1910). This method resulted in students achieving one goal: the student could merely repeat information but could not be creative or engage in further exploration. Sheer imitation, dictation of steps to be taken, mechanical drill, may give results more quickly and yet strengthen traits likely to be fatal to reflective power. The pupil is enjoined to do this and that specific thing, with no knowledge of any reason except that by so doing he gets his result most speedily; his mistakes are pointed out and corrected for him; he is kept at pure repetition of certain acts till they become automatic. Later, facilitators wonder why the pupil reads with so little expression, and figures with so little intelligent consideration of the terms of his problem. (Dewey, 1910, p. 46).

To be an effective teacher, Dewey emphasized the importance of building on past experiences, being organized, and planning a thoughtful curriculum (Dewey, 1902). In turn, these three components continue to be important elements of the guided-play approach. When facilitators reflect on their students’ prior experiences, they are better able to scaffold those experiences into new learning. Facilitators need to be organized and come prepared with a plan regarding what they want students to learn and how they will achieve these goals.

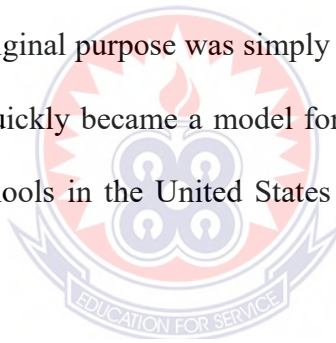
Nothing is more absurd than to suppose that there is no middle term between leaving a child to his own unguided fancies and likes or controlling his activities by a formal succession of dictated directions. As just indicated, it is the teacher’s business to know what powers are striving for utterance at a given period in the child’s

development, and what sorts of activity will bring these to helpful expression, in order then to supply the requisite stimuli and needed materials. (Dewey, 1902, p. 130).

Taking the time to plan well considered and meaningful curriculum that will engage students in active learning goals is the educational method that Dewey deemed most effective. In this regard, Dewey's theories about instruction are quite similar to the theories that drive the guided-play approach.

Learning Through Materials: The Montessori Method

Montessori, an Italian scientist and educational philosopher, incorporated many aspects of guided play in an approach to early childhood education (Mooney, 2000). In 1907, Montessori opened the first "Casa dei Bambini," or "Children's House," in the slums of Rome. Its original purpose was simply to occupy the children of working parents, but the school quickly became a model for educational theory and methods. By 1913, almost 100 schools in the United States followed the Montessori Method (Standing, 1957).



Through the Montessori Method (Montessori, 1912), educators present preschool children with academic materials in the classroom. These materials are carefully constructed and designed to produce a specific learning outcome for the child. Although the goal is for children to engage with the materials independently, the teacher does first show the children how to use the materials properly (Lillard, 2013). Montessori wrote extensively about observations of young children and was especially interested in interactions between children and adults (Montessori, 1967a, 1967b). Montessori lived when child-centered learning was a foreign concept to most adults.

Adults have little time to spend on children since they are busy with their own pressing duties ... they are confined to their room or entrusted to the care of strangers. They may not pass into that part of the house reserved for their parents. There is no place where they feel that they are understood and where they can carry out their own proper activities. They must be kept quiet and touch nothing, since nothing is their own. Everything is inviolable, the exclusive property of adults and, consequently, forbidden to children. (Montessori, 1966, pp. 1–2)

Montessori believed children deserved and needed to be acknowledged as legitimate members of society. They needed a place of their own to learn and grow with child-sized furniture and unrestrained access to learning materials, tools, and activities (Montessori, 1912). With the Montessori Method, each activity in which the child engages is attached to a specific learning objective. For example, sorting beads into numbered trays works on counting goals, number identification, and fine motor skills. Activities are meant to engage the child in a task and help them reach a learning goal through hands-on exploration. This method is quite child centered and nothing like a traditional “drill and practice” approach. In the beginning, Montessori used tangible rewards with students but quickly abandoned the practice. The learning goals attached to the activities in the Montessori Method were their own intrinsic system of rewards. Children did not need tangible rewards such as pins, stickers, or toys to engage in learning activities. They were motivated solely with the purpose of learning (Standing, 1957). Observers can see this same motivation in the guided-play approach.

Although the Montessori Method is very much like the guided-play approach, they differ in several significant ways. One interesting aspect of Montessori’s theory of childhood was that it was unhealthy for children to engage in “adult fantasies.” Such

fantasies include fictional characters, such as Santa Claus, as well as fairy tales. In addition to these “fantasies,” the Montessori Method also does not support pretend play. For example, instead of cutting play dough and pretending to serve other children in the class, students in a Montessori classroom would be cutting real fruit and vegetables in preparation for an actual meal. Montessori believed children only engaged in pretend play due to an intrinsic need to partake in the real activity. Thus, providing the child with the real materials would eliminate the desire for pretend play (Lillard, 2013). Another significant difference between the Montessori approach and guided play lies with the materials. The Montessori Method uses a very specific set of materials for each classroom level and subject. Facilitators must show children how to use the materials before they are allowed to use them independently, discouraging using the items for other than their designated purpose (Lillard, 2013).

Perhaps the most significant difference between the Montessori Method and guided play lies with teacher interactions. Montessori emphasized the importance of children working independently (Montessori, 1912), whereas guided play involves the teacher as a more active participant in the child’s learning. In a Montessori program, despite initial teacher interaction, the goal is to have the children working independently, without teacher guidance. In a classroom using the guided-play approach effectively, facilitators continuously interact with children, scaffolding instruction at different levels. Once students master a skill or concept and can work independently, a new and more challenging notion is introduced.

Vygotsky: Scaffolding toward a Higher Understanding

Vygotsky, a Russian educational theorist, believed educators should guide children from one level of learning to the next (Mooney, 2000; Vygotsky, 1978). Vygotsky studied the works of Montessori, but instead of stopping with a goal of children

working independently, believed learning should broaden and children should be appropriately challenged to continue moving toward greater complexity. Vygotsky (1986) developed the theory of the zone of proximal development (ZPD) and discussed the importance of scaffolding student learning. Many researchers describe Vygotsky's ZPD, especially as it relates to the guided-play approach.

Vygotsky's theories provide a very important framework for guided play. During guided play, the teacher scaffolds learning based on what the child already knows and what they are ready to achieve next. Working in the ZPD—the space between “the most difficult task a child can do alone and the most difficult task a child can do with help” (Vygotsky, 1986, p. 83)—involves very careful observation as well as teacher guidance and support. If facilitators are aware of each child's ZPD, they can better tailor educational goals and expectations for each student. Facilitators who do not acknowledge the ZPD risk providing tasks that are too easy for the children, which could cause them to quickly lose interest. In contrast, facilitators may also choose tasks that are too challenging, which could cause children to lose interest, or even worse, become frustrated or discouraged. It is critical that facilitators take time to observe students and plan activities that are in each child's ZPD for those particular activities.

The theories of Dewey, Montessori, and Vygotsky form the basis of the guided play approach. Dewey argued for a more hands-on approach to learning, rather than “drill and practice” or direct instruction methods. Montessori argued for a child-centered approach using hands-on materials designed for a specific educational purpose. Finally, Vygotsky introduced the ZPD, crucial in planning for and implementing guided-play activities. Awareness of each child's ZPD, for each task or learning goal,

can make interactions between the teacher and students much more effective (Bodrova & Leong, 2007).

All three researchers emphasized the importance of the role of facilitators in supporting educational theory. Much of the work by Dewey, Montessori, and Vygotsky included detailed observations of children by facilitators to identify learners point of need which the teacher is to offer some assistance.

Concept of Speaking

Speaking is a speech production that forms part of our daily activities. It is productive skill in the oral mode (Bashir, Azeem, & Dogar, 2011). According to Chaney (1998), speaking involves building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts. In this context, word sounds and bodily movement that are meaningful are considered as speech. Speaking is also defined as the secondary stage which people show their ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the practical and discourse rules of the spoken language (Torky, 2006).

According to Smith (2002), speaking is many things; it is thinking of what one wishes to say, choosing the right words from the language users' vocabulary, putting the words in the proper grammatical framework, communicating the feelings the speakers have. Underwood (1997) argues that speaking involves creativity that allows active interactive process between listener and speaker.

According to Underwood, it involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in

the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when précised understanding is not required (interaction/relation building) and also social cultural rules and norms. It consists of the knowledge of turn-taking, rate of speech; length of pauses between speakers, relative's roles of participants). It is an ability to understand how to take into account who is speaking to whom, in what circumstances, about what and for what reason. The aspects of speaking have been put into five (Weir, nd; cited in Akhyak & Indramawan, 2013). These are content, vocabulary, grammar, performance, and fluency. Many requirements for making a good speech exist (Rychman, 1983; cited in Akhyak & Indramawan, 2013). These requirements are; voice and delivery, vocabulary profanity, grammar, and self-improvement suggestions. English speaking ability is the ability (i) to verbalize the English language in conversation purposively, (ii) to speak fluently and communicate effectively, (iii) to use language structure and vocabulary in the right context, (iv) to use appropriate pronunciation, and (v) to apply appropriate manner (Somjai & Janssem, 2015). Speaking skill is very important in the context of English learning. This is because it enables one to express his/her ideas and thoughts and being able to speak is one of the indicators of mastering the language (Fauzan, Aulya, & Noor, 2020).

Principles of Teaching Speaking

There are principles for designing speaking techniques (Brown, 2001). This covers a spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency (Brown, 2001). According to him, the basic principles are motivation and authentic language usage in meaningful contexts is the principles of teaching speaking. He entreats those facilitators should ensure that

they give appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to practice oral communication and encourage the development of speaking strategies (Brown, 2001).

The Components of Speaking

According to Syakur (1987) there are five components of skill which help decide the level of proficiency of learners. They are:

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation, even though they have limited vocabulary and grammar. According to this premise then, we can infer that those students cannot communicate effectively when asking what's your 'mΛðə's name? If he asks what's your 'møter's name? Nobody is going to understand him. Most of facilitators focus their work on accuracy, they want students with 'perfect' pronunciation which is impossible. Derwing, and Munro (2005) suggests facilitators allow students to use pronunciation which is good enough for them to be understood, no matter if they do not sound as good as native speakers. The most important to being understood is to keep an effective line of communication.

Grammar according to Greenbaum and Nelson (2002) is the set of rules that allow us to combine words in our language into larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences (Harmer, 2005). In other words, grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. When we talk about grammar, people or facilitators often, refer it to a book full of theoretical explanations and rules that tell students which verbs have what endings, how to use

adverbs properly, etc. Indeed, that is certainly one type of grammar, but it is not what we are referring to when we say we are teaching grammar. At the same time, learning grammar is more than memorizing the rules or reciting grammar rules by heart or even succeeding at a grammar test. (Scrivener, 2005). Grammar helps people make correct written or spoken sentences.

Vocabulary might be defined as the words in a language, including single items and phrases or chunks of several words which convey a particular meaning. The mastery of vocabulary can support them in speaking when they are communicating, writing or translating the meaning of words. If they do not know the meaning of words, they will not be able to speak, write and translate anything into English. The students can gain progress in English through the mastery of vocabulary (Putri, 2010).

Fluency in a language means the ability to speak easily, reasonably quickly and without having to stop and pause in order to speak communicatively. Fluency usually refers to express in oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. It is suggested to facilitators when correcting students do not correct them immediately because this might cause interference and affect a conversation. Although, good speakers communicate and get their message across smoothly, they may also make mistakes. Facilitators of English know that communication is the most important part of speaking and it is important to communicate ideas as naturally as possible. There are some tips which help students to become fluent. Keep in mind that the more English you speak, the easier you will find speaking. It is recommended to practice every day in class or outside. Another tip is when using your English while speaking, it is advisable to avoid using words you have not learnt yet, try to be very clear about the message you want to communicate.

That is your goal; it is suggested not to feel afraid of committing mistakes since mistakes are a helpful tool to progress and last but not the least, use communication strategies to make your English sound more natural.

Classroom Speaking Activities

There is fair number of activities on different levels for improving students speaking skills (Elftorp, 2007). Elftorp (2007) indicated that Luoma (2004) listed several activities in her book “Assessing Speaking”. These activities included; picture description in pairs or making up a story from a series of pictures, describing diagrams or discussing current issues, for example, how violence can affect children. Accordingly, these exercises were grouped as advance and less advance methods. Other widely-used categories of speaking skills activities included; acting from a script, communication games, discussion, prepared talks, questionnaires and simulation and role-play (Fatwa et al., 2017). All these activities give the student opportunity to speak out. In addition, McDonough and Shaw (2003) agreed that commutative games such as simulation and role-play promote students’ communication skills. An action research conducted by Akhyak and Indramawan (2013) reveals that story-telling can enhance learners speaking skills. According to these researchers, this activity will help learners to improve these areas of competencies; fluency, pronunciation, vocabulary, and grammar. It is noted that brainstorming is also a good activity that can enhance speaking skills of learners (Fauzan, et al., 2020).). Using this technique requires that facilitators allow learners to think on an issue and coming out with their understanding about it. In this regards pupil are given opportunities to air out their views orally in the class. Basing on this, learners are able to build their communicative competencies as times goes on. According to research findings brainstorming technique makes learners to develop

self interest in participating in group activities. All these activities help not only in language skill acquisition but content matter, and developing skills and discourse (Nation, 1989).

Games are very important strategies to use in foreign language classes. Adults like doing different activities when learning. Not only children like something that keeps them away from books. There is a variety of activities to do and even there are books with a huge list of games which are even classified according to what facilitators want to reinforce. Below there is a list of some activities to practice speaking skills.

Role-play: Introduce the topic and form groups or pairs. Introduce the relevant vocabulary, then ask them to practice and perform for the class.

Storytelling: Pre-teach a few essential words, but not all the vocabulary they will meet, give them the first part, and ask them in groups to work together to predict what happens next.

Interview: Review basic steps to make questions. Tell students to imagine they are with a celebrity. Have them make questions for their classmates to respond.

Dialogue building: Set the scene, build up the story with the imagination of the students. Get students into pairs to predict what is going to happen with the conversation, then compare what they predicted with what comes up on the tape. Then ask them to practice.

Information gap: Pre-teach the language the students need to find out the missing information, and make sure that the students don't see what information their partners have.

Listening skill

Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. In other words, listening is hearing, understanding, remembering, interpreting, evaluating, and responding (Wonderlich, Fairburn, & Brownwell, 2002). According to a research done by Adler, Rosenfeld, and Proctor, (2001) in regards with the process of interpersonal communication shows that the largest percentage of the result is spent on communication by adult people in which the 45% is spent on listening while the 30% on speaking, 16 % reading and only 9% writing (Adler, et al., 2001).

Intensive listening focuses primarily on short oral texts that offer a concentrated and intense practice and focuses mainly on the form. In general, these practices only take a few minutes. In intensive listening, more attention is paid to pronunciation, grammar and vocabulary, rather than general meaning. Given that intensive listening practice focuses on these aspects, it helps students build a foundation for language acquisition. Once students understand the basic language components, they are able to develop those skills over time with continuous work is particularly recommended for students at the basic and intermediate levels.

Intensive listening activities

Here there are some activities facilitators do in class to practice with their students. If they do not, they should adapt these into their sessions because of their utility.

Telephone game Put students in line or a row and whispers a sentence to the first student's ear in a way that nobody else can listen to the sentence (write the sentence in

a paper), then this student does the same with the one next to him and so on. The last student may write the sentence on the board or say it out loud to the class.

That's wrong! Deliver a text written on a piece of paper with some words which would be different to the one you read to them. Your text is the right one. When you start reading, students will knock at the table when they hear the different word in the text.

Hands up! Give each student a piece of paper with a list of at least twenty words from a song. Ask them to choose ten words from the list they know or do not know and to raise the hand when hear the word they chose. Play the song and the activity start

To help students do successfully an extensive listening activity, it is recommended to select appropriately the listening material to students' level. There are some tips which can help students to succeed in this kind of listening: If they are listening to a story, stop the audio at a key moment so that they can predict what will happen next. You can also ask them to imagine what they hear, smell or see. It is worthwhile to ask students to listen globally first, then re-listen for detailed information. You can consider some variations for this. For instance, one student listens to the story and the other reads it to finally compare understanding. Finally, make comprehension questions at different cognitive levels. You may stop and ask questions you may want to ask. On the other hand, Jeremy Harmer states that the combination of extensive and intensive listening is necessary as it helps students improve their listening skills and get a better input of language (Capitão, Murphy, Browning, Cowen, & Harmer, 2015).

In bridging the concepts on the role of preschool facilitators in the use of guided play activities to improve kindergarten learners listening and speaking skills, modeling is one of the first steps to developing speaking and listening skills. Talk and

listening can be modeled continuously throughout the year. Facilitators need to provide an environment where children feel safe to share their thoughts. This means that facilitators should model how to be a considerate speaker and listener.

Smith (1993) maintains that facilitators must listen patiently, maintain eye contact, encourage talking by invitation, avoid cutting children off, and listen to nonverbal messages. By reflecting feelings, Smith believes facilitators can help clarify and relate experiences. Facilitators can also avoid dead-end questions, act interested, and share their own thoughts with children. Facilitators who are good models in the classroom as speakers and listeners will help their students become better communicators. However, it is not enough to simply be a good model, facilitators must also explain explicitly what they are doing to students. Knowledge, attitudes, and behaviors which allow effective student listening must be taught and reinforced (Edleston, 1987). For listening, facilitators can show students how to use body language to convey interest and attention. Students can watch how to lean forward, look at the speaker, and allow their face to show feelings.

Facilitators can say things like, “When you look at me it tells me that you are interested in what I’m saying. When your eyes are wide open it tells me you are alert” (Hetherington, 2014). Facilitators can ask students why listening is important, and model only saying things once. This should motivate students to listen to directions the first time only. They can pause often while speaking to allow listeners to think about what is said, and ask students to repeat what someone else just said. By modeling and holding children accountable, children have more motivation to listen (Hetherington, 1989).

CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of this study was to investigate the role of facilitators in using guided play activities to improve kindergarten (KG) learners listening and speaking skills in the preschools within the Fosu Municipality. This chapter discussed the methodology that was followed in carrying out the study. It includes the research design, population, the sample as well as the sampling procedure that was used for the study. The data collection procedure as well as how the data was analyzed and the ethical consideration that was established in carrying this study.

Research Design

The study opted for a more epistemological view and adopted the pragmatist paradigm in undertaking this research. The pragmatist paradigm allows each of the quantitative and qualitative method to complement each other to strength the depth and breadth of research. To this end, the mixed method approach was used. The mixed method approach is a methodology for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research (Creswell, 2003). This approach uses the strength of both methods to provide a broader perspective about the issue under investigation. Also, it provides strengths that offset the weakness of both quantitative and qualitative. Mixed methods approach is used when the researcher wants to expand the breadth, depth and range of the research by using different methods and different ways of inquiring resulting in more comprehensive result (Creswell & Plano Clark, 2018).

This study employed the sequential explanatory design to explain and offer insight into how preschool facilitators use guided play activities to improve kindergarten (KG) learners listening and speaking skills in the preschools within the Fosu Municipality. Sequential explanatory design involves the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell, 2008). This method is a two-phase design where the quantitative data is collected first followed by the qualitative data. The purpose is to use rigorous quantitative research assessing magnitude and frequency of constructs and rigorous qualitative research exploring the meaning and understanding of constructs. In this case the priority is given to the quantitative data and the findings are integrated during the interpretation phase of the study.

The researcher used the sequential explanatory design because it enabled the him to examine the quantitative data (outcomes) and qualitative data (processes) to allow for an increased ability to detect the occurrences of a phenomenon. Additionally, sequential exploratory design allows for data results to inform a more complete picture for the researcher. The exploratory nature of the sequential mixed method design also afforded the researcher to “collect qualitative data to help explain or elaborate the quantitative results” (Creswell, 2008, p. 560). It further enabled the researcher to converge or validate results from different methods. Other reasons include to merge quantitative and qualitative data to develop a more complete understanding of a problem; to develop a complementary picture; to compare, validate, or triangulate results; to provide illustrations of context for trends; and to examine processes/experiences along with outcomes (Plano Clark, 2010). Notwithstanding the advantages, the sequential explanatory design requires a

substantial extensive time to complete all data collection given the two separate phases.

Population

The study comprised all preschool facilitators within the Fosu Municipality for the 2021/2022 academic year. These preschool facilitators were considered for this study because they are observed challenges in choosing the appropriate teaching and learning technique envisaged to meet the goal of the Early Childhood Education programme within the Fosu Municipality. In all the preschools within the Fosu Municipality had seventy-eight (78) preschool facilitators of which seventy-six (76) were females and two (2) were males.

Sample and Sampling Techniques

The ever-increasing need for a representative statistical sample in empirical research has called for the need to determine the sample size for a given population. According to Krejcie and Morgan (1970) table of sample size determination table, a population of eight (80) will use a sample size of sixty-six (66). The researcher increased the population size to seventy (70) which forms 87.5% of the population. This is because within the preschool section, heads of schools mostly recruit new facilitators to compliment the effort of the other facilitators within the Fosu Municipality. Due to the pandemic, most of the respondents were not around as a result the accessibility and availability of the respondents indicated their inclusion in the study. Again, expert purposive sampling was used to sample five (5) of the preschool facilitators to be interviewed for the qualitative data collection.

The researcher made an attempt to include all the preschool facilitators within the Fosu Municipality. The selection strategy was therefore nothing more than “cases on

the basis of convenience” (Quashigah, 2000, p.47). Moreover, the purposive sampling involved identifying and selecting individuals who were knowledgeable about or experienced with the phenomenon of interest of the researcher (Cresswell & Plano Clarke, 2011). Furthermore, the availability and willingness of the preschool facilitators to participate and the ability to communicate their experiences and opinion were used as the mean of inclusion. The sampling technique used in selecting the respondents for the quantitative data was in line with the recommendation of Elliot (2010) for the quantitative data collection and Creswell (2009) for the qualitative data.

Data Collection Instruments

The data collection instrument used for the study were questionnaire and interview guide. The two instruments were used to enable the researcher triangulate the information to test the consistency of the findings obtained from each of the instruments used. Bekoe (2006) supported this view when he stated “triangulation in research is to test for consistency of findings obtained through different instruments” (p. 43). It is therefore important that different instruments were used to validate the information gathered.

Questionnaire

Questionnaires were used to solicit information from the preschool facilitators on their role in using guided play activities to improve kindergarten (KG) learners listening and speaking skills in the preschools within the Fosu Municipality. The questionnaire (Appendices B) used was adapted and modified from Kekesi (2019). The questionnaire had four sections and that each section covered each research question. For accurate representation of data, items on the questionnaire were on a five-point Likert-scale. Numerical weights were assigned scales of:

1 - Strongly Disagree

2 – Disagree

3 - Undecided

3 - Agree

4- Strongly Agree

Thirty item questionnaires were prepared (see appendix B) with section A consisting of the demographic data of the respondents. Also, section B of consisted of seven (7) items on perception of KG facilitators on the usage of guided play activities as a teaching technique; section C consisted of seven (7) items on how KG facilitators use guided play activities to improve KG learners listening skills; section D consisted of seven (7) on items on how KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality.

Interview Guide

A semi-structured interview guide was designed to aid in eliciting responses from participants on the perception of KG facilitators on the usage of guided play activities as a teaching technique, how KG facilitators use guided play activities to improve KG learners listening skills at the preschools and how KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality. Semi-structured interview guide was used in this research, because “interaction between the researcher and the participants bring the researcher into contact with the phenomenon being studied” (Kumekpor, 2002, p.31). In this way, semi-structured interview guide becomes an effective means of reporting precisely what prevails about the phenomenon under study with greater reliability, allowed

flexibility in asking follow-up questions and gave the researcher the opportunity to seek for clarification to gain better understanding of the phenomenon.

The data collection instruments used a two distinct data collection instruments (a questionnaire and an interview guide) to bring richness and in-depth description of the phenomenon. Bekoe (2006) supported this view when he stated “triangulation in research is to test for consistency of findings obtained through different instruments from both quantitative and qualitative form. Cohen, Manion and Morrison (2007) define triangulation as the use of two or more methods of data collection in the study of some aspect of human behavior. They further added that triangulation technique in the social sciences attempts to map out, or explain more fully the richness and complexity of human behavior by studying it from more than one stand point thereby making use of both quantitative and qualitative data.

In view of this, Thomas and Nelson (1996), point out that triangulation is valuable because of the increased quality control achieved by combining methods and data sources. The complementary function of each of these data collection methods enriched the quality of this study. The overall intent of this approach is to have the qualitative data help explain in more detail the quantitative results. Thus, it is important to tie together or to connect the quantitative results to the qualitative data collection. It is therefore important that different instruments were used to validate the information gathered.

Validity, Reliability and Trustworthiness of Instruments

Validity and reliability are essential features of any research (Creswell, Piano Clark, Gutmann & Hanson, 2003; Robson, 2002). To ensure the reliability and validity of the data collection instruments (questionnaire and interview guide) developed, the

researcher subjected it to expert views. The validity of the data collection instruments (questionnaire and interview guide) developed, particularly the face validity, the construct validity and content validity, was ascertained by the researcher's supervisors and colleagues. This was done by the researcher's supervisors re-wording and rephrasing some ambiguous statements in the data collection instruments and removing misleading items from the data collection instruments (questionnaire and interview guide) developed to fairly and comprehensively cover the domain or scope the research purport to cover. Also, the researcher's supervisors tailored the questionnaire to the concentration span of the respondents while the interview guide items addressed factors concerning the participants.

The reliability of the data collection instrument (questionnaire) was ensured by pre-testing the data collection instrument. The preschool facilitators within the Efutu Municipality were used for the pre-testing. The preschool facilitators within the Efutu Municipality were selected because they share similar characteristics with the respondents of the actual study in terms of qualification, responsibilities, duration and intensity of workload. After the pre-testing, the feedback gathered and the responses collected enabled modification, clarification and the restructuring of items in the questionnaire that appeared ambiguous and misleading to respondents. The obtained Cronbach alpha coefficient of .72. The reliability Cronbach alpha value according to Fraenkel and Wallen (2003) and De Vellis (1991) is acceptable in soliciting for the response for the study.

The researcher used trustworthiness to ensure the authenticity of the qualitative findings. Trustworthiness in this study was used to establish that the research findings are worth paying attention to (Lincoln & Guba, 1985). The issue of trustworthiness of the study was done in line with the criteria suggested by Lincoln and Guba (1985)

thus, credibility, transferability, dependability, and comfirmability. This is because Wolcott (1990) cited in Kusi, (2012) asserts that the use of reliability and validity in qualitative research is unjustified on axiomatic grounds. This is due to the differences that exist between the axioms of interpretivism and positivism and therefore, “accommodation between and among paradigms on axiomatic grounds is simply not possible” (Lincoln, 1992:81 cited in Kusi, 2012).

Credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants’ original data (Lincoln & Guba, 1985). Credibility was established mainly through member checking and individual debriefing. Member checking was used in two ways at the various stages of data collection and data analysis: (i) at the pilot stage the interviewer (researcher) discussed the interview questions with participants at the end of each interview; (ii) during formal interviews, the interviewer posed ideas back to participants to refine, rephrase, and interpret.

Besides, to ensure the credibility of the research findings, recorded tapes of individual interviews were played back to participants and written transcriptions of the interviews were given back to the interviewees to check whether what was transcribed were true reflection of their responses. They were allowed to offer comments on whether or not they feel the data was interpreted in a manner congruent with their own experiences. Gaining feedback on results from the participants increased credibility of the findings.

Transferability is the degree to which the results of a research study or experiment can be generalised to other groups, settings or situations (Lincoln & Guba, 1985). The transferability of this study was ensured by rich description and reporting of the

research process. The researcher used thick descriptions to substantiate and illustrate assertions made by individual participants to illuminate the context. Participants' statements during interviews were quoted verbatim in order to convey their true emotions and opinions. During the interviews, participants were probed further when the need arose for clearer explanations and deep understanding.

Dependability of qualitative research findings corresponds to reliability of findings in quantitative research (Merriam, 2009). Quality control measures were instituted for data collection from participants. The researcher had personal interaction with the interviewees from whom the data was collected through clear and unambiguous questions.

In terms of confirmability, the general methods and procedures of this study have been explicitly described in detail and can be corroborated by others. The researcher was also aware of personal assumptions, biases and subjectivity that could easily affect the outcome of the study. As a result, the researcher placed himself on an emphatically neutral ground, seeing his respondents as autonomous beings in order to obtain an accurate data void of biases.

Data Collection Procedures

The data was obtained through self-administered questionnaire and a semi structured interview guide. The researcher obtained an introductory letter from the Head of Department of Early Childhood Education. The introductory letter spelt out the purpose of the study, the need for individual participation, anonymity as well as confidentiality of respondents' response. After establishing the necessary contact with the various headmaster of the preschools, permission was sought for the administration of the questionnaire and the semi structured interview guide.

The data was collected in two phases. The first phase covered the administration of questionnaires. At this stage, the researcher explained the purpose of anonymity of the study and procedure for responding to the questionnaire to respondents one after the other as the respondents agreed to be part of the study. The respondents were assured of anonymity in order to inspire them to respond to the items without any suspicion. The researcher personally administered the questionnaire to the seventy (70) respondents of the study at the preschools within the Fosu Municipality. The respondents were given ample time to complete the questionnaires, after which the questionnaires were collected by the researcher.

Data was also gathered through the use of a semi-structured interview guide. Out of the seventy (70) respondents, 5 participants were purposively selected and interviewed. Specifically, the heads of the preschools departments were interviewed due to their oversight responsibilities as academic heads as well as their rich knowledge and experiences.

The researcher conducted a face-to-face interview with the participants. The researcher sought the permission of the participants to be recorded during the interview session using a tape recorder. With the aid of the semi-structured interview guide, the researcher interviewed the participants on the perception of KG facilitators on the usage of guided play activities as a teaching technique; how KG facilitators use guided play activities to improve KG learners listening skill; and how KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality. It was also important to ensure that no respondent was identified with the kind of information they provide. For this reason, the respondents were assured the ethics of anonymity. In an instance where the respondents feel

hesitant to provide some vital information for the research, their rights in this regard were respected by freely allowing them to withhold any information they so wish.

Data Processing and Analysis

First, the questionnaires were serially numbered for easy identification. The data collected was edited, not necessarily altering responses to suit the researcher but to ensure that responses were suitable. The editing also helped to eliminate responses on the questionnaires which were found to be invalid.

Also, the items on the questionnaires were transferred unto Statistical Product for Service Solution, (SPSS) Window Version 21.0. the demographic variables were analyzed using frequencies and percentages while research question 1, 2 and 3 were analyzed using mean and standard deviation.

Recordings of the semi-structured interview were transcribed. The transcription involved listening to each session of the tape repeatedly to become familiar with the conversations, terms, and points raised by each of the participants. Thematic analysis was used to analyze the responses from the respondents. The findings of the individual interviews were interpreted with reference to the conceptual framework. To ensure the confidentiality of the participants, pseudonyms were used in the write up to protect the anonymity of the interviewees. Finally, the data from the questionnaire and the semi-structured interview was triangulated to provide well-validated and substantiated findings to answer the research questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

In the previous chapter, the methodology used for the study was presented and detailed how the study is executed. This chapter presents the analysis and interpretation of the findings this study. The purpose of the study was to investigate the role of facilitators in using guided play activities to improve kindergarten (KG) learners listening and speaking skills in the preschools within the Fosu Municipality. The analysis and interpretation of data were carried out based on the results of the research for the study. The analysis was based on the 100% return rate data obtained from 70 preschool facilitators used for the study. The data was analysed using descriptive statistics that is frequencies and percentages as well as means and standard deviations. The first part of this chapter describes the demographic characteristics of the respondents. In the second part, the research findings are presented based on the research questions formulated for the study.

Demographic Description of Preschool Facilitators

This section relates to the background information of the respondents (preschool facilitators) who responded to the questionnaires. This aspect of the questionnaire was designed to elicit the personal information of the preschool facilitators. These demographic data was made up of the facilitators' gender, class they teach, age, years in current school, number of years in the teaching service, educational qualification and qualification in early childhood education.

Table 1: Demographic Description of Preschool Facilitators in the Fosu Municipality

Variable	Subscale	Freq.	Percent %
Gender of the Facilitators	Male	02	2.60
	Female	68	97.4
Class you teach	KG1	39	55.7
	KG2	31	44.3
Age Range of respondents	25 years and below	06	8.57
	26 years – 30 years	25	35.7
	31 years – 35 years	26	37.1
	36 years – 40 years	10	14.3
	41 years and above	03	4.29
Years in current school	1 – 3 years	14	20.0
	4 - 6years	29	41.4
	7 – 10years	15	21.4
	11 – 13 years	06	8.57
	14 – 17 years	04	5.71
	18 -21 years	01	1.43
	Above 21 years	01	1.43
	Teaching Experience	1 – 3 years	17
4 - 6years		22	31.4
7 – 10years		18	25.7
11 – 13 years		05	7.14
14 – 17 years		06	8.57
18 -21 years		01	1.43
Above 21 years		01	1.43
Educational Qualification		MSLC	00
	Teacher Cert “A”	02	2.60
	WAEC Degree	04	5.71
	Diploma Degree	41	58.6
	Degree	21	30.0
	Master of Education	02	2.60
	Master of Philosophy	00	0.00
	PhD	00	0.00
Qualification in Early Childhood Education	Yes	59	84.3
	No	11	15.7

Source: Field Data, (2021).

Table 1 presents the demographic description of preschool facilitators who took part in the study. On the basis of gender, the results show that most of the preschool

facilitators in the Fosu Municipality were females (n=68, 97.4%). This suggest that most females in Ghana prefer the preschool teaching than males. In relation to the class they teach, the results indicated that most of preschool facilitators in the Fosu Municipality were teaching KG1 (n=39, 55.7%).

In line with the age range of respondents, it was found that most of preschool facilitators in the Fosu Municipality were the active years of working that's 31 years – 35 years (n=26, 37.1%) and 26 years – 30 years (n=25, 35.7%). On the years in current school, it was found that most of preschool facilitators in the Fosu Municipality had taught for 4 - 6years (n=29, 41.4%). Those who had taught for 18 - 21 years and above 21 years were the least (n=01, 1.43%).

Zooming to the educational qualification of preschool facilitators in the Fosu Municipality, it was revealed that those facilitators with Diploma Degree were the majority (n=41, 58.6%). None was teaching with MSLC, Master of Philosophy and PhD. Among these numbers, those with qualification in early childhood education were the majority (n=59, 84.3%).

Presentation of Results

According to Gujarati (2013), descriptive statistics utilize statistical, numerical and graphical methods to look for patterns in a data set. It usually provides the information in a data set by revealing the average indicators of the variables used in the study and conveniently present that information. This section therefore offers some measures of central tendencies and measures of dispersion of the study variables which helps to understand the distribution of the variables in line with Adam (2015), assertion that the central purpose of descriptive statistics is to summarize or reduce data. Thus, descriptive statistics describes what the data shows based on the sample.

The means and standard deviations were the respective measures of central tendency and dispersion that were employed in the study. The minimum and maximum values give a gist of the range of the study variables. Statistically, measures of central tendencies have the same meaning for panel data as with cross-sectional data. The research question one was analysed using descriptive statistics (means, standard deviation and kurtosis). The mean provides a summary of the responses from respondents and the standard deviation indicates whether preschool facilitators' responses were clustered to the mean score or dispersed.

On the standard deviation, where the standard deviation was relatively small (within 0), the preschool facilitators' responses were believed to be homogeneous (similar responses). On the other hand, where the standard deviation is relatively large (within 1), the preschool facilitators' responses were believed to be heterogeneous (dissimilar responses). A mean of 2.50 and above indicated preschool facilitators' positive attitude or perception play activities while a mean of 2.40 and below indicates a negative attitude towards play activities. Kurtosis values were used to determine the normality and skewness of the descriptive data.

Research Question One: What is the perception of KG facilitators on the usage of guided play activities as a teaching technique in the preschools within the Fosu Municipality?

The main purpose of this research question was to explore the perception of KG facilitators on the usage of guided play activities as a teaching technique in the preschools within the Fosu Municipality. To explore this perceptual issues, means and standard deviations were used for the analysis as offered in Table 2.

Table 2: Results on the perception of KG facilitators on the usage of guided play activities as a teaching technique in the preschools within the Fosu Municipality

Statements	M	Std. D	Kurtosis	
	Stat.	Stat.	Stat.	Std. E
Guided play gives too much freedom to K.G learners	3.44	.506	.200	.102
Guided play allows the K. G learners to make acquaintance with the outside world.	3.20	.408	.593	.323
Guided play serves as medium to allow K.G learners talk freely and when a mistake is made, he/she is correctly freely	3.84	.746	.107	.322
Guided play serves as medium to allow K.G learners to explore freely when a mistake is made, he/she is correctly freely.	3.64	.489	.176	.232
Guided play plays a therapeutic value of making K. G learners make up for defeat, and frustration.	3.63	.489	.076	.352
Guided play serves as a means of introducing new concepts indirectly to K. G learners.	3.45	.533	.567-	.532
K.G facilitators are able to reflect on students' prior experiences they are better able to scaffold those experiences into new learning	3.56	.643	.675	.344
Guided play enables the K. G teacher to monitor the social, emotional and intellectual development of K. G learners	2.99	.453	.443	.532

Source: Field Data, 2021

(n=70)

As presented in Table 4, the kurtosis values show that the data was normal as the values were within the acceptable limit for normal distribution of ± 2 (George & Mallery, 2011) indicating that the data was normal (not skewed). Generally, the results show that most of the preschool facilitators within the Fosu Municipality have a

positive perception on the usage of guided play activities as a teaching technique in the preschools.

On specific terms, it was found that most of the preschool facilitators believe that guided play gives too much freedom to K.G learners ($M=3.44$, $SD=.506$, $K=.200$, $Std.E=.102$, $n=70$). Consistently to the above result, it was again found that most preschool facilitators believe that guided play allows the K. G learners to make acquaintance with the outside world ($M=3.20$, $SD=.408$, $K=.593$, $Std.E=.323$, $n=70$).

Sequel to the above, it was again found that most preschool facilitators believe that guided play serves as medium to allow K.G learners talk freely and when a mistake is made, he/she is corrected freely ($M=3.84$, $SD=.746$, $K=.107$, $Std.E=.322$, $n=70$). Again, most preschool facilitators believe that guided play plays a therapeutic value of making K. G learners make up for defeat, and frustration ($M=3.63$, $SD=.489$, $K=.076$, $Std.E=.352$, $n=70$).

Added to the above, it was found that guided play serves as a means of introducing new concepts indirectly to K. G learners ($M=3.45$, $SD=.533$, $K=.567$, $Std.E=.532$, $n=70$). Clearly, the results further indicated that K.G facilitators are able to reflect on students' prior experiences they are better able to scaffold those experiences into new learning ($M=3.56$, $SD=.643$, $K=.675$, $Std.E=.344$, $n=70$). Finally, it was found that most preschool facilitators believe guided play enables the K. G teacher to monitor the social, emotional and intellectual development of K. G learners ($M=2.99$, $SD=.453$, $K=.443$, $Std.E=.532$, $n=70$).

To complement the quantitative results, the researcher interviewed some key informants to get in-depth knowledge on some the issues surrounding guided play. In my interactive sessions, one of the facilitators had this to share about guided play was:

“Personally, I see guided play as a learning experience that combine the child-directed nature of free play with a focus on learning outcomes and adult mentorship. Children thrive when they engage in free play, which involves active. If well practiced, it will allow the K. G learners to make acquaintance with the outside world. I also believe that it serves as medium to allow K.G learners to explore freely when a mistake is made, he/she is correctly freely” (Teacher 001).

One of the facilitators also added that.....

“For me, I view guided play as a form of play where children explore within an environment that has been prepared by adults and/or with guidance from adults. In guided play, adults choose play materials that encourage a certain kind of exploration, or ask open-ended questions at key moments to help shape children’s choices or push children to think about what they are doing. Crucially, the adults in guided play must follow the children’s lead so that children genuinely have the autonomy to explore as they like. The adults’ roles are in support of children’s choices, gently shaping children’s behavior without taking over” (Teacher 002).

The results support the work of Weisberg and Zosh (2018) who found that when educators and parents talk about children’s play, they are often referring to free play: unstructured time in which children are free to choose their actions with a range of objects or activities. This kind of play can confer some benefits, such as improving children’s attention by allowing them to release excess energy.

The work of Weisberg and Zosh (2018) asserted that when play activities are so unstructured, free play may not be especially beneficial for children’s learning of particular types of content knowledge. In one study, for example, children were asked to learn about the criterial properties of shapes (e.g., triangles always have three sides and three angles). Children were able to learn this information when directly taught, using picture cards and bendable sticks as visual support, but not when they were simply given the cards and sticks to play with. Thus, free play may not be optimal where there is a particular curricular goal in mind.

Research Question Two: How does KG facilitators use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality?

To accomplish the purpose of the study, the researcher sought to assess how KG facilitators use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality. To accomplish this, means and standard deviations were used for the analysis as depicted in Table 3.

Table 3: Results on how KG facilitators use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality

Statements	M	Std. D	Kurtosis	
	Stat.	Stat.	Stat.	Std. E
K.G facilitators use guided play to help K. G learners nod their heads in agreement to the rules of the game	3.84	.343	.434	.402
K.G facilitators use guided play to enable K. G learners to repeat what others have said during the play.	3.60	.708	.593	.123
K.G facilitators use guided play to guide K. G learners to predict the next word or action to be taken.	3.04	.946	.187	.202
K.G facilitators use guided play to help K. G learners to follow rule since attention to the rules since guided play is full of rules.	3.45	.859	.106	.142
K.G facilitators use guided play to guide K. G learners to maintain eye contact during conversation.	3.67	.689	.376	.252
K. G. facilitators uses guided play to help K. G learners to use facial expression to convey their understanding or otherwise.	3.64	.743	.533	.542

Source: Field Data, 2021 (n=70)

As offered in Table 3, the kurtosis values show that the data was normal as the values were within the suitable limit for normal distribution of ± 2 (George & Mallery, 2011) signifying that the data was normal (not skewed). Largely, the results show that most of the preschool facilitators within the Fosu Municipality use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality.

Dwelling on the individual items, it was found that K.G facilitators use guided play to help K. G learners nod their heads in agreement to the rules of the game ($M=3.84$, $SD=.343$, $K=.434$, $Std.E=.402$, $n=70$). Again, it was found that K.G facilitators in the Fosu Municipality use guided play to enable K. G learners to repeat what others have said during the play ($M=3.60$, $SD=.708$, $K=.593$, $Std.E=.123$, $n=70$).

In furtherance to the above, it was found that K.G facilitators in the Fosu Municipality use guided play to guide K. G learners to predict the next word or action to be taken ($M=3.04$, $SD=.946$, $K=.187$, $Std.E=.202$, $n=70$). It was found that K.G facilitators in the Fosu Municipality use guided play to help K. G learners to follow rule since attention to the rules since guided play is full of rules ($M=3.45$, $SD=.859$, $K=.106$, $Std.E=.142$, $n=70$).

Similar to the above, it was found that most K.G facilitators in the Fosu Municipality use guided play to guide K. G learners to maintain eye contact during conversation ($M=3.67$, $SD=.689$, $K=.376$, $Std.E=.252$, $n=70$). Finally, it was asserted that most K. G. facilitators in the Fosu Municipality use guided play to help K. G learners to use facial expression to convey their understanding or otherwise ($M=3.64$, $SD=.743$, $K=.533$, $Std.E=.542$, $n=70$).

To establish more evidence on how to use guided play activities to improve KG learners listening skills at the preschool. The researcher gathered this from one of the respondents.

“During play time, children learn to work with others toward a shared goal. One child may lead play, but must learn to be perceptive of others’ needs. Through play, children learn to be assertive, negotiate, cooperate and share. This collaborative skill is important in developing social skills and building friendships. Once friendships are formed at school or daycare, parents can extend those relationships by planning play dates or setting up a playgroup outside of the original meeting place. Through play, children learn to work through their emotions. Even before they can speak, they express their feelings through physical play, storytelling, art, and other activities. If they experience a negative feeling, they may repeat that experience through play. These social skills are also a vital part of language development. Language is so much more than simply spoken words” (Teacher 002).

One of the respondents also narrated this to me

“For me as a teacher, one of the most important outcomes of play is the development of confidence in even the youngest child. Without confidence, the ability to take risks and try new things is compromised. As babies, we gain confidence by learning that our needs are important to our parents or other caregivers. Young toddlers use adults as their security home based from which to explore and learn and they gain confidence as they uncover the many things, they can do all by themselves. By the time children reach preschool age, they know they can still trust the adults in their lives, but they also have the confidence they need to take charge” (Teacher005).

The accrued findings of the study lend support to the work of Adler, Rosenfeld, and Proctor, (2001). According to their research regards with the process of interpersonal communication shows that the largest percentage of the result is spent on communication by adult people in which the 45% is spent on listening while the 30% on speaking, 16 % reading and only 9% writing (Adler, et al., 2001). This is possible as a results of play activities.

Similarly, Akhyak and Indramawan (2013) reveals that play activities using story-telling can enhance learners speaking skills. According to these researchers, this activity will help learners to improve these areas of competencies; fluency, pronunciation, vocabulary, and grammar. It is noted that brainstorming is also a good activity that can enhance speaking skills of learners

Fauzan (2014) also found that games are very important strategies to use in foreign language classes. Adults like doing different activities when learning. Not only children like something that keeps them away from books. There is a variety of activities to do and even there are books with a huge list of games which are even classified according to what facilitators want to reinforce. Below there is a list of some activities to practice speaking skills.

Research Question Three: How does KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality?

To achieve the purpose of the study, the researcher sought to assess how KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality. To assess this, means and standard deviations were used for the analysis as displayed in Table 4.

Table 4: Results on how KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality

Statements	M	Std. D	Kurtosis	
	Stat.	Stat.	Stat.	Std. E
K.G facilitators use guided play to help K. G learners to communicate orally.	3.74	.383	.654	.234
K.G facilitators use guided play to help K. G learners to communicate non verbally using symbols.	3.60	.708	.234	.214
K.G facilitators use guided play to enable K. G learners to pronounce words correctly.	3.54	.876	.453	.123
K.G facilitators use guided play to guide K. G learners use appropriate vocabulary in its right context	3.25	.069	.343	.453
K.G facilitators use guided play to help K. G learners to communicate clearly their intentions	3.32	.789	.175	.234
K.G facilitators use guided play to guide K. G learners to maintain eye contact during conversation.	3.84	.703	.345	.592
K. G. facilitators uses guided play to help K. G learners to use facial expression to convey their understanding or otherwise.	3.44	.443	.322	.702

Source: Field Data, 2021

(n=70)

As indicated in Table 4, similarly, the kurtosis values show that the data was normal as the values were within the suitable limit for normal distribution of ± 2 (George & Mallery, 2011) signifying that the data was normal (not skewed). Reasoning from the data, the results showed that most of the preschool facilitators within the Fosu

Municipality use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality.

Focusing on the individual items, it was found K.G facilitators within the Fosu Municipality use guided play to help K. G learners to communicate orally (M=3.74, SD=.383, K=.654, Std.E=.234, n=70). Clearly it was again found that K.G facilitators within the Fosu Municipality use guided play to help K. G learners to communicate non verbally using symbols (M=3.60, SD=.708, K=.234, Std.E=.214, n=70).

Related to the above, it was found that K.G facilitators within the Fosu Municipality use guided play to enable K. G learners to pronounce words correctly (M=3.54, SD=.876, K=.453, Std.E=.123, n=70). Finally, it was found that K.G facilitators within the Fosu Municipality use guided play to guide K. G learners use appropriate vocabulary in its right context (M=3.25, SD=.069, K=.343, Std.E=.453, n=70).

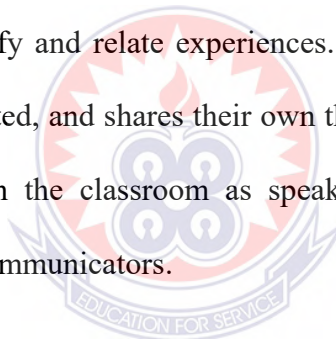
In relation to how the use of guided play activities to improve KG learners speaking skills at the preschools, one of the interviewees has this to share with me....

“I believe that when your child plays, either alone or with others, he is developing important speech and language skills as well as listening skills. If your child is playing alone, he will typically narrate his action or talk to himself as he maneuvers various toys. For example, “the superhero jumps from the tall building to save the girl from the river.” When playing with other children, your child will communicate purpose and organizational ideas with others. For example, when playing “school,” children will decide who is the teacher, who is the student, and what they will teach/learn. If there is disagreement, children are guided to talk through the issue and work on compromise. Guided play is a model setting for language learning. The exposure to additional vocabulary enriches their own variety of words that they can then incorporate into their language. Guided play fosters word learning for preschoolers, especially those from disadvantaged backgrounds” (Teacher 003).

Further on one of the facilitators said...

“I think that Physical play also helps develop important motor skills as well as helps your child work through stress and crankiness. First children develop large motor skills like running, throwing and pedaling. Then, fine motor skills are developed such as writing, coloring, and buttoning. Skipping takes balance, climbing monkey bars builds strength, and sports activities involve coordination. Carefully stacking blocks into towers is not only learning about gravity and balance but also developing hand-eye coordination. When your child is able to feed and dress himself, he will gain a sense of independence which connects directly to the next benefit of play’ (Teacher 004).

The results support the work of Smith (1993) who maintained that facilitators must listen patiently, maintain eye contact, encourage talking by invitation, avoid cutting children off, and listen to nonverbal messages. By reflecting feelings, Smith believes facilitators can help clarify and relate experiences. Facilitators can also avoid dead-end questions, act interested, and shares their own thoughts with children. Facilitators who are good models in the classroom as speakers and listeners will help their students become better communicators.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter includes a summary of the findings, the implications and conclusion. Finally, the section presents recommendations to theory and practice and suggestions for further studies.

Summary of the Study

The general purpose of the study was to investigate the role of facilitators in using guided play activities to improve kindergarten (KG) learners listening and speaking skills in the preschools within the Fosu Municipality. In relation to the design, sequential explanatory design was employed because it enabled the researcher to examine the quantitative data (outcomes) and qualitative data (processes) to allow for an increased ability to detect the occurrences of a phenomenon. Purposive sampling was used to sample five (5) of the preschool facilitators to be interviewed and convenient sampling was to sample 70 facilitators for the quantitative analysis. Adapted questionnaires from Kekesi (2019) were used as the instrument for quantitative data whiles the semi-structured interviews were used to gather the qualitative data. The data collected on quantitative aspect were analyzed using descriptive statistics (means, standard deviations, frequencies and percentages). The qualitative data were analyzed in themes to complement the quantitative data. Pre-testing of the instrument was done and reliability and validity were ensured. Ethical consideration was also ensured before the actual data collection.

Key Findings

The following were emerged as the findings of the study

From the research question one, it was found that generally most of the preschool facilitators within the Fosu Municipality have a positive perception on the usage of guided play activities as a teaching technique in the preschools.

In relation to research question two, it was found that most of the preschool facilitators within the Fosu Municipality use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality.

Lastly on the research question three, it was found that most of the preschool facilitators within the Fosu Municipality used guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality.

Conclusion

The study arrived at the following conclusions based on the study findings. From the research question one, it can be concluded that generally most of the preschool facilitators within the Fosu Municipality perceive the usage of guided play activities as a teaching technique in the preschools to be effective and necessary. In relation to research question two, it can be statted that most of the preschool facilitators within the Fosu Municipality use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality. Lastly on the research question three, it can be concluded that most of the preschool facilitators within the Fosu Municipality use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality.

The Researcher's Reflections on the Study based on the findings

Many educators and researchers take opposing perspectives on play, either believing that all play leads to learning or that guided play and learning are entirely separate processes. In an attempt to bridge this gap, recent research has begun to examine the ways in which different types of play can support different types of learning objectives. In particular, research has shown that guided play, a form of adult-supported play experience, can be particularly beneficial to children's learning. I believe that the secret to guided play's success is in its combination of adult support and child independence. Having an adult set up the situation and provide nudges along the way ensures that children's exploration is appropriately constrained. But allowing the autonomy to remain with the children keeps the situation fun and interesting to them, harnesses their natural proclivity to learn and explore, and allows their own interests to guide their actions, all of which leads to increased learning.

Recommendations

To improve the use of play as a teaching strategy, the following recommendations were made to the school managers and head facilitators in the Fosu Municipality and beyond:

School managers and head facilitators within the Fosu Municipality should cultivate a conducive social environment that could promote and motivate facilitators' behaviour to embrace the use of play as a teaching strategy. Facilitators within the Fosu Municipality should be active and creative in the use of play. This is based on the fact that the use of play as a teaching strategy helps to simplify instruction, revision, summarizes concepts and captures children's attention. In this regard, facilitators should be aware that play is the elementary activity any child does, hence the creative use of this intrinsic behaviour which is naturally embedded in children's improves

both teaching and learning activities. MoEVT should design strategies to reflect the ECE guideline as an effective implementation strategy that will make facilitators adhere to the stipulated child centered teaching practices, especially the use of play which is an effective and rewarding teaching strategy.

Suggestions Further Research

There is a need to conduct studies on improvisation and accessibility of play resources. Such studies will help to establish the nature and trend of availability of play materials and facilities, and the manner and degree in which they are utilized. A study needs to be undertaken to find out the reason behind the discrepancies in the availability of play materials and facilities between public and private schools. Further studies can also focus on determining whether facilitators' remuneration affects their teaching behaviour.



REFERENCES

- Adler, P. S. (2001). Market, hierarchy, and trust: The knowledge economy and the future of capitalism. *Organization science*, 12(2), 215-234.
- Almon, J. (2009). Entering the world of play. *ENCOUNTER: Education for Meaning and Social Justice*, 22(1), 11-14
- Akhyak & Indramawan, A. (2013). Improving the students' English speaking competence through storytelling (Study in Pangeran Diponegoro islamic college (STAI) of Nganjuk, East Java, Indonesia). *International Journal of Language and Literature*, 1(2), 18-24.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor Effecting Students' English Speaking Skills. *British Journal of Arts and Social Sciences*, 2(1), 34-50.
- Benadbadji, S. (2006). *Improving Students' Fluency Through Role-Playing*. OranEs-Senia: University Press.
- Bharathy, M. S. (2013). Effectiveness of Role play in Enhancing Speaking Skills of Tertiary Level Learners. *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*, 13(1), 17-19.
- Bergen, D. (1998). *Play as a medium for learning and development*. United States: Association for Childhood Education International.
- Bodrova, E., & Leong, D. J. (2008). Developing self-regulation in kindergarten. *Young children*, 63(2), 56-58.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman
- Brooker, L. (2011a). Taking children seriously: An alternative agenda for research? *Journal of Early Childhood Research*, 9(2), 137-149.
- Bruner, J. S., Jolly, A., & Sylva, K. (1976). *Play: Its role in development and evolution*. New York, NY: Penguin Books.
- Capitão, L. P., Murphy, S. E., Browning, M., Cowen, P. J., & Harmer, C. J. (2015). Acute fluoxetine modulates emotional processing in young adult volunteers. *Psychological medicine*, 45(11), 2295-2308.
- Chaney, A. L. (1998). *Teaching Oral Communication. In: Grandes K-8*. Boston: Allyn and Bacon.
- Christie, J. F. & Roskos, K. A. (2000). *Play and literacy in early childhood: Research from multiple perspectives*. Lawrence Erlbaum Associates Publishers.

- Coolahan, K., Fantuzzo, J., Mendez, J., & McDermott, P. (2000). Preschool peer interactions and readiness to learn: relationships between classroom peer play and learning behaviors and conduct. *Journal of Educational Psychology, 92*, 458–465. doi:10.1037/0022-0663.92.3.458.
- Connor, J., Kelly-Vance, L., Ryalls, B., & Friehe, M. (2014). A play and language intervention for two-year-old children: Implications for improving play skills and language. *Journal of Research in in Childhood Education, 28*, 221–237. doi:10.1080/02568543.2014.883452.
- Creswell, J. W. (2003). A framework for design. *Research design: Qualitative, quantitative, and mixed methods approaches*, 9-11.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage
- Crow, M. L., & Nelson, L. P. (2015). The Effects of Using Academic Role-Playing in a Teacher Education Service-Learning Course. *International Journal of Role-Playing, 5 Pre-layout Online Version, 5(2)*, 20-26.
- Crow, M. L., & Nelson, L. P. (n.d.). The Effects of Using Academic Role-Playing in a Teacher Education Service-Learning Course. *International Journal of Role-playing, 5 Pre-layout Online Version*, 1-8.
- Denham, S. A., Bassett, H. H., Zinsser, K., & Wyatt, T. M. (2014). How preschoolers' social-emotional learning predicts their early school success: Developing theory prompting competency-based assessments. *Infant and Child Development, 23*, 426–454. doi:10.1002/icd.1840.
- Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL quarterly, 39(3)*, 379-397.
- Dewey, J. (1900). *The school and society*. Chicago, IL: The University of Chicago Press.
- Dewey, J. (1902). *The child and the curriculum*. Chicago, IL: The University of Chicago Press.
- Dewey, J. (1910). *How we think*. Boston, MA: D. C. Heath.
- Dewey, J. (1938). *Experience and education*. New York, NY: The Kappa Delta Pi Lecture Series.
- DeVillis, R. F. (1991). *Scale development: Theory and applications*.
- Edler, C., (2021). Acute Effects of a Combined Strength and Endurance Training Rehabilitation Protocol for Patients in Different Professions with Back Pain. *Physikalische Medizin, Rehabilitationsmedizin, Kurortmedizin, 31(06)*, 386-392.

- Elftorp, F. (2007). *How to Improve Students' Writing and Speaking Skills*
- Engel, M. (2015). The importance of free play in the early childhood classroom: Perspectives from a teacher. *Childhood Education, 91*, 323–324. doi:10.1080/00094056.2015.1090842.
- Erturk, E. (2015). Evaluation of Role Play as a Teaching Strategy in a Systems Analysis and Design Course. *International Journal of Learning, Teaching and Educational Research, 13*(3), 150-159.
- Fauzan, U. (2014, October). Developing EFL speaking materials for the second semester Students of STAIN Samarinda. In *Proceedings of 61th TEFLIN International Conference* (Vol. 861, p. 864).
- Fauzan, U., Aulya, S. F., & Noor, W. N. (2020). Writing error analysis in exposition text of the EFL junior high school students. *Indonesian Journal of EFL and Linguistics, 5*(2), 517-533.
- Fatwa, N. N., Razali, M., & Ismail, R. (2017). The Use of Simulation and Role-Play in Enhancing Speaking Skills in Learning English Language. *Journal of Education and Social Sciences, 6*(2), 72-78.
- Fraenkel, J. R. & Wallen, N. E. (2003). *How to design and evaluate research in education*. Fifth ed. New York: McGraw-Hill.
- Fromberg, D. P., & Bergen, D. (2015). *Play from birth to twelve: Contexts, perspectives, and meanings* (3rd ed.). New York, NY: Routledge.
- Golinkoff, R. M., & Hirsh-Pasek, K. (2016). *Becoming brilliant: What science tells us about raising successful children*. Baltimore, MD: United Book.
- Graves, E. A. (2008). *Is Role-Playing an Effective Teaching Method?* Ohio: University Press.
- Greenbaum, S., & Nelson, G. (2009). *An introduction to English grammar*. Pearson Education.
- Hanline, M. F., Milton, S., & Phelps, P. C. (2010). The relationship between preschool block play and reading and maths abilities in early elementary school: A longitudinal study of children with and without disabilities. *Early Child Development and Care, 180*, 1005–1017. doi:10.1080/03004430802671171.
- Hanline, M. F. (1999). Developing a preschool play-based curriculum. *International Journal of Disability, Development and Education, 46*, 289–305. doi:10.1080/103491299100515
- Hanline, M. F. (2001). Supporting emergent literacy in play-based activities. *Young Exceptional Children, 4*, 10–15. doi:10.1177/109625060100400402

- Harbour, E., & Connick, J. (2005). Role playing games and activities rules and tips. <http://www.businessballs.com/roleplayinggames.htm>. Assessed on 6th April, 2017.
- Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2017). The case of brain science and guided play: A developing story. *Young Children*, 72(2) 45–50. Retrieved from <https://www.naeyc.org/resources/pubs/yc/may2017/case-brain-scienceguided-play>.
- Hetherington, E. M. (2014). Coping with family transitions: Winners, losers and survivors. *Growing up in a Changing Society*, 115-138.
- Hirsh-Pasek, K., Golinkoff, R. M., Berk, L. E., & Singer, D. G. (2009). *A mandate for playful learning in preschool*. New York, NY: Oxford University Press.
- Hirsh-Pasek, K., Golinkoff, R. M., & Eyer, D. (2004). *Einstein never used flash cards*. New York, NY: Rodale Books.
- Hyson, M. (2003). Putting early academics in their place. *Educational Leadership*, 60(7) 20–23. Retrieved from ERIC database (EJ666023).
- Kelly-Vance, L., & Ryalls, B. (2005). A systematic, reliable approach to play assessment in preschoolers. *School Psychology International*, 26, 398–412. doi:10.1177 /0143034305059017
- Kirp, D. L. (2007) *The sandbox investment: The preschool movement and kids-first politics*. Cambridge, MA: Harvard University Press.
- Kuśnierek, A. (2015). Developing students' speaking skills through role-play. *World Scientific News*, 1, 73-111.
- Levinson, M. P. (2005). The Role of Play in the formation and maintenance of cultural identity: Gypsy children in home and school contexts. *Journal of Contemporary Ethnography*, 34, 499-532.
- Levy, R. (2008a). *Becoming a reader in a digital age: children's self-perceptions as they start school*. (PhD thesis. University of Cambridge, Cambridge, United Kingdom).
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, Calif.: Sage.
- Lillard, A. S. (2013). *Playful learning and Montessori education*. *American Journal of Play*, 5(2), 157–186. Retrieved from http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/5-2-article-play-learning-and-montessori-education_0.pdf
- Lillard, A. S., Lerner, M. D., Hopkins, E. J., Dore, R. A., Smith, E. D., & Palmquist, C. M. (2013). The impact of pretend play on children's development: A review of the evidence. *Psychological Bulletin*, 139 1–34. doi:10.1037/a0029321

- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass
- McDaniel, K. N. (2000). Four elements of successful historical role-playing in school. *Journal of Linguistics*, 33(3), 357-362.
- McSharry, G., & Jones, S. (2000). Role-play in science teaching and learning. *International Journal of Communication*, 82, 73-82.
- Miller, E., & Almon, J. (2009). *Crisis in the kindergarten: Why children need to play in school*. College Park, MD: Alliance for Children.
- Middleton, V. A. (2002). Increasing preservice teachers' diversity beliefs and commitment. *The Urban Review*, 34(4), 343-361.
- Montessori, M. (1912). *The Montessori method*. New York, NY: Frederick A. Stokes.
- Montessori, M. (1966). *The secret of childhood*. New York, NY: Ballantine Books.
- Montessori, M. (1967a). *The absorbent mind*. New York, NY: Holt, Rinehart and Winston.
- Montessori, M. (1967b). *The discovery of childhood*. New York, NY: The Random House.
- Mooney, C. G. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky*. St. Paul, MN: Redleaf
- Northcott, N. (2002). Role play: proceed with caution! Nurs Educ Pract. *Journal of Education*, 5(3), 87-91.
- Oradee, T. (2012). Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing). *International Journal of Social Science and Humanity*, 2 (6).
- Pramling Samuelsson, I., & Fler, M. (2009). Commonalities and distinction across countries. In I. Pramling Samuelsson, & M. Fler, *Play and learning in early childhood settings: International perspectives Vol. 1* (pp. 173-190). New York: Springer.
- Poorman, P. B. (2002). Biography and role-playing: fostering empathy in abnormal psychology. *Teaching of Psychology*, 29(1), 32-36.
- Quashigah, Y. A. (2000). Social Studies Teaching: A Study of Pedagogy for Global Perspective Education. *Southern Social Studies Journal*, 26(1), 44-63.
- Rahimy, R., & Safarpour, S. (2012). The Effect of Using Role-Play on Iranian EFL Learners'. *Asian Journal L of Social Science & Humanities*, 1(3), 50-59.

- Rao, D., & Stupans, I. (2012). Exploring the potential of role-play in higher education: Development of a typology and teacher guidelines. *Innovations in Education and Teaching International*, 49(4), 427–436.
- Rogers, S. (2011). Play and pedagogy: a conflict of interests? In S. Rogers (Ed.), *Rethinking play and pedagogy in early childhood curriculum* (pp. 5-18). New York: Routledge.
- Schick, L. (2008). Breaking frame in a role-play simulation: A language socialization Perspective and Gaming. 184-197
- Scrivener, J. (2005). *Learning teaching* (Vol. 2). Oxford: Macmillan.
- Singer, D. G., Golinkoff, R. M., & Hirsh-Pasek, K. (2006). *Play learning: How play motivates and enhances children's cognitive and social-emotional growth*. New York, NY: Oxford University Press.
- Sualy, A., Yount, S., Kelly-Vance, L., & Ryalls, B. (2011). Using a play intervention to improve the play skills of children with language delay. *International Journal of Psychology: A Bio psychosocial Approach*, 9, 105–122. Retrieved from [http:// www.psyjournal.vdu.lt/wp/wp-content/uploads/2012/01/2011-09_6.pdf](http://www.psyjournal.vdu.lt/wp/wp-content/uploads/2012/01/2011-09_6.pdf).
- Somjai, S., & Jansem, A. (2015). The Use of Debate Technique to Develop Speaking Ability of Grade Ten Students at Bodindecha (Sing Singhase) School. *International Journal of Technical Research and Applications* (13), 27-31.
- Sumpana, N. S. (2010). *Improving the Students' Speaking Skills by Role Play: A Classroom Action Research on The Eleventh Grade Students of Immersion Program 1 of the State Senior High School of Karangpandan Academic Year 2009/2010*. Surakarta: University Press.
- Sumsion, J., Grieshaber, S., McArdle, F., & Shield, P. (2014). The 'state of play' in Australia: Early childhood educators and play-based learning. *Australasian Journal of Early Childhood*, 39(3), 4–13. Retrieved from <https://researchoutputcsu.edu.au/ws/portalfiles/portal/9401998>.
- Syakur, M. (1987). Language testing.
- Trawick-Smith, J. (1998). A qualitative analysis of meta play in the preschool years. *Early Childhood Research Quarterly*, 13(3), 433-452.
- Taylor, M., Dlamini, N., Khanyile, Z., & Mpanza, L. (2012). Exploring the use of role play in a school-based programme to reduce teenage pregnancy. *South African Journal of Education*, 32(4), 442-448.
- Thomas, L., Warren, E., & deVries, E. (2011). Play-based learning and intentional teaching in early childhood contexts. *Australasian Journal of Early Childhood*, 36(4), 69–75. Retrieved from ERIC database (EJ969821).

- Thomton, L., & McEntee, M. (1995). Learner-centred School as a Mindset, and the Connection with Mindfulness and Multiculturalism. *Theory into Practice*, 34(4), 250-257.
- Torky, S. A. (2006). *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*. Ain Shams: University Press
- Tsadidey, S. W. K. (2002). A Comprehensive Guide to the Principles and Practice of English Language Teaching for Basic Level Practitioners. *Ho Discovery Literature Center Ltd*.
- Udofia, U.I, & Ikpe U.N. (2012). Administration of In-Service Training and Teachers Attitude to Work in Private Secondary School in Cross River State of Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 2 (10), 50-63.
- Underwood, M. (1997). *Teaching Listening*. New York: Longman Inc.
- Van-Ments, M. (1983). *The Effective Use of Role Play: a handbook for teachers and trainers*. London: Kogan Page.
- Vasileiou, V. N., & Paraskeva, F. (2010). Teaching Role-Playing Instruction in Second Life: An Exploratory Study. *Journal of Information, Information Technology, and Organizations*, 5, 26-50.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. (1986). *Thought and language* (Rev. ed.). Cambridge, MA: The MIT Press.
- Walsh, G., Sproule, L., McGuinness, C., Trew, K., Rafferty, H., & Sheehy, N. (2006). An appropriate curriculum for 4–5-year-old children in Northern Ireland: Comparing play-based and formal approaches. *Early Years*, 26, 201–221. doi:10.1080/09575140600760003
- Walsh, G., & Gardner, J. (2006). Facilitators' readiness to embrace change in the early years of schooling: A Northern Ireland perspective. *European Early Childhood Education Research Journal*, 14, 127–140. doi:10.1080/13502930285209961.
- Weisberg, D. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Guided play: Where curricular goals meet a playful pedagogy. *Mind, Brain, and Education*, 7, 104–112. doi:10.1111/mbe.12015.
- Weisberg, D. S., & Zosh, J. M. (2018). How guided play promotes early childhood learning. *Encyclopedia on Early Childhood Development*, 1-4.

- Westrup, U., & Planander, A. (2013). Role-play as a pedagogical method to prepare students for practice: The students' voice. *Högskoleutbildning*, 3(3), 200-210.
- Wood, E. (2014). Free choice and free play in early childhood education: Troubling the discourse. *International Journal of Early Years Education*, 22(1), 4-18.
- Wood, E., & Bennett, N. (1998). Facilitators' theories of play: Constructivist or social constructivist? *Early Child Development and Care*, 140, 17-30. doi:10.1080/0300443981400103.
- Zigler, E. F., & Bishop-Josef, S. J. (2009). Play under Siege: A Historical Overview. *Zero To Three (J)*, 30(1), 4-11.



APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

QUESTIONNAIRE FOR KINDERGATEN FACILITATORS AND SCHOOL HEADS

Dear Sir/Madam,

The purpose of this study is to gather data on the topic: **INVESTIGATING THE ROLE OF PRESCHOOLS FACILITATORS IN THE USE OF GUIDED PLAY ACTIVITIES TO IMPROVE KINDERGARTEN LEARNERS LISTENING AND SPEAKING SKILLS IN THE FOSU MUNICIPALITY.**

The researcher is a student of the University of Education, Winneba, conducting this study as part of his requirement of the award of Master of Education in Early Childhood Education. Any information provided will be used for only academic purpose only. The information will be treated with the utmost confidentiality it deserves.

Thank you for your participation.

SECTION A

BACKGROUND INFORMATION OF THE RESPONENTS

Gender: Females [] Male []

Class you teach: K. G 1 [] K. G 2 []

Age Range of respondents: 25 years and below []

26 years – 30 years [] 31 years – 35 years []

36 years – 40 years [] 41 years and above []

Years in current school: 1 – 3 years [] 4 - 6years []

7 – 10years [] 11 – 13 years [] 14 – 17 years []

18 -21 years [] Above 21 years []

Teaching Experience: 1 – 3 years [] 4 - 6years []

7 – 10years [] 11 – 13 years [] 14 – 17 years []

18 -21 years [] Above 21 years []

Educational Qualification: MSLC: [] Teacher Cert “A” [] WAEC

Degree [] Diploma Degree [] Degree []

Master of Education [] Master of Philosophy [] PhD. []

Qualification in Early Childhood Education: Yes [] No []

SECTION B

Explore the perception of KG facilitators on the usage of guided play activities as a teaching technique in the preschools within the Fosu Municipality.

Kindly, respond to each item ticking the appropriate respond by using the following scale: 1– Strong Disagree 2 – Disagree 3 –
Undecided 4 – Agree 5 – Strongly Agree

N/O	STATEMENT	S. D	D	U	A	S. A
1	Guided play gives too much freedom to K.G learners					
2	Guide play allows the K. G learners to make acquaintance with the outside world.					
3	Guided play serves as medium to allow K.G learners talk freely and when a mistake is made, he/she is correctly freely					
4	Guided play serves as medium to allow K.G learners to explore freely when a mistake is made, he/she is correctly freely.					
5	Guided play plays a therapeutic value of making K. G learners make up for defeat, and frustration.					
6	Guided play serves as a means of introducing new concepts indirectly to K. G learners.					
7	K.G facilitators are able to reflect on students' prior experiences they are better able to scaffold those experiences into new learning					
8	Guided play enables the K. G teacher to monitor the social, emotional and intellectual development of K. G learners					

SECTION C**Find out how KG facilitators use guided play activities to improve KG learners listening skills at the preschools within the Fosu Municipality.**

Kindly, respond to each item ticking the appropriate respond by using the following scale: 1– Strong Disagree 2 – Disagree 3 – Undecided
4 – Agree 5 – Strongly Agree

N. o	STATEMENT	S. D	D	U	A	S. A
9	K.G facilitators use guided play to help K. G learners nod their heads in agreement to the rules of the game					
10	K.G facilitators use guided play to enable K. G learners to repeat what others have said during the play.					
11	K.G facilitators use guided play to guide K. G learners to predict the next word or action to be taken.					
12	K.G facilitators use guided play to help K. G learners to follow rule since attention to the rules since guided play is full of rules.					
13	K.G facilitators use guided play to guide K. G learners to maintain eye contact during conversation.					
14	K. G. facilitators uses guided play to help K. G learners to use facial expression to convey their understanding or otherwise.					

SECTION D

Find out how KG facilitators use guided play activities to improve KG learners speaking skills at the preschools within the Fosu Municipality.

Kindly, respond to each item ticking the appropriate respond by using the following scale: 1– Strong Disagree 2 – Disagree 3 – Undecided
4 – Agree 5 – Strongly Agree

N. o	STATEMENT	S. D	D	U	A	S. A
15	K.G facilitators use guided play to help K. G learners to communicate orally.					
16	K.G facilitators use guided play to help K. G learners to communicate non verbally using symbols.					
17	K.G facilitators use guided play to enable K. G learners to pronounce words correctly.					
18	K.G facilitators use guided play to guide K. G learners use appropriate vocabulary in its right context					
19	K.G facilitators use guided play to help K. G learners to communicate clearly their intentions					
20	K.G facilitators use guided play to guide K. G learners to maintain eye contact during conversation.					
21	K. G. facilitators uses guided play to help K. G learners to use facial expression to convey their understanding or otherwise.					

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EARLY CHILDHOOD EDUCATION SEMI-STRUCTURED INTERVIEW GUIDE FOR SCHOOL HEADS

1. Tell me about guided play as a teaching and learning technique used in the preschool department.
2. Tell me how guide play allows the K. G learners to make acquaintance with the outside world.
3. Tell me how guide play serves as medium to allow K.G learners talk freely and when a mistake is made, he/she is correctly freely
4. Tell me how guide play serves as medium to allow K.G learners to explore freely when a mistake is made, he/she is correctly freely.
5. Tell me how guide play serves as a means of introducing new concepts indirectly to K. G learners
6. K.G facilitators use guided play to enable K. G learners to repeat what others have said during the play
7. K.G facilitators use guided play to guide K. G learners to predict the next word or action to be taken.
8. K.G facilitators use guided play to help K. G learners to follow rule since attention to the rules since guided play is full of rules.
9. K.G facilitators use guided play to guide K. G learners to maintain eye contact during conversation.
10. K.G facilitators use guided play to help K. G learners to communicate orally.
11. K.G facilitators use guided play to help K. G learners to communicate clearly their intentions