

**PLAY-BASED ENGLISH LANGUAGE TEACHING FOR SOCIALIZATION: A
PRESCHOOL STUDY IN BANGLADESH**

By

Iffat Ara Rimi

ID: 23363011

A thesis submitted to the Department of Department of English and Humanities in partial
fulfillment of the requirements for the degree of
Master of Arts in English

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Declaration

It is hereby declared that

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3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Student's Full Name & Signature:

Iffat Ara Rimi

ID: 23363011

Approval

The thesis titled “Play-Based English Language Teaching for Socialization: A Preschool Study in Bangladesh” submitted by Iffat Ara Rimi (23363011) of Spring, 2025 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in English on June 16, 2025.

Examining Committee:

Supervisor:
(Member)

Lubaba Sanjana
Lecturer, Department of English and Humanities
Brac University

Departmental Head:
(Chair)

Professor Firdous Azim, PhD
Chairperson, Department of English and Humanities
Brac University

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In addition, the study was conducted with utmost ethical considerations prior to data collection procedures. Participants were required to carefully read and sign the "letter of consent form" before the interview. The authorities and parents of the preschoolers of the selected school were well informed about the study. It was also informed that the interview will be recorded and observed data will be used solely for the study's purpose, with pseudonyms used to maintain confidentiality.

Abstract

The aim of this study is to explore how preschoolers of EMSs in Bangladesh develop basic social communicative skills in English through play-based learning. This paper adopted a qualitative research method to find out the strategies used by teachers to facilitate social communicative skill development through the classroom and the primary patterns of English that are used for preschoolers to teach basic social interactions with teachers, friends, and others in play-based learning settings. The study used semi-structured interviews and observation to find out the strategies used by teachers to facilitate social communicative skill development through the classroom, and the primary patterns of English, like greetings, asking permission, negotiations, functional language, and so forth, are used for preschoolers to teach basic social interactions with teachers, friends, and others through play-based learning settings. In addition, repetitive language phrases, gestures, visual support, language practice with teachers and friends, songs, rhymes, chants are used in daily class activities so that the preschoolers can learn social language automatically without any cognitive pressure.

Keywords: preschooler; EMS; English; social communicative skill; play-based learning

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List of Acronyms

EMSs	English Medium Schools
ECE	Early Childhood Education

Chapter 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The widespread use of English has driven it as a global language. People use English language as a common medium of communication all over the world and have become crucial, especially in early childhood education (ECE). Additionally, in global proliferation, English has a greater association with a better future, which not only helps to establish children's future prospects, such as education and career, for building a global network and participating in the global market, but also resilience in overcoming hurdles in life (Mousumi & Kusakabe, 2017). In Bangladesh, English is used as the second language, and it is the dominant communication medium in academic and professional settings at present. As a result, children in Bangladesh are often introduced to English at a young age, even before they have fully developed fluency in their first language. Consequently, English Medium Schools (EMSs) have gained popularity due to their credibility, international standard, flexibility, and emphasis on the English language (Diba, 2009). Therefore, the inevitability of a preschooler studying in EMSs is accelerating among upper-middle- and upper-class families due to the better education, social advancement, and career prospects nowadays in Bangladesh. This early exposure helps a preschooler to learn grammar and vocabulary as well as to develop his/her social language effectively (Laoire et al., 2024).

In addition, social language development, also known as pragmatic or communicative language development, is the skill of using language effectively in social settings. In EMSs of Bangladesh, English is used as the primary language of instruction and communication. The purpose is to ensure a preschooler can acclimate and adjust to an environment that may differ linguistically and culturally from their home. Vygotsky's sociocultural theory (1978)

emphasizes the impact of social interaction and cultural background on cognitive development. A child's cognitive development is influenced by their interactions with people in their cultural surroundings (Topciu & Myftiu, 2015). In school they learn to greet, express needs, take turns in conversation, and respond to social cues through play-based learning, which are essential for building relationships and cognitive and emotional development.

Furthermore, the play-based learning method implies the teaching and learning process through games, storytelling, and hands-on activities to facilitate the acquisition of English in a low-stress and natural environment. It helps a preschooler to acquire English naturally through active participation through songs and action rhymes, flashcards, and memory games. In a word, this method is one of the best ways for the preschooler to learn social language effectively.

1.2 ENGLISH LANGUAGE ACQUISITION OF PRESCHOOLERS IN BANGLADESHI EMSs

Early exposure to the target language is crucial for second language acquisition, and it can provide an immersive language experience for preschoolers (Laoire et al., 2024). Additionally, the preschool period is a crucial stage for a preschooler's language development through play, interaction, and experiences. According to Burner's view, learning is an active social process that creates new ideas or concepts based on existing information. Preschoolers organize new knowledge into action, image, and language-based knowledge (Burner, as cited in Zhou, 2020). A preschooler's inquisitiveness and inducement towards playful acts can be used effectively for language teaching (Gungenci & Gungor, 2024). Therefore, to ensure preschooler's effective communication skills in English, it is crucial to learn it at an early age.

In the context of Bangladesh, EMSs mostly use a unique sociolinguistic context for the preschoolers for English language acquisition. English is the primary language of

instruction in these schools, but it is not the first language of the preschoolers in the context of Bangladesh. They generally speak Bangla, and their exposure to English outside the classroom is often limited. Thus, it applies informal and semi-structured activities like songs, rhymes, storytelling, picture books, and so on to teach preschoolers English. The teacher often employs gestures, visual aids, and repetition to enhance the comprehension and engagement of preschoolers and to boost the development of listening and speaking skills in English (Mallick & Popy, 2024). As a consequence, preschoolers of EMSs develop pre-literacy skills, particularly vocabulary, grammar, and social language that connect them to adjust to an environment that may differ linguistically and culturally from their home (Ameer, 2009). Therefore, it also nourishes them to flourish in a distinctive linguistic environment that makes a preschooler able to acquire English not only for academic purposes but also for social interactions with teachers, friends, and others.

1.3 THE IMPORTANCE OF PLAYBASED LEARNING METHOD ON PRESCHOOLER'S LANGUAGE DEVELOPMENT FOR SOCIALIZATION

Play-based learning is one of the teaching methods that encourage a preschooler to learn and develop knowledge through creative and engaging ways. It implies the teaching and learning process through games, storytelling, and hands-on activities to facilitate the acquisition of English in a low-stress and natural environment. These activities influence a child's educational experiences. Play-based learning enhances their knowledge acquisition, skill development, peer relationships, teacher-student interactions, identity formation, and the cultivation of a sense of belonging (Chen, 2025; Yin et al., 2021). Within preschool contexts, this method facilitates cognitive and motor development and supports meaningful social interactions among peers (Bateman & Church, 2017). According to Gungenci & Gungor (2024), the play-based learning method is one of the progressive and participatory acts that

help preschoolers to develop their language skills. In a word, this engaging method provides a context that allows preschoolers to learn and use turn-taking, meaningful social interaction, and other communicative functions in their real lives.

In addition, EMSs have gained huge popularity in Bangladesh due to their unique teaching and learning context for the preschoolers. These schools follow one of the international curriculums, like Edexcel. It is a renowned British examination board that has an accreditation system for applied education and offers international standards (Demirel, 2014). This curriculum mainly uses practical and applied learning, focusing on real-life scenarios including written exams, coursework, and practical assessments, and play-based activities depending on the specific subject. Learning through play is crucial for preschoolers' acquisition of knowledge and skills, as it not only develops mental and emotional well-being but also ameliorates social interactions (Alam, 2022). EMSs in Bangladesh apply various class activities like songs, rhymes, storytelling, picture books, flashcards, memory games, and so on to teach preschoolers English. The teacher often employs gestures, visual aids, and repetition to enhance the comprehension and engagement of preschoolers and to boost their development of listening and speaking skills. At first, preschoolers repeat their task with their teacher, then learn it, and finally they are able to do the same alone. Basically, in this way, they develop basic social communication skills with the help of their teacher in school. Play-based learning in early education involves preschoolers undergoing various experiences in a joyful learning process, providing a better understanding for them. It enhances their linguistic skills, such as vocabulary acquisition, grammar, natural conversation execution, and social and behavioral development in English (Mallick & Popy, 2024; Laoire et al., 2024). As a result, it helps preschoolers to acquire social interactions with others in English naturally through active participation in the classroom.

In brief, this method is one of the best ways for the preschooler to learn language effectively. It allows preschoolers to learn grammar and vocabulary as well as to develop their language for effective social interaction.

1.4 STATEMENT OF PROBLEM

Nowadays, learning English is crucial for building a global network and participating in the global market. In Bangladesh, the popularity of a preschooler studying in EMSs is accelerating among upper-middle- and upper-class families due to the better education, social advancement, and career prospects at present. Children in Bangladesh are often introduced to English at a young age, even before they have fully developed fluency in their first language, since English is the primary language of instruction in these schools. As a result, this early exposure helps preschoolers to learn grammar and vocabulary as well as to develop their social language effectively (Laoire et al., 2024). Social language development, or communicative language development, is the skill of using language effectively in social settings. This ECE prepares a child aged 3 to 5 years for the next level of education by providing the necessary educational support for their physical, mental, and emotional growth; basic skills of communication; and development of social language (Alam & Ogawa, 2023; Asmorowati & Puridawaty, 2025). Therefore, to ensure preschoolers' effective communication skills in English, it is crucial to learn it at an early age.

Over and above, English is not the first language of the preschoolers in the context of Bangladesh. They generally speak Bangla, and their exposure to English outside the classroom is often limited. In this case, preschoolers may face challenges while interacting in English appropriately and confidently in social communication. Consequently, play-based learning in early education could be used for preschoolers undergoing various experiences in a joyful learning process, providing a better understanding for them (Mallick & Popy, 2024). Since learning through play is crucial for preschoolers' acquisition of knowledge and skills,

as it not only develops mental and emotional well-being but also ameliorates social interactions. (Alam, 2022). Even though play-based learning is extensively known for its effectiveness in early language and social development, its proper application in developing English, especially social communication skills among Bangladeshi preschoolers in EMSs, is still underexplored. There has been extensive research on the English language acquisition of primary and higher-level Bangla-medium schools, but there is a lack of attention on the significance of these learning methods, strategies used by teachers, and the basic patterns of English that are used for preschoolers for social interactions with teachers, friends, and others in the preschool educational arena.

1.5 RESEARCH QUESTIONS

The following research questions have been used to achieve the purposes of the research:

1. What role does play-based learning play in developing social language skills in English among preschoolers?
2. What strategies do teachers use to teach social communication in English during play-based learning in the classroom?
3. What are the primary patterns of English use for preschoolers to teach basic social interactions in play-based learning settings?

1.6 SCOPE OF THE STUDY

This study explored how preschoolers of EMSs in Bangladesh learn basic social communicative skills in English through play-based learning. It enhances their linguistic skills, such as vocabulary acquisition, grammar, natural conversation execution, and social and behavioral development in English (Mallick & Popy, 2024; Laoire et al., 2024). As a result, preschoolers learn to interact with others in English naturally through active participation in the classroom.

There is a lot of study on early childhood education, the effectiveness of play-based learning methods on ECE, and the perceptions of teachers and parents about play-based learning for preschoolers in Bangladesh, but there have been no studies found on the strategies used by teachers to teach social communicative skill development and the primary patterns of English used by both teachers and preschoolers of EMSs. Thus, the researcher aims to work on this very specific topic about the development of basic social communicative skills through play-based learning methods among preschoolers of EMSs in Bangladesh.

Furthermore, the researcher chose an EMS of Bangladesh located at Banani as the setting of this study. This study adopted a qualitative method, including class observation and semi-structured interviews, to collect the required data. The researcher has selected 10 teachers of the preschool section as participants to get the required data from interviews; among them, 8 are female teachers and 2 are male. All of them have completed their postgraduate degrees from different universities, including public and private universities. Among all the participants, 7 teachers have an EMS background, and 3 are from a Bangla Medium School background. Moreover, there were 15 preschoolers aged 3 to 4.5 years in the classroom; among them, 9 preschoolers are male and 6 are female. They performed as indirect participants since they were too young to participate in the interview session.

1.7 SIGNIFICANCE OF THE STUDY

For this qualitative study, the researcher aims to find out the significance of the play-based learning method for preschoolers to develop basic social communicative skills in English in Bangladeshi English-medium schools. The researcher tries to fill this knowledge gap by highlighting the importance of the play-based learning method for preschoolers to learn social language effectively. To collect the data, the researcher focuses on the observation of the class of preschoolers and arranges an interview session with the teachers of an English-medium school.

1.8 RESEARCH GAP

The study revealed that the importance of play-based learning methods, teacher strategies, and basic English patterns for preschoolers' social interactions in preschool education in Bangladeshi EMSs is underexplored. Therefore, the researcher aims to explore how preschoolers of EMSs in Bangladesh develop their social communicative skills in English through play-based learning. The main purpose of this study is to explore the strategies used by teachers to teach social communicative skill development through the classroom and the primary patterns of English that are used for preschoolers to teach basic social interactions with teachers, friends, and others in play-based learning settings.

Chapter 2

REVIWE OF RELEVANT LITERATURE AND RESEARCH

INTRODUCTION

This chapter focuses on exploring how preschoolers of English-medium schools in Bangladesh learn basic social communicative skills, like greetings, emotional expression, and permission asking, in English through play-based learning. At the same time, find out the strategies teachers use to facilitate social communication in English during play-based learning in the classroom. Therefore, this chapter discusses relevant scholarly works related to early childhood education (ECE) in Bangladesh and the play-based learning method and its application for English acquisition. The chapter also aims to find a gap in the literature regarding the social language development of preschoolers in Bangladeshi EMSs and the importance of play-based learning methods for second language acquisition in preschool education. The chapter is divided into two parts as follows:

Part 1: ECE in Bangladesh discusses the importance of early childhood education, relevant theories on language acquisition, and an overview of ECE in Bangladeshi EMSs.

Part 2: The play-based learning method and its implication illustrate the role of the play-based learning method for language acquisition, perceptions of teachers and parents on play-based learning and how a preschooler learns English through the play-based learning method.

2.1 PART 1: ECE IN BANGLADESH

Early Childhood Education (ECE) is the core component of any education. It ensures a child's cognitive and non-cognitive development. Early exposure to the target language is crucial for second language acquisition, and it can provide an immersive language experience for preschoolers (Laoire et al., 2024). This process prepares a child aged 3 to 5 years for the next level of education by providing the necessary educational support for their physical, mental, and emotional growth; basic skills of communication; and development of social language (Alam & Ogawa, 2023; Asmorowati & Puridawaty, 2025; Rand & Morrow, 2021). According to Vygotsky's sociocultural theory (1978), children not only imitate teachers' teaching methods but also undergo the learning process of social interactions. The theory suggests that the dynamic nature of teacher-child interactions leads to effective learning (Vygotsky, as cited in Topciu & Myftiu, 2015). In today's globalization, every child must have the ability to communicate in English along with their first language adequately to compete in the world and create a strong position globally. A child can acquire any language effortlessly in their early childhood phase (Seriadi, 2019). Therefore, to ensure a child's effective communication skills in English, it is crucial to learn it at an early age. Further, play-based learning is one of the best ways for the ECE to teach social language effectively.

In addition, the Bangladeshi government introduced a program to provide early childhood education to over 65,500 primary schools across the country in 2003, and there are seven non-governmental institutions that also started early childhood education through their

broad network (Rashid & Akkari, 2020). ECE enhances the various aspects of child development (Khanam et al., 2023). Parents prefer to enroll their children in ECE as they believe that children can perform better if they have access to preschool and in-home education before starting official primary education (Alam & Ogawa, 2023). Additionally, preschoolers develop pre-literacy skills, particularly vocabulary, grammar, and social language through play-based learning, that connect them to adjust to an environment that may differ linguistically and culturally from their home (Ameer, 2009). This early exposure helps a preschooler to learn grammar and vocabulary as well as to develop his/her social language effectively (Laoire et al., 2024). Therefore, ECE in Bangladesh assures the overall well-being of a preschooler's educational advancement.

2.1.1 RELEVANT THEORY ON CHILD'S LANGUAGE ACQUISITION

The study explores play-based learning in ECE, using Russian sociologist Lev Vygotsky's sociocultural theory (1978). It emphasized that social interactions facilitate learning, leading to gradual changes in learners' learning processes and behaviors. His theory also has significant perceptual development in early childhood learning. According to Vygotsky's sociocultural theory (1978), children not only imitate teachers' teaching methods but also undergo the learning process of social interactions. The theory suggests that the dynamic nature of teacher-child interactions leads to effective learning (Topciu & Myftiu, 2015). This sociocultural theory emphasizes that human development is a socially moderated process where children develop cultural values, perceptions, and critical thinking skills through interactive discussions with societal experts. Moreover, the theory focuses on children's engagement in the learning process and the use of culturally specific resources for distinct social communication. Moreover, Vygotsky's concept of higher mental functions suggests that children's cognitive activities develop more comprehensively and efficiently due to interaction with the socio-cultural environment (Vygotsky, as cited in Alam, 2022). He

also proposed that ZPD (zone of proximal development) allows individuals with less advanced skills to learn from those with more advanced skills by observing their behavior. Teachers use scaffold learning through dialogue, questioning, repetition, modeling and prompting for the learners (Zhou, 2020). To define ZPD specifically, it can be stated as the gap between overall development and potential growth, indicating problem-solving under adult supervision or play-based engagement with capable peers. As a consequence, children should be taught by teachers in the ZPD to develop their potential growth by performing tasks independently, but not solely through play-based learning. For instance, teachers use various gestures like, facial expressions, hand signals, nodding head as nonverbal scaffolding to help and guide the learners to understand and internalize social behaviors (Cheruiyot, 2024).

In contrast to Vygotsky's theory, according to Piaget's theory (1985), the pre-operational stage is characterized by the development of symbolic thinking, egocentrism, issues with numerous dimensions, animism, a lack of classification capacity, and conservation challenges (Pakpahan & Saragih, 2022). Children, while playing, construct knowledge through accommodation, assimilation, and experiences (Syomwene & Mwaka, 2018). According to Piaget's theory (1985), they develop language to express their internal thoughts, not to communicate with others, and it is a cognitive development as children's thinking evolves. These cognitive abilities allowed children's early literacy skills, such as reading and writing, to be developed through play-based learning activities (Cheruiyot, 2024).

In addition, Bruner (1960) theorized that, children are active learners rather than passive ones who strive to solve problems by making sense of the world (Burner, as cited in Barth, 2015). Moreover, learning is an active social process that creates new ideas or concepts based on existing information. Children organize new knowledge into action-, image-, and language-

based knowledge (Fuchs, 2018; Zhou, 2020). They actively construct their own knowledge by categorizing and organizing information, rather than absorbing all that is provided by the teacher. They construct new knowledge based on their existing knowledge.

In essence, preschoolers can effortlessly develop language through teacher-child interactions and play-based learning activities in the classroom. It is an extensively effective process for early language acquisition as well as for physical, mental, and emotional growth; basic skills of communication; and development of language for social interactions.

2.1.2 An Overview of ECE in Bangladeshi EMSs

The use of English has become crucial, especially in early childhood education for today's globalized world. ECE enhances the various aspects of child development (Khanam et al., 2023). Children in Bangladesh are often introduced to English at a young age, even before they have fully developed fluency in the Bangla language. Consequently, the popularity of a preschooler studying in English-medium schools is accelerating among upper-middle- and upper-class families due to the better education, social advancement, and career prospects nowadays in Bangladesh. Hence, the teachers of English-medium schools emphasize the international significance of English in education and jobs, which has made English-medium education popular among the concerned parents of preschoolers. Parents prefer EMS to enroll their children in ECE as they believe that children can perform better if they have access to preschool and in-home education before starting official primary education (Alam & Ogawa, 2023). According to Ameer (2009), preschoolers develop pre-literacy skills, particularly vocabulary, grammar, and social language through play-based learning, that connect them to adjust to an environment that may differ linguistically and culturally from their home. This early exposure helps a preschooler to learn grammar and vocabulary as well as to develop his/her social language effectively (Laoire et al., 2024). In summary, a child can acquire any language effortlessly in their early childhood phase.

2.1.3 An Overview of Assessment and Evaluation Process of ECE

Early childhood education aims to ensure children's growth and development, preparing them for further education by the age of five (Alam & Ogawa, 2023; Asmorowati & Puridawaty, 2025; Rand & Morrow, 2021). Early childhood development assessments are a crucial aspect of the teaching and learning process in preschools. Educators must effectively assess to provide appropriate, correct, and professional care for each child. In addition, "assessment" refers to evaluation generally. Evaluation encompasses more than just assessment, whereas assessment measures an individual's performance and provides feedback in various ways. Authentic and anecdotal assessments are one of the processes followed in early childhood education for an effective evaluation. In addition, authentic assessment involves real-life tasks and natural observation and ensures natural development of children's behavior without manipulation. Furthermore, early childhood education employs various assessment tools, including observation, checklists, portfolios, and teacher-created assessments (Adewusi et al., 2023). In ECE, checklist assessments and portfolios are used as the indicators of the daily learning plan that correspond to the child's daily achievements (Koenarso, 2023).

Notably, in observation assessment, teachers use anecdotal notes to observe each child's behaviors, interactions, and engagement in the classroom and to evaluate their social, emotional, and cognitive development. Next, a checklist assessment is used to assess specific domains like language, cognition, and motor skills (Hong et al., 2015). Simultaneously, teachers use portfolios for assessment and evaluation purposes. Teachers collect all the class activities and homework of drawings, writings, and other work samples through the semester to evaluate their knowledge improvement. In the context of Bangladesh, teachers use observation, checklist and portfolios mostly to assess the preschooler's improvement.

In brief, most of the children in ECE are too young to understand and go through the formal assessment process, so informal assessment is used in ECE. This informal assessment and evaluation process ensures natural development of children's behavior without manipulation.

2.2 PART 2: SIGNIFICANCE OF PLAY-BASED LEARNING

Play is extensively known as the most effective way for young children to learn (McInnes et al., 2011). This learning method in early education could be used for preschoolers undergoing various experiences in a joyful learning process. Since it applies various fun activities like songs, rhymes, storytelling, picture books, and so on to teach preschoolers English. Songs and rhymes serve as scaffolding that has great support to convert a preschooler from passive listeners to active learners. Additionally, teachers often employ gestures, visual aids, and repetition to enhance the comprehension and engagement of preschoolers and to boost the development of listening and speaking skills in English (Mallick & Popy, 2024). Correspondingly, the play-based learning method is one of the progressive and participatory acts that help preschoolers to develop their language skills. The teachers use various gestures, like facial expression, hand movement, nodding head along with the verbal instructions to attract the learners and engage into the classroom (Gungenci & Gungor, 2024). Since learning through play is crucial for preschoolers' acquisition of knowledge and skills development, peer relationships, teacher-student interactions, identity formation, and the cultivation of a sense of belonging, as it not only develops mental and emotional well-being but also ameliorates social interactions (Alam, 2022; Yin et al., 2021). Within preschool contexts, this method facilitates cognitive and motor development and supports meaningful social interactions among peers through fun activities like songs, rhymes, repetition of words, images. They also use letters, numbers, and shapes, by using handmade alphabet flashcards, magnetic letter boards, and wooden puzzles to teach basic English (Bateman & Church, 2017). Moreover, the play-based learning method implies the

teaching and learning process through games, storytelling, and hands-on activities to facilitate the acquisition of English in a low-stress and natural environment (Chen, 2025). It helps a preschooler to develop essential vocabularies in their preschool years and empowered them to engage in natural conversation with others.

In essence, this engaging method provides a context that allows preschoolers to learn and use turn-taking, meaningful social interaction, and other communicative functions in their real lives. This method is one of the best ways for the preschooler to learn social language effectively.

2.2.1 Teachers and Parents Perception on Play-based Learning

According to teachers of preschool, play-based learning enhances their academic achievement, social and psychological behavior, and develops various skills, including cognitive, language, and self-reflection throughout their life (Khalil et al., 2022; Ali et al., 2018; Lynch, 2015). Notably, it is a teaching method that incorporates plays into both classroom and outside learning experiences. It helps children to develop friendships and social competence and that is crucial for a child's motivation to actively participate in school. As they can use various props like letters, numbers, and shapes, by using handmade alphabet flashcards, magnetic letter boards, and wooden puzzles to teach basic English. Furthermore, the pre-primary education curriculum in Bangladesh is emphasized of using play-based learning in ECE (Mallick & Popy, 2024). As a result, the preschoolers learn to greet, express needs, take turns in conversation, and respond to social cues, which are essential for building relationships and cognitive and emotional development. The new curriculum is anticipated to decrease the learning load and foster creativity, curiosity, and problem-solving skills in children through hands-on experiences (Alam, 2022). Teacher's perception regarding the play-based learning that plays can be categorized into free-to-play, where preschoolers are allowed to do what they want. But in guided play, professional teachers who have play-based

learning training. Training in Play-based learning entails educating while having fun (Danniels & Pyle, 2018; Ngat, 2022). It generally has a sort of specific educational goal in mind, a designed curriculum, an assessment and evaluation process, potential outcomes, material circumstances, and ultimate significance as the matter develops (Farne, 2005). However, most of ECE institutions lack the necessary equipment for preschooler to build up play-based learning facilities (Harju-Luukkainen & Kangas, 2021). In Bangladesh, the number of qualified and trained teachers for play-based learning is limited. The government should take necessary action to include play-based learning method in ECE and proper training for the teachers.

Additionally, parents prefer to enroll their children in ECE as they believe that they can perform better if they have access to preschool and in-home education before starting official primary education (Alam & Ogawa, 2023). At present, the parents are aware of globalization and the benefits of preparing their child from the very beginning. According to them, it enables them to acquire English for both academic purposes and social interactions with teachers, friends, and others. As they can also teach their child by using educational toys at home. Moreover, play-based learning is the primary source of preschool development, enhancing learning abilities, socio-psychological skills, and self-concept through enjoyable and meaningful exploration of the world. (Khalil et al., 2022; Rand & Morrow, 2021). The parents' preference is play-based learning, not only for the easy language acquisition but also for their child's sociolinguistic development, which allows their child to learn naturally and effectively at an early age. In addition, parents enroll children in EMSs for education, social status, cultural access, early English learning, and a better future (Hossain et al., 2024). The preschoolers of EMSs can interact with others in English than the children who did not get any early exposure to learn English. Yet, many parents are unfamiliar with play-based learning and express anxiety about the teaching technique and curriculum in their schools.

However, according to both teachers and parents, play-based learning significantly enhances preschoolers' communication and social skills, promoting cognitive and language development and providing a break from formal learning. At the same time, many parents are unfamiliar with play-based learning and express anxiety about the effectiveness of this teaching technique compared to traditional methods. Thus, the reviewed study indicates a limited understanding of play's pedagogical potential among parents and highlights the need for increased parental awareness and collaboration between home and school. As a consequence, the confusion among policymakers and educators in Bangladesh regarding the design and implementation of play-based learning may arise due to dual perceptions.

2.3 Part 3: THE CONCEPTUAL FRAMEWORK

The conceptual framework of this study has four stages (Figure 1). The very first stage indicates the development of basic social communicative skills among preschoolers of EMSs in Bangladesh.

Moreover, the second stage of the framework flaunts the significance of the play-based learning method for preschoolers to develop basic social communicative skills in English in Bangladeshi EMSs, which is the answer to RQ 1. The researcher explored that it is one of the best ways for the preschooler to learn social language effectively, and it helps a preschooler to acquire English naturally through active participation.

Afterwards, the third stage of the framework is the strategies used by teachers of EMSs to teach social communicative skill development, which is the answer to RQ 2. They apply informal and semi-structured activities like songs, rhymes, storytelling, picture books, and so on to teach preschoolers English. The teacher often employs gestures, visual aids, and repetition to enhance the comprehension and engagement of preschoolers and to boost the development of listening and speaking skills in English. As a consequence, preschoolers of

EMSs develop pre-literacy skills, particularly vocabulary, grammar, and social language, that make them able to acquire English not only for academic purposes but also for social interactions with teachers, friends, and others.

At last, the final stage of this conceptual frame highlights the primary patterns of English that are used for preschoolers to teach basic social interactions with teachers, friends, and others in play-based learning settings (RQ 3). The teacher uses basic greetings in English, like “Hi” and “Good morning,” every day in terms of teaching preschoolers the social norms. They frequently use short and memorized expressions such as “Come here,” “My turn,” “Give me,” and “Let’s play” and ask simple questions like "What’s your name?" and "Can I have it?" Moreover, they use phrases like “Can I...?” and “May I...?” for asking for the teacher’s support or permission and for interactions with the teacher and peers.

The conceptual framework of the study is on the following page (Figure 1).

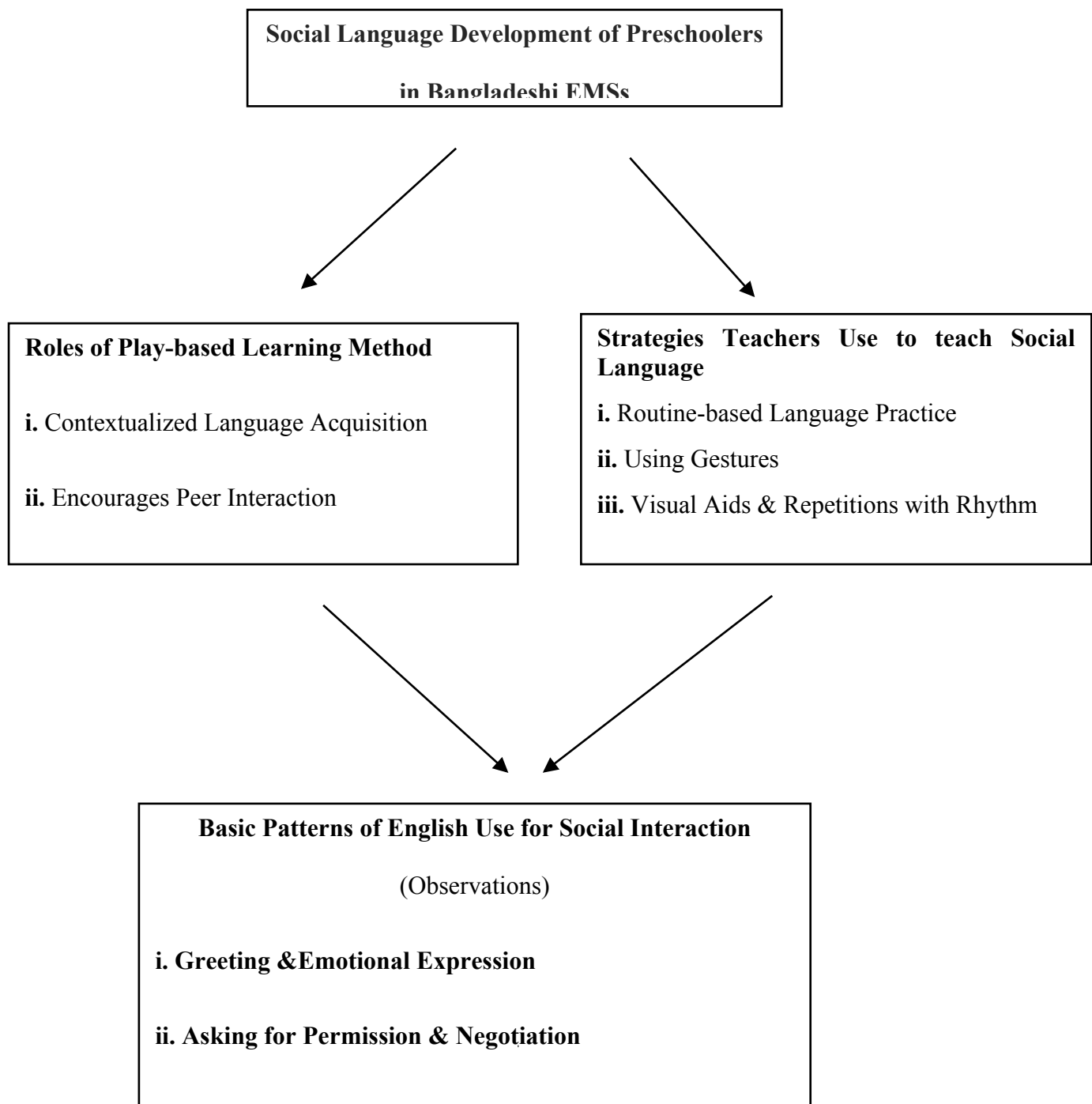


Figure 1: Conceptual Framework

Chapter 3

METHODOLOGY

INTRODUCTION

This chapter discusses the research methodology used to explore how preschoolers of EMSs in Bangladesh develop basic social communicative skills in English through play-based learning. It analyses the strategies used by teachers to facilitate social communicative skill development through the classroom and the primary patterns of English that are used for preschoolers to teach basic social interactions with teachers, friends, and others in play-based learning settings. Further, the chapter discusses the rationale for choosing a qualitative approach, the selection and data collection process, and the data analysis framework.

3.1. THE PHILOSOPHICAL ASSUMPTIONS AND QUALITATIVE PARADIGM

The researcher chooses a qualitative methodology, in order to obtain accurate data. According to Geertz (1973) qualitative research employs participant observation and unstructured interviews for data collection, resulting in rich, detailed verbiage and a "thick description" that is rooted in philosophical and theoretical underpinnings (as cited in Boswell & Bubchuck, 2022). According to Creswell (2012), the research methodology is inductive, emerging, and shaped by the researcher's experience in data collection and analysis (as cited in Carnaghan, 2013). For instance, the researcher analysed interview to find out the significance of the play-based learning method for preschoolers to develop basic social communicative skills in English (RQ 1) and the strategies used by teachers of EMSs to teach social communicative skill development (RQ 2). In addition, the researcher used field note to find the primary patterns of English that are used for preschoolers to teach basic social interactions with teachers, friends, and others in play-based learning settings (RQ 3) as well

as the RQ 2. The researcher also chooses an axiological assumption to determine the researcher's position as an expert in a study, allowing them to accept their values or biases, which may be evident in the analyzed data. At last, the research's methodology of this study is based on an inductive examination of the data that has been gathered. The philosophical assumptions of the study described in the table are partially adapted from Creswell's (2007) table of "Philosophical Assumptions with Implications for Practice" (p.17).

Research Paradigm	Philosophical Assumptions	
Pragmatism	Qualitative Methodology	Axiological
	Observation and	Researcher's values or biases
	Semi-structured interviews	will be analysed along with the
	for data collection	participants' interpretations

Table 1: The Philosophical Assumptions of the Study

3.2 SETTING

The study was conducted at an English-medium school in Bangladesh. The researcher chose this school as she got access from the authority to collect the data. So, this place made it simple and obstacle-free for her to observe and collect data from the preschooler section of the school.

3.3 SELECTION OF PARTICIPANTS

The researcher aims to analyze how preschoolers of EMSs in Bangladesh develop basic social communicative skills in English through play-based learning. The study was conducted at an English-medium school in Bangladesh. The selected EMS follows the Edexcel curriculum. In addition, Edexcel is a renowned British examination board that has an

accreditation system for applied education and training. It offers internationally recognized qualifications such as IGCSEs and A Levels (Demirel, 2014). This curriculum mainly uses practical and applied learning, focusing on real-life scenarios including written exams, coursework, and practical assessments, depending on the specific subject. Effective learning maximizes resources, improving process quality and outcomes. The play-based learning method is one of the progressive and participatory acts that help preschoolers to develop their language skills (Gungenci & Gungor, 2024). The selected EMS uses play-based learning techniques for their preschoolers for teaching and language development.

Thus, for this study, the researcher has selected 10 teachers of the preschool section to get the required data from interviews; among them, 8 are female teachers and 2 are male. All of them have completed their postgraduate degrees from different universities, including public and private universities. Among all the participants, 7 teachers have an EMS background, and 3 are from a Bangla Medium School background. Moreover, there were 15 preschoolers aged 3 to 4.5 years in the classroom, among them 9 preschoolers are male and 6 are female.

In order to select participants for the interview, the researcher first informed the authority of the selected EMS about the interview session and the class observation. Then they informed the teachers of the preschool section to take part in the interview. So, the researcher takes the interview of the teachers in the break time. On the other side, she observed the class of language teaching for social interaction of the preschooler and then took note of it, maintaining an observation checklist to analyze and collect data.

3.4 DATA COLLECTION PROCEDURES

Data collection techniques involve systematic and strategic steps to gather valid and accurate data for research, ensuring an accurate representation of field realities (Pratiwi & Fikri, 2023). The data collection tools can be different types, such as interviews, surveys, observations, and focus groups, and their relevant procedures are used in research (Ali,

2023). Qualitative interviews are a crucial method for gathering qualitative data in organizational research, offering valuable insights into people's perceptions and opinions about experiences, social processes, practices, or incidents (Nair, 2023). Interviews can be generally categorized into three types: structured, semi-structured, and structured and unstructured interviews (Mwita, 2022).

This study used interviews and observation as sources of evidence; the following sections describe how the data was gleaned.

3.4.1 Observation without Getting Involved

Observation is a common research technique for precise data collection, enabling quick and efficient assessment of objects' state or condition. It is a crucial qualitative data collection method, utilizing the five types of observation, including complete, active, moderate, passive, and non-participant, ranging from low to high, to get first-hand information about a specific study site (Chikowore, 2023). For this study, the researcher observed the class of language teaching for socialization of the preschooler diligently to collect data and analyze it.

Therefore, the expository class observation checklist and field notes documented how preschoolers of EMSs in Bangladesh develop basic social communicative skills in English through play-based learning. This field note also recorded the strategies used by teachers to facilitate social communicative skill development through the classroom. Simultaneously, it makes note of the primary patterns of English that are used for preschoolers to teach basic social interactions with teachers, friends, and others in play-based learning settings (See Appendix D.3).

3.4.2 Semi-structured Interviews

An interview is a widely used method for collecting data. It is a method for gathering data that entails transferring data based on participants' opinions in order to address research questions (Alsaawi, 2014). Interviews can be generally categorized into three types:

structured, semi-structured, and structured and unstructured interviews (Mwita, 2022). Among these types of interviews, the researcher decided to choose the semi-structured interview. Since semi-structured interviews are flexible, requiring more details than structured interviews, researchers prepare leading questions in advance and can add more questions based on subjects' responses for accurate data.

Furthermore, the primary purpose of the study is to explore how preschoolers of EMSs in Bangladesh develop basic social communicative skills in English through play-based learning. She chose a semi-structured interview over a focus group discussion due to its flexibility. Since the participants (teachers) were very busy conducting their classes, it was difficult to get their time for focus group discussion in one sitting. The researcher prepared the interview questions beforehand, but she improvised it based on the class observation during the interview according to the data she needed for her study. Additionally, she focused on the class observation preeminently as a nonparticipant rather than the interview. Since the large numbers of participants (preschoolers) were too young to give an interview, the paramount data was collected from them through class observation. It was easy for the researcher to explore the strategies and primary patterns of English used by both teachers and preschoolers while interacting with each other in the classroom.

3.4.2.1 Interview Protocol

According to Castillo-Montoya (2016), the Interview Protocol Refinement (IPR) framework is used to design the interview protocol, which the researcher has taken from the methods of fine-tuning the interview protocol (Yeong et al., 2018). The framework has four steps, as follows;

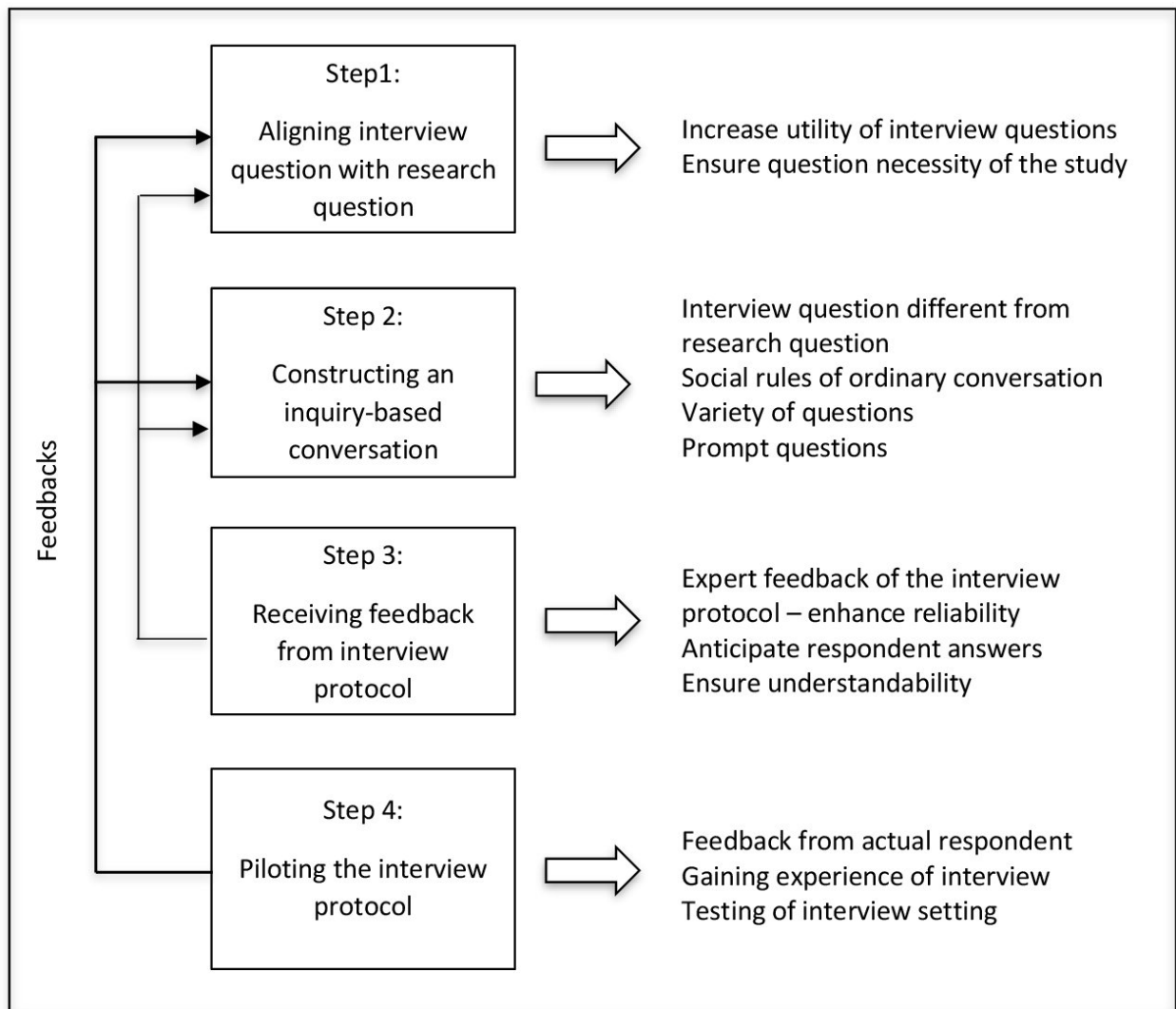


Figure 2: Processes of Fine-Tuning Interview Protocol (as cited in Yeong et al., 2018, p.2702)

In step one, the researcher analyses the constructed questions and identifies gaps, allowing them to be filled by adding relevant questions based on their research objectives. The questions are mapped into an interview protocol matrix, as shown in Appendix B.

The second step involves refining interview questions from academic to daily conversation discourse, using the IPR framework to differentiate between research and interview questions, and focusing on respondents' perceptions.

In the third stage, the interview protocol's feasibility is assessed with other experienced qualitative research experts. The protocol evaluates the structure, length, writing style, and

ease of understanding, with special attention given to ethical and cultural sensitivities. The supervisor of the researcher has reviewed and evaluated the interview questions for this study.

The final stage of the framework extends the expert's feedback from phase 3 towards practical implementation or piloting. The pilot testing ensures the interview question's functionality in real-life scenarios, ensuring it closely simulates the actual interview process in a real-world setting. The study utilised the Processes of Fine-Tuning Interview Protocol, which comprises four phases, to enhance the acceptability and stability of the interview protocol.

3.5 DATA ANALYSIS PROCEDURES

This part of the chapter will discuss the steps used for analyzing the data collected from observations and interviews.

3.5.1 Data Analysis Framework

The researcher employs qualitative thematic analysis, following the Components of Qualitative Data Analysis: Interactive Model of Miles & Huberman (1994), to analyse the data (as cited in Mayer, 2015).

Data analysis is an important aspect of qualitative research, as it significantly influences the outcomes of each study conducted (Flick, 2014). It's a crucial step in the research process, alongside other steps. For the data analysis, the researcher first has to collect data from various sources. Here, the researcher used interviews and observation as sources of evidence. The researcher carefully observed the class of social language teaching of the preschooler diligently to collect data and analyse it through descriptive field notes. The notes recorded how preschoolers of EMSs in Bangladesh develop basic social communicative skills in English through play-based learning, the strategies used by teachers and the primary patterns of English that are used for preschoolers to teach basic social interactions.

In addition, data displays use graphs, charts, or diagrams to organize and condense information, providing current research status and laying the groundwork for future research. In this study, Figure 1 displays the data based on the research questions: the significance of the play-based learning method for preschoolers to develop basic social communicative skills in English in Bangladeshi EMSs (RQ 1), the strategies used by teachers of EMSs to teach social communicative skill development, which is the answer to RQ 2, and the primary patterns of English that are used for preschoolers to teach basic social interactions (RQ 3). Simultaneously, Figure 2 displays how the interview questions finalized and conducted to collect the data. Simultaneously, Appendix D.3 shows the observed strategies used by teachers and the primary patterns of English used by both teachers and preschoolers while interacting with each other in the classroom.

Thereafter, qualitative analysis emphasizes data preservation, varying through stages like editing, summarising, coding, and conceptualising. Data reduction is a continuous process in data analysis, aiming to minimise information loss without compromising the main objective of quantitative analysis.

At last, data reduction and display are essential for drawing and verifying conclusions. After analysing all the data, final conclusions can be formed as propositions, which require verification. It refers to the process of selecting, editing, summarising, simplifying, and transforming raw data to extract the actual findings.

The data analysis framework is given on the next page in Figure 3.

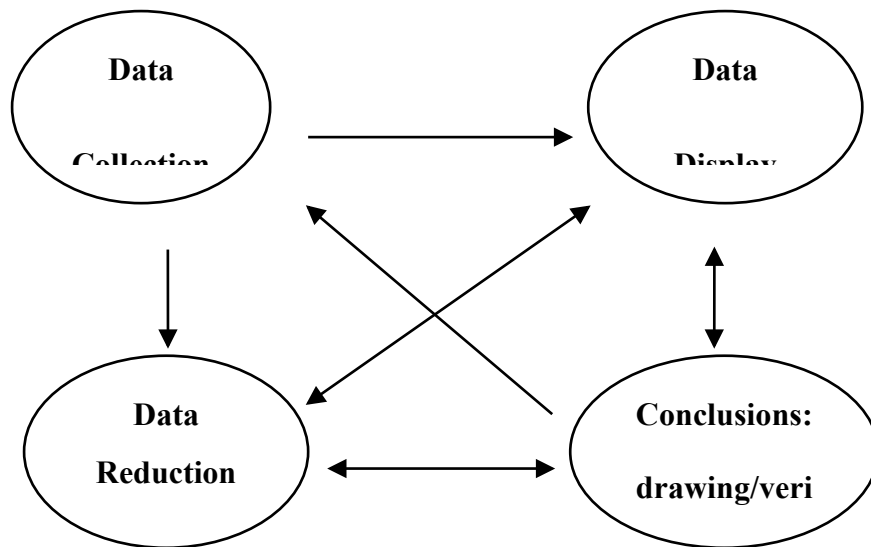


Figure 3: Components of Qualitative Data Analysis: Interactive Model of Miles & Huberman, 1994 (as cited in Mayer, 2015, p.58).

The above figure briefly describes how the data from the present study were collected, displayed, and analyzed to answer the research questions. The details of the data analysis procedure are given below;

3.5.2 Analysing Field Notes of Observation

The researcher carefully observed the observation checklist and field notes of the participants numerous times and transcribed it in a written format to analyse the data (See Appendix D.3). The collected data from observation was coded with in-vivo coding (See Appendix D.4).

3.5.3 Analysing Interviews

The audio recordings of teacher's interviews were transcribed in a written format for analysis purposes (see Appendix C). The transcriptions were transcribed using the seven-column coding template (Ahmad, 2017) through open coding and in-vivo coding techniques in two cycles (Saldana, 2016). The first coding cycle typically divides qualitative data into smaller parts for further analysis and comparison. Here, in this study, the researcher broke the data

into discrete parts to find the main codes from the participant's interview, as shown in Appendix D.1 & Appendix D.2. It showcases the observable patterns and ideas of the data.

Afterwards, the second cycle of coding enables researchers to refine codes and categories, develop themes, and align data with research and theory for answering research questions. In this part of the study, the researcher first used the actual words or phrases to refine codes found from the participant's interview. Then she developed themes by using these codes aligning with the research questions and theory for answering research questions and to get the data (See Appendix D.4).

At last, to maintain the transparency of the study, the supervisor has checked the interview questions, research and provided the necessary feedback before submitting the work to the thesis board. Finally, the supervisor and external board member disagreements were resolved through a collaborative and reflective question-and-answer process in the final defense. After getting the final feedback from them, the researcher thoroughly analyzes the data again, rechecks the significance of the study, and rewrites it as suggested.

3.6 ETHICAL CONSIDERATIONS

The study's ethical concerns were considered before data collection procedures. Participants were required to carefully read and sign the "letter of consent form" before the interview (Appendix A). It is also informed that the interview will be recorded and used solely for the study's purpose, with pseudonyms used to maintain confidentiality.

3.7 TRUSTWORTHINESS OF THE STUDY

For the trustworthiness of this study, researchers must demonstrate data-driven findings for conformability and should follow trustworthiness models for qualitative inquiry.

In addressing credibility, researchers aim to present a true picture of a phenomenon, ensuring transferability by providing detailed context for readers to compare their findings to familiar situations (Gunwan, 2015; Shenton, 2004). This study utilized data from preschool class

observation and interviews. The procedures of intra-coder, inter-coder, and inter-rater reliability have also been used. To maintain the trustworthiness of the study, the supervisor has checked the interview questions and provided the necessary feedback before submitting the work to the thesis board. The percentage of raters' agreement on transcription themes was calculated (see Appendix E.2).

3.8 CHAPTER SUMMARY

At first, this chapter discusses the philosophical assumptions and qualitative research paradigm. Then, it details data collection procedures, including participant observation and interviews. Finally, the chapter also describes the data analysis framework and steps for data credibility.

Chapter 4

RESULTS AND DISCUSSION

INTRODUCTION

The main objective of this study was to explore how preschoolers of English-medium schools in Bangladesh learn basic social communicative skills in English through play-based learning. The researcher also tried to find the strategies and the basic patterns of English used by teachers to teach social communicative skill development in the classroom through play activities.

This chapter will present the findings of the study based on the following research questions:

1. What role does play-based learning play in developing social language skills in English among preschoolers?
2. What strategies do teachers use to teach social communication in English during play-based learning in the classroom?
3. What are the primary patterns of English use for preschoolers to teach basic social interactions in play-based learning settings?

The first parts of the chapter will discuss the responses of the participants in the interview. The last part is the analysis of the researcher's observations.

4.1 PART ONE: BRIEF DISCUSSION OF THE PARTICIPANTS

This part will provide background information of the participants and the responses of the participants who took part in the interview. These details will help the researcher analyse how preschoolers of English-medium schools in Bangladesh learn basic social communicative skills in English through play-based learning.

4.1.1 Participant 1: Ms. Supti Islam

Ms. Supti also has an English-medium school background and completed her graduation in English from a private university in Bangladesh. She has been teaching preschoolers for around six years in the selected EMS. She also mentioned the two-week-long teacher training they had to take part in before they started their journey as preschool teachers.

In the interview with Ms. Supti, the researcher explored the fact that each section of a preschool has around 15 students. They do not allow more than 15 students in each section, and in this section at least two preschool teachers always stay with the preschoolers along with the other teacher. Furthermore, she informed the main challenge they face is that since the age of most preschoolers is 3 to 4.5 years, most of them do not collaborate with other teachers. In this case, two trained teachers have to be always there for the preschoolers with whom they are comfortable and interact adequately.

In addition, she acquainted the researcher that they do not teach the language directly; rather, they use some sort of play activities. It helps the preschoolers to learn language effectively and automatically (Bateman & Church, 2017). In the preschool section, they at first teach basic English, like letters, numbers, and shapes, by using handmade alphabet flashcards, magnetic letter boards, and wooden puzzles. Then they introduce basic words, such as names of flowers, fruits, and animals, with the alphabet through picture books, writing it on the board along with the picture, and various gestures. They also play songs and rhymes for constructive learning. After completing the learning of alphabets, they teach the names of days and body parts through rhythmic chants, cartoons, and stories.

Moreover, according to Ms. Supti, they use some common social phrases and expressions continuously since they are likely to imitate their teachers, such as “Good morning,” “Hello,” “Thank you,” “Welcome,” “Please,” “Can I play?” “Can I take it?” “Please give me,” “Let me do it,” and so forth side by side. They also use scaffold learning for the learners through dialogue, questioning, repetition, modeling, and prompting, so that, preschoolers can use

these expressions while interacting with teachers, friends, and others (Zhou, 2020). Play is extensively known as the most effective way for young children to learn, as this learning method in early education could be used for preschoolers undergoing various experiences in a joyful learning process (McInnes et al., 2011). According to Ms. Supti, the preschoolers really enjoy their playtime activities and shared or took turns using these phrases and initiated their conversations in English, though sometimes they switched their language to Bangla, and that is natural since their first language is Bangla and they speak in Bangla at home. But they continuously encourage the preschoolers to speak in English and provide gifts every week for best handwriting, following the instructions, attendance in the class, and so on.

4.1.2 Participant 2: Ms. Tusho

Ms. Tusho is a teacher of the preschool section of the selected EMS in Dhaka. She has completed her schooling at an EMS and graduated from a renowned private university in Bangladesh. She has been teaching preschoolers for almost three years and had to take training on the teaching method used for the preschoolers about two weeks before they took class. There are 15 preschoolers in her class, aged around 3 to 4 years.

During the interview session, she spontaneously informed us about the teaching strategies used in the classroom and their effectiveness on the preschooler's language development. She also added that as a teacher of preschoolers, they have to handle each and every preschooler distinctively with lots of patience, since every child has their own way to learn languages. Ms. Tusho further informed them that they follow a well-designed course outline and lesson plan based on the play-based techniques. Since, it implies various games, storytelling, and hands-on activities to teach English in a low-stress, natural environment (Chen, 2025; Mallick & Popy, 2024). She also described how they use play-based techniques to teach preschoolers English. She mentioned that at first, they have to teach letters of English through flashcards and picture books, then they teach them vocabulary, and finally they work on

teaching manners and basic patterns of English needed for effective social communication. They use repetitive language phrases, like “hello,” “good morning,” “how are you,” “I am fine,” “thank you,” “may I come in?” and so on in daily class so that the preschoolers can learn these phrases automatically without any cognitive pressure. As children not only imitate teachers' teaching methods but also learn the process of social interactions within their ZPD (Topciu & Myftiu, 2015). They generally repeat one single sentence for a week to memorize it.

Ms. Tusho also mentioned the use of various gestures while teaching a word and using real prompts to teach the language. Like, “This is an apple,” pointing at an apple. Also, the preschoolers practice the repetitive phrases with their teachers and friends all the time to memorize the phrases and to use them while interacting. According to her, play-based techniques help preschoolers to learn English effectively in a short period.

4.1.3 Participant 3: Mr. Nazmul Hassan

Mr. Nazmul completed his elementary school at a Bangla Medium school and earned his postgraduate degrees in English from a public university. In the interview, he exposed his experiences as a preschool teacher and how preschoolers develop their language skills in the classroom through play-based learning.

According to Nazmul, for a preschool teacher, academic background does not matter if he/she has fluency in English and patience to handle preschoolers, since they are just children of 3 to 4 years. They need to handle them delicately, as in this age the child will mold themselves how they are treated and what they learn from their surroundings. Children develop their language by teachers in the ZPD to develop their potential growth by performing tasks independently (Alam, 2022). In this regard, proper techniques should be used in the classroom for the preschoolers; play-based fun activities are the best way to teach preschoolers (McInnes et al., 2011). The preschool classroom is designed differently than the

regular classroom. There is one large table and TV screen, educative toys, real materials like a ball, an apple, an orange, and flowers, and the classroom is decorated colorfully. In preschool, four teachers are always there to attend to and teach them. Besides, the preschoolers tend to imitate adults, so a preschool teacher always uses hand gestures, facial expressions, and repeated routine-based functional phrases in a rhythmic tone. Since, various gestures like facial expressions, hand signals, and nodding heads as nonverbal scaffolding to help and guide the learners to understand and internalize social behaviors (Cheruiyot, 2024; Gungenci & Gungor, 2024). As a consequence, preschoolers learn English vocabulary and develop their listening and speaking skills without any pressure and social communication phrases in their conversation.

4.2 PART TWO: ANALYSIS OF OBSERVATIONS

The researcher observed that the whole class was conducted in English and encouraged the preschooler to speak in English, as they sometimes mixed both English and Bangla to express their thoughts and feelings. The preschooler's class follows a systematically designed lesson plan to ensure an effective learning process. At first, they teach alphabets, numbers, names of flowers, fruits, animals, body parts, and days through various fun activities, and then after two weeks of teaching basic English, they start teaching basic mannerisms and functional phrases that preschoolers need to communicate in English with teachers, friends, and others. Moreover, the play-based learning method implies the teaching and learning process through games, storytelling, and hands-on activities to facilitate the acquisition of English in a low-stress and natural environment (Chen, 2025). They use various strategies to teach English in an effective way for preschoolers. For instance,

1. Repetition and Routine-Based Phrases- According to Vygotsky's sociocultural theory (1978), language development occurs through social interaction. Children not only imitate teachers' teaching methods but also learn the process of social interactions within their ZPD

(as cited in Topciu & Myftiu, 2015). Teachers use repetitive language phrases in daily class so that the preschoolers can learn social language automatically without any cognitive pressure. Teachers use scaffold learning for the learners through dialogue, questioning, repetition, modeling, and prompting (Zhou, 2020). When a preschooler repeatedly goes through routine-based phrases, they understand them with teachers support and then gradually can use them independently.

The teachers repeat one single sentence for a week to memorize it, after learning that phrase they move into new one. For example,

“How are you?”

“Nice to meet you.”

“Sorry/It’s okay.”

2. Gestures- They often use various gestures while teaching a word. They use real prompts to teach the language. Likewise, teachers use various gestures like facial expressions, hand signals, and nodding heads as nonverbal scaffolding to help and guide the learners to understand and internalize social behaviors (Cheruiyot, 2024; Gungenci & Gungor, 2024).

For example, “The apple is on the table,” pointing at an apple kept on the table. Simultaneously, they create a circle with their hand to teach the shape of a ball.

3. Visual support- In addition, children learn and gather new knowledge from action, images, and other visual support. It allows them to connect the word with an image and helps them to recognize the word as well as remember it in the long term (Fuchs, 2018; Zhou, 2020). The teacher uses the written alphabet with vocabulary on the board, such as the names of flowers or fruits, along with images, to teach basic vocabulary. At the same time, for better visual support, there is a large screen TV in the class. They play songs or rhymes with images and educative cartoons also to teach the names of fruits, animals, colors, shapes, and flowers for further development of social language.

4. Songs, Rhymes, and Chants- The teacher uses songs and rhymes to teach vocabulary and pronunciation as well as to enhance their listening and speaking skills. Play-based learning methods can benefit preschoolers by incorporating fun activities to teach English in a joyful process. For instance, songs and rhymes serve as scaffolding that has great support to convert a preschooler from a passive listener to an active learner (Mallick & Popy, 2024). This method facilitates cognitive and motor development and supports meaningful social interactions among peers through fun activities like songs, rhymes, repetition of words, and images (Bateman & Church, 2017). At the same time, they themselves chant a word or sentence with a rhythmic tone. As a consequence, preschoolers enjoy learning language naturally with teacher support and application in their own conversations.

5. Practicing with teachers and friends- Preschoolers regularly practice repetitive phrases with teachers and friends to memorize and use them effectively in their interactions. On top of that, children should be taught by teachers in the ZPD to develop their potential growth by performing tasks independently, but not solely through play-based learning. In this teaching technique, teachers scaffold learning through dialogue, questioning, repetition, modeling, and prompting (Alam, 2022; Zhou, 2020).

Furthermore, the researcher explored that the teacher used basic patterns of English preschoolers for peer interactions through classroom play activities. The specific patterns are as follows:

1. Formal and Routine Language-They generally use some specific expressions and memorized phrases that preschoolers hear repeatedly from their teachers and use with teachers and peers in the classroom as well as outside of the class while interacting with others. In addition, children not only imitate teachers' teaching methods but also learn the process of social interactions within their ZPD (Topciu & Myftiu, 2015). The repeated expressions are as follows;

a. Greetings-“Good morning,” “Hello,” “How are you?”, “Nice to meet you”

b. Frequent short & memorized expressions-“Sit down,” “Stand up,” “Line up,” “Come here,” “My turn,” “Give me,” “Let’s play,” “excuse me” and so on.

c. Asking simple questions-“May I come in?” “May I go to the washroom?”, “May I drink water?”, “Can I take your toy?” “What is your name?”

2. Emotional Expression- They expressed their feelings or thoughts through emotional expressions, along with non-verbal gestures (pointing, nodding) such as “I am sad,” “I do not like it”, “Miss, please help me,” “Don’t do it,” “I want that,” “Miss, I have finished,” and “I am done.”

3. Asking for Permission and Negotiation- Preschoolers learn how to ask permission and negotiate things they hear repeatedly from their teachers through classroom play activities.

They use these phrases to respond to teachers or friends. For instance,

“May I go outside?”, “May I play?” “Let’s play together,” “Can I play with your toy, please?”

“No, you can’t!” “I don’t like it.” “I don’t give you.” “It’s okay.” “Sorry.”

5. Encouragement and Praise- The teacher often encourages and praises the preschoolers whenever they say something in English or do something. As a result, they imitate teacher behaviors, learn those phrases automatically, and use them in their interactions. Such as

“Good job,” “Very nice,” “Wow,” “Well done,” “Proud of you,” “Excellent”

6. Code-Switching- Sometimes preschoolers mixed both English and Bangla to express their thoughts and feelings, but the teacher always continued to speak in English and encouraged them to speak in English. Like,

“I want that gari (car),” “I love aam (mango).”

7. Inconsistent Grammar but Effective Communication- Preschoolers often use sentences that are grammatically incomplete, yet the meaning of the sentences is clear and communicates successfully. For example, “Me want this,” “He no come,” “No color today.”

Additionally, the researcher observed the teachers using real play materials, such as toys, fruits, flowers, and flashcards, to teach in English, and the children responded in English during interactions with friends and teachers, shared or took turns using English, and initiated their conversations in English. They teach the preschoolers about cleanliness, like “Through the paper into the bin,” by pointing to the bin and throwing the paper into the bin. Furthermore, she also observed that the teacher constantly tells their preschoolers to say “Bismillah” before having food and thanking Allah for the food, sharing their toys and food with friends, and teaching them how to greet their friends after a long time (Eid vacation, summer vacation) by showing them hugs and handshakes. They invariably say to the preschooler, “Be kind to all,” “What is your name? – My name is...,” and “When someone gives you anything, what will you say? - Thank you.” “When someone says thank you, what will you say? – Welcome”, “With whom do you come to school? - I came to school with my mother/father/ grandparents”, “My school is at Banani”, “My school name is X”, “I came to school by car/ CNG” and all.

Over and above that, they repeat one single sentence/phrase for a week to memorize it; after learning that phrase, they move into a new one. After each three weeks, they repeat all the phrases again and assess their progress through their interactions with teachers, friends, and other staff, as well as provide a basic scenario for role play. Such as

Returning home from school/coming to school role play focuses on their language usages, like “Let’s go home,” “My grandfather will pick me up,” “I came to school with my mother,” “My school is at Banani,” “I came to school by car/CNG,” etc. Then, they create a scenario like meeting with their friends' parents/relatives and how they will greet them by saying,

“Hello,” “Assalamuwalikum,” “Good morning,” “How are you?” “I am fine,” “Please sit down,” etc. At this time, teachers carefully evaluate the preschooler’s communication skills and note them down as assessment and for further evaluation.

Here, table 3 presents the strategies and basic English patterns utilized by preschoolers in social interactions in Bangladeshi EMS. In addition, the expected findings are derived from observed language patterns and data coding, based on interview quotations and an observation checklist, as illustrated in Appendix D.4.

Strategies	Basic Patterns	Examples/ details
1. Repetition and Routine-Based Phrases	1. “Good morning,” “Hello,” “How are you?” 2. -“May I come in?” “May I go to the washroom?” 3. “I do not like it”, “Miss, please help me,” “I want that,”	1. Use for Greetings 2. Formal and simple questions 3. Emotional Expression
2. Gestures- hand signal, facial expression, nodding head	“The apple is on the table”, “Do not do that”, “I am sad”	Pointing at the apple kept on the table, Nodding head while giving instruction, using sad facial expression
3. Visual support, Songs, Rhymes, and Real Materials	“Sandwich is triangle”, “Water lily is our national flower” “This is my head”	Flashcards, pictures of alphabet, flowers, animals, shapes and body parts; real apple, orange, toys, flowers cartoon, rhymes
4. Practicing with teachers and friends	““What is your name? – My name is Izdiyan”, “When someone gives you anything, what will you say? - Thank you.”	Chanting with rhythmic tone

Table 2: Findings of the study

Over and above, the researcher explored that the assessment and evaluation process of preschoolers is quite different than usual. They do not sit for any traditional examination process early childhood education employs various assessment tools, including observation, checklists, portfolios, and teacher-created assessments (Adewusi et al., 2023). In ECE, checklist assessment used as the indicators of the daily learning plan that corresponds to the child's daily achievements (Koenarso, 2023). In addition, the researcher explored that the teachers maintain a registrar book for the preschoolers to note down their activities, whether they are following the instructions properly or not, regarding the use of proper manners to interact with others, on their homework. In observation assessment, teachers use anecdotal notes to observe each child's behaviors, interactions, and engagement in the classroom and to evaluate their social, emotional, and cognitive development (Hong et al., 2015). Simultaneously, they collect all the class activities and homework of drawings, writings, and other work samples through the semester to evaluate their progress. They use portfolios for assessment and evaluation purposes (Adewusi et al., 2023).

After the end of the final term, they evaluate all the assessments and provide a grade according to their performance. In addition, those who get A* are declared as the star of the year and get a gift with a golden crown, and the two second-best preschoolers receive a gift with a silver crown. This positive reinforcement helps a preschooler to be attentive and regular in their studies for the next level.

However, the pass mark is 50 for preschoolers to be promoted to the next level. In addition, "assessment" refers to evaluation generally. Evaluation encompasses more than just assessment, whereas assessment measures an individual's performance and provides feedback in various ways (Adewusi et al., 2023). At the end of the evaluation, a progress meeting is held with management authority and the class teacher, and they discuss the progress report of each preschooler. In case any preschooler failed to get the pass mark, then the management

discussed it with the parents and suggested they rehash the preschool level to ensure their proper progress on developing the social communicative skills in English.

The grading system for preschoolers is indicated in the following manner:

Grading Policy	
Grade	Marks
A*	90above
A	80-89
B	70-79
C	60-69
D	50-59
F	Below 50

Table 3: Grading Policy

In a nutshell, at first, this chapter briefly discusses the participants of the interview session. Then, the chapter describes observable strategies and primary patterns of English used by the preschool teacher in their classroom to teach English. Finally, it discussed the assessment and evaluation process for the preschooler used in EMS in Bangladesh.

4.2.1 Post-observation Test to Examine the Progression

The researcher has conducted some task-based activities with the help of the teachers to see the language development of preschoolers. She informed the authorities and teachers about the task beforehand so that they would allow her to operate the test. The researcher used some tasks, such as picture description and role play, to assess their progression on social interaction. She observed three classes of preschoolers; in the first two classes, she observed what teachers taught them for language development and socialization. In the third class she prepared some tasks, and with the help of the teacher, she managed to examine their progression. She could not use many tasks for the test due to class time constraints.

At first, she greeted the preschooler and introduced herself, then asked their name, parents' names, sibling's name, about their favorite food, toy, and so on. The researcher observed that they interact by greeting her in English and using full sentences, for instance, "My name is X," "My father's name is Y," "I have a little sister," "I like pizza/ hot dog," "I like police cars," and so forth.

Afterwards, the researcher used real materials like a ball, a car, a doll, and some colorful pictures, such as a father and daughter eating ice cream, a boy running after a dog, a rose garden, and different types of cars and dolls, and asked them what they could see in the picture. The preschooler enthusiastically described all the pictures, though few preschoolers understood the questions but could not describe them independently; they needed the help of their teachers. Few interacted with inconsistent grammar sentences, though the meaning was clear and the pronunciation was not clear. For example, while seeing the picture of cars, one preschooler was not able to pronounce "ambulance"; rather, he pronounced it as "ambumence." In addition, the preschoolers shared their experiences when they saw the picture of eating ice cream; for instance, "I love chocolate ice cream. Dadu buy me yesterday." Few preschoolers addressed the dog as "puppy," while others addressed it as "dog." They interact with their friends at the picture description task, like, "I have dog home. His name Monty." He tried to say that he has a dog at home and his name is Monty.

Moreover, when the researcher asked them to show their head, nose, ear, and eye and where the doll/car/ball was kept, they were able to understand the instruction and showed those verbally with hand gestures.

At last, a role plays on doctor and patient, eating at a restaurant with parents, and meeting with their class friend after Eid vacation were given to the preschoolers. They were divided into three groups, each group consisting of 5 preschoolers. The consequences of the role play were as follows:

1. Group A: Doctor and Patient

In this group, the preschoolers interact with their peers by using formal language, like asking questions and giving advice based on their own experience while using gestures and code-switching the language. For instance, the observable sentences are;

“Hello, doctor”, “sit down”, “Why do you come?”, “I am sick”, “What’s your name?”, “Don’t eat ice-cream/ chocolate”; “Eat this oshud (instead of eat this medicine)”, “I will give injicon if don’t it oshud (I will give injection if you do not have medicine)”

2. Group B: Eating at restaurant with parents

This group needed some help from their teachers. The teachers asked them a few questions regarding the situation, and then they acted on it promptly. The following sentences are used by this group’s preschooler:

“Excuse me”, “What will you eat?”; “I want eat chicken fry”; “I will tell, chicken fry, burger ar mango juice. (While the teachers acted as a waiter)”; “Can I have chocolate please?”; “I don’t give you. (while researcher asked for a chocolate)”; “My turn (before saying something). “Thank you (when they pretend to get food)”

3. Group C: Meeting with friends after vacation

In this group the preschoolers said “Hello” to each other and hugged their friends first. They used the following phrases deliberately, since they just met with their friends after the Eid-ul-Fitr vacation:

“How are you?”; “I miss you”; “Nice to meet you”, “I visit my village”, “let’s play”

In a nutshell, the tasks were conducted in a relaxed and play-oriented setting to ensure the natural language use and interaction of the preschoolers. In these tasks, their sentence structure and ability to interact were assessed qualitatively. The table 4 describes the progression of language in English for socialization.

Test Type	Areas to assess	Example	Analysis
Introduced Yourself	Greeting, Formal Language use, Expressing interest	Assalamuwalikum; Hello; My name is X; I like pizza	1.Established- used language confidently and independently
Picture descriptive Task	Expressing their interest, information	I love chocolate ice cream. Dadu buy me yesterday; I have dog home.	2. Developing- used with support or in limited ways
Role Play	Greeting, asking questions, Negotiation, Expressing need	Hello; Excuse me; Nice to meet you; I don't give you; I want chicken fry; Eat this oshud; Can I have chocolate please?	3. Emerging- understand the instruction but cannot use properly 4. Inconsistent grammar & pronunciation but effective communication 5. Code-switching

Table 4: Progression of Language of Social Interaction

Chapter 5

CONCLUSION

This research set out to explore how preschoolers of EMSs in Bangladesh develop basic social communicative skills in English through play-based learning. The use of English has become crucial, especially in early childhood education, in today's globalized world. Consequently, EMSs have gained popularity due to their credibility, international standards, flexibility, and emphasis on the English language. English is the primary language of instruction in these schools, but it is not the first language of the preschoolers in the context of Bangladesh. They generally speak Bangla, and their exposure to English outside the classroom is often limited. In this case, preschoolers may face challenges while interacting in English appropriately and confidently in social communication. Consequently, play-based learning in early education could be used for preschoolers undergoing various experiences in a joyful learning process, providing a better understanding for them (Mallick & Popy, 2024). Since learning through play is crucial for preschoolers' acquisition of knowledge and skills, as it not only develops mental and emotional well-being but also ameliorates social interactions (Alam, 2022). The play-based learning method is one of the progressive and participatory acts that help preschoolers to develop their knowledge acquisition as well as social interaction skills (Chen, 2025; Gungenci & Gungor, 2024; Yin et al., 2021). It implies the teaching and learning process through games, storytelling, and hands-on activities to facilitate the acquisition of English in a low-stress and natural environment. In a word, this engaging method provides a context that allows preschoolers to learn and use turn-taking, meaningful social interaction, and other communicative functions in their real lives.

In conclusion, this qualitative research finds out the strategies used by teachers to facilitate social communicative skill development through the classroom. The repetitive language phrases, gestures, visual support, language practicing with teachers and friends,

songs, rhymes, chants, and so on are used in daily class activities so that the preschoolers can learn social language automatically without any cognitive pressure. In addition, the primary patterns of English, like greetings, asking permission, negotiations, functional language, and so forth, are used for preschoolers to teach basic social interactions with teachers, friends, and others through play-based learning settings. However, the study also identified several challenges, including English exposure at home and lack of properly trained teachers for preschoolers. These aspects affect the firmness and depth of social language development in Bangladeshi EMS preschools.

Nevertheless, this paper has some limitations. The sample size of the data is significantly limited. Due to the time limitation, the researcher could not reach out to a large number of participants. Furthermore, she observed the class quietly to detect the preschoolers' engagement and teaching techniques and strategies used by the teacher to teach social communicative skills in English and focused on classroom interactions of preschoolers. Yet, the presence of her subtly influenced the classroom dynamics, language use, or participants' behaviors. She attempted to maintain neutrality, but some preschoolers felt shy and uncomfortable interacting with teachers and friends, while a few were interested in the researcher. All of these led to increased self-awareness in teachers, enhancing their use of strategies and language in managing the class.

Moreover, the researcher has a few suggestions based on the study's findings to employ for further study.

1. The government should take initiatives for proper training mandatory for the preschool teachers of both English-medium schools and Bangla-medium schools.
2. The policymaker should include play-based learning strategies in the NCTB's pre-primary curriculum for the preschoolers' effective learning.

3. The teacher training modules based on the play-based learning for both EMS and Bangla Medium schools should be developed.
4. The policymakers should design structured and effective play activities with language objectives for the preschoolers.
5. The assessments and evaluation process should be developed based on the age of the preschoolers rather than the traditional one.

In the end, the researcher plans to intensify her research post-degree completion in a broader effort to enhance the effective learning environment for the preschoolers of both English Medium School and Bangla Medium School in our country. A further comparative analysis of these schools can be conducted.

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Appendix A.

LETTER OF CONSENT FOR PARTICIPANTS

Dear participants,

My name is Iffat Ara Rimi. Currently, I am a postgraduate student pursuing a Masters of Arts in English (ELT and Applied Linguistics) at the Department of English and Humanities at Brac University.

My research title is “Play-Based English Language Teaching for Socialization: A Preschool Study in Bangladesh”. The main aim of this study is to explore how preschoolers of English-medium schools in Bangladesh learn basic social communicative skills in English through play-based learning. The researcher also tried to find the strategies and the basic patterns of English used by teachers to teach social communicative skill development in the classroom through play activities.

The interview will be recorded and used solely for the study's purpose, with pseudonyms used to maintain confidentiality. Please read the consent form provided on the following page and sign it in order to participate in this study. Your cooperation is highly appreciated.

Thanking you

Iffat Ara Rimi

Masters of Arts Student in English (ELT and Applied Linguistics)

Department of English and Humanities

Brac University

Phone No. 01335716537

E-mail: iffat.ara.rimi@g.bracu.ac.bd

Research Participation Consent Form

Please read the following statements and tick in the box.

1. I have read the description and understood the information given which describes what this study is about and data collection methods will be taken ☐
2. My participation is entirely voluntary, and I reserve the right to withdraw at any time. ☐
3. I agree to have my voice recorded on audio. ☐
4. The researcher has the right to contact me via phone or email after data collection is complete, if needed. ☐

.....

Name

.....

Signature

Date

Phone No:

Email address:

APPENDIX B

INTERVIEW QUESTIONS FOR PARTICIPANTS

Data for answering research questions 1, 2 and 3 were collected by interviewing the participants after completion of the interview session. The interview questions were as follows,

Sl.	Interview Questions	Background	RQ 1	RQ 2	RQ 3
1	How many years of experience do you have in preschool teaching?	X			
2	Do you have any training on the teaching method used for the preschoolers?	X			
3	What is the preschooler's age mostly in your class?	X			
4	What language do you primarily speak in class?	X			
5	What types of methods or activities do you use to teach English??			X	
6	How often do you use play-based learning to teach English?			X	
7	What types of activities do you use to develop their social language skills?			X	
8	What are the first social phrases or expressions you teach your preschoolers?				X
9	Do preschoolers use complete sentences, short				X

	phrases, or single words when speaking English to teachers or friends?				
10	How do you teach preschoolers to respond and negotiate in English with their friends during play?				X
11	Do you think play-based learning enhances preschoolers' willingness to interact in English?		X		
12	What do you think how does play-based learning help preschoolers communicate more confidently in English?		X		
13	Do you find any challenges while using play-based learning to teach English language skills?	X			

APPENDIX C

SAMPLE INTERVIEW OF PARTICIPANT

Notational Conventions of the Interview Transcripts

Notation	Meaning
1. DU	Discourse Unit
2. I	Interviewer

1. Sample Interview of Ms. Supti Islam

DU	Participants	Questions and Answers
1	I	Hello. Good morning. Thank you for joining the interview. My first question to you is, how many years of experience do you have in preschool teaching? And do you have any training on the teaching methods use for the preschoolers?
2	Supti	Hello, good morning. I have been teaching for six years in the preschool section, and yes, I have two weeks of training on it.
3	I	Okay. What is the preschooler's age mostly in your class?
4	Supti	Generally, the age of most preschoolers is 3 to 4.5 years in preschool..Since 3 to 4 years is the best time to acquire languages, in our school only children of these ages are allowed to enroll.
5	I	What language do you primarily speak in class?
6	Supti	We only use English in the class and always encourage our children to speak in English.
7	I	Okay. What types of methods or activities do you use to teach

		English?
8	Supti	Well, we use play-based activities in our classroom... The classroom is well decorated with colorful handmade posters, toys, flashcards... There is a TV and sound player to play relevant cartoons, songs, and rhymes to teach English... This fun activity keeps them interested in coming to school.
9	I	How often do you use play-based learning to teach English?
10	Supti	In the preschool section, we do not teach English directly, rather, we always use play activities to teach basic English. We generally teach basic English , like letters, numbers, shape words, and names of flowers, fruits, body parts, and animals, with the alphabet through handmade alphabet flashcards, magnetic letter boards, wooden puzzles, shape-sorting toys, picture books, writing it on the board along with the picture, and various gestures, etc...Then, after two weeks of teaching basic English, we start teaching basic mannerisms and functional phrases that preschoolers need to communicate in English with teachers, friends, and others.
11	I	What types of activities do you use to develop their social language skills and why?
12	Supti	We use various gestures, facial expressions, and play songs and rhymes for social constructive learning... At first, we chant some basic social phrases and expressions continuously since they are likely to imitate us. So that they can memorize and use those expressions in their interactions with teachers, friends, and others...and develop their social languages naturally because of fun activities.

13	I	What are the first social phrases or expressions you teach your preschoolers?
14	Supti	We use some common social phrases and expressions continuously, such as “Good morning,” “Hello,” “Thank you,” “Welcome,” “Please,” “May I go to the washroom?” “Can I play?” “Can I take it?” “Please give me,” “Let me do it,” and so forth.
15	I	Do preschoolers use complete sentences, short phrases, or single words when speaking English to teachers or friends?
16	Supti	Well, since they are too young and just learning English... So they use short sentences that are grammatically incomplete sometimes, like “Me want this” or “Me go,” but the meaning is clear ... And most of the time they frequently use short, memorized expressions they hear from us, like “My turn,” “Give me,” and “Let’s play,” while interacting with their friends and us.
17	I	How do you teach preschoolers to respond and negotiate in English with their friends during play?
18	Supti	Yes, they learn how to ask permission and respond to teachers or friends as we continuously chant phrases like “May I go outside?” , “May I play?”, and “Can I play with your toy, please?” ... “What is your name? – My name is...,” and “When someone gives you anything, what will you say?—Thank you.” “When someone says thank you, what will you say? – Welcome”... and negotiate things they hear repeatedly from us through classroom play activities. They use these phrases to negotiate with their friends during play, like “Don’t do,” “Let’s do,” etc.

19	I	Okay. Do you think play-based learning enhances preschooler's willingness to interact in English?
20	Supti	Yes, of course... They really enjoy their playtime activities in the classroom, and the best part is that they develop this social language automatically without any pressure, because their main focus is on the play, not learning things... and the classroom environment is very friendly..They can make friends easily while participates in the games, sharing toys, foods..And some kids like to come to school every day to play with their friends.
21	I	So, what do you think how does play-based learning help preschoolers communicate more confidently in English?
22	Supti	As I already mentioned, in the preschool section we do not teach English directly. We always use play activities to teach basic English, it's a non-judgmental environment. So, they develop this social language automatically without any pressure and without continuous interferences. . In fact, they think that they are sent to school to play, and they learn how to respond and initiate their conversations in English spontaneously.
23	I	At last, do you find any challenges while using play-based learning to teach English language skills?
24	Supti	You know, managing a kid is not easy; it needs a lot of patience and hard work. Every child is different from others... Some kids are very active, some are quiet, and some are naughty... Actually, naughty means super active... So to manage all of them is quite challenging... Sometimes they switched their language to Bangla, and that is natural

		since their first language is Bangla. Then for play-based learning, we need lots of appropriate props, class arrangements... We have to create our own props, like flashcards for each and every student and wall art that we don't need if play-based activities are not used to teach.
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2. Sample Interview of Ms. Tusho

DU	Participants	Questions and Answers
1	I	Hello, miss. Thank you for joining the interview. My first question to you is, how many years of experience do you have in preschool teaching?
2	Tusho	Hello. I have been teaching preschoolers for almost three years.
3	I	Okay. Do you have any training on the teaching method used for the preschoolers?
4	Tusho	I had taken training on the teaching method used for the preschoolers about two weeks before they took class.
5	I	Next question is, what is the preschooler's age mostly in your class?
6	Tusho	In our preschool, most of the preschoolers are around 3 to 4.5 years.
7	I	Okay. What language do you primarily speak in class?
8	Tusho	English. We have to strictly maintain our communication in English.
9	I	What types of methods or activities do you use to teach English?
10	Tusho	We use various playful, fun activities to teach preschoolers English... It is an effective way for the preschoolers to develop their skills in English.
11	I	How often do you use play-based learning to teach English?

12	Tusho	We have a well-designed course outline and lesson plan based on the play-based techniques. We use this technique in daily class activities...It helps preschoolers to learn English naturally and effectively in a short period. This learning process creates very friendly surroundings; it allows students to make a good bonding with each other's.
13	I	Okay. Can you please tell me what types of activities you use to develop their social language skills and why?
14	Tusho	Yes, of course. We use songs and rhymes to teach vocabulary and pronunciation as well as to enhance their listening and speaking skills. Along with that, we chant a word or sentence with a rhythmic tone and use it repetitively in daily class so that the preschoolers can memorize it naturally. We repeat one single sentence for a week to memorize it. We often use various gestures while teaching a word and use real prompts to teach the language. Like, "This is an apple," pointing at an apple. Also, let them practice those repetitive phrases with their friends all the time to memorize the phrases and to use them while interacting.
15	I	What are the first social phrases or expressions you teach your preschoolers?
16	Tusho	We start with manners, like throwing the paper or other dust into the bin, by enacting...and the basic patterns of English needed for effective social communication, like hello," "good morning," "how are you," "I am fine," "thank you," "welcome," "excuse me," and "may I come in?" "Miss, please help me," and so on.

17	I	Do preschoolers use complete sentences, short phrases, or single words when speaking English to teachers or friends?
18	Tusho	Yes. Since they are young enough to produce long sentences, they use small sentences to communicate, and sometimes they use incorrect grammar also... See, a student told me, “Go to the washroom” yesterday. We are teaching them “May I go to the washroom’?” This is this week’s phrase. We will repeat this phrase this whole week, so they make these types of mistakes the first few days; after that, usually they learn it and can say it properly.
19	I	How do you teach preschoolers to respond and negotiate in English with their friends during play?
20	Tusho	We repeatedly chant the phrases used for response and negotiation through classroom play activities. From that, they learn how to ask permission, respond to others... Like, “May I go to the washroom?” “May I come in?” “Don’t do it.” “It’s okay.” “Sorry,” etc.
21	I	So, do you think play-based learning enhances preschoolers’ willingness to interact in English?
22	Tusho	Yes, it does. This learning process is one of the progressive and participatory acts that help each child to develop their English language... Simply, it allows preschoolers to learn and use meaningful social interaction naturally, and they use it automatically in their conversation even outside of the class.
23	I	What do you think how does play-based learning help preschoolers communicate more confidently in English?
24	Tusho	Umm. I think play-based learning encourages preschool-going kids

		to learn and develop knowledge in effective and engaging ways. Since it implies the teaching and learning process through games, storytelling, and hands-on activities... Nowadays kids are not willing to listen to anyone, so this indirect process of learning really helps them to participate in every class activity actively and enjoy it... And we know that autonomous learning is the best way to learn not only language but also other things, and it really helps them to interact with others more confidently in English.
25	I	Do you find any challenges while using play-based learning to teach English language skills?
26	Tusho	Actually, I have not faced that much of a challenge yet... But yeah, at first, as a preschool teacher, we need lots of endurance to handle the child tactfully. Other than that, I think we need proper training on preschool teaching using these methods... so that not only the English-medium schools but also the Bangla-medium schools can implement this process in their classrooms for effective learning.

3. Sample Interview of Mr. Nazmul Hasan

DU	Participants	Questions and Answers
1	I	Thank you, sir, for joining to the interview. The first question is, how many years of experience do you have in preschool teaching?
2	Nazmul	I have around one and a half years of experience in preschool teaching.
3	I	Do you have any training on the teaching method used for the preschoolers?

4	Nazmul	Yes. I took training for two weeks that was provided to us after our joining.
5	I	What is the preschooler's age mostly in your class?
6	Nazmul	They are mostly between 3 and 4 years. But I have a 2.5-year-old student also.
7	I	What language do you primarily speak in class?
8	Nazmul	We interact with students in English only.
9	I	What types of methods or activities do you use to teach English?
10	Nazmul	Umm... play-based fun activities are the best way to teach preschoolers. We use this process to teach them.
11	I	How often do you use play-based learning to teach English?
12	Nazmul	The preschool classroom is designed differently than the regular classroom only for using various activities, so we always use play-based learning. We teach our students English indirectly through play activities...At first we teach letters, numbers, shape words, and names of flowers, fruits, body parts, and animals, with the alphabet through handmade alphabet flashcards, magnetic letter boards, wooden puzzles, shape-sorting toys, picture books, writing it on the board along with the picture, and various gestures, etc...Then, after two weeks of teaching basic English, we start teaching basic mannerisms and functional phrases that preschoolers need to communicate in English with teachers, friends, and others.
13	I	What types of activities do you use to develop their social language skills and why?
14	Nazmul	We use visual supports like relevant cartoons and images to teach

		English, and for that, there is one large table and TV screen in the classroom... At the same time, lots of educative toys and real materials like a ball, an apple, an orange, and flowers are used regularly.... They tend to imitate adults, so we always use hand gestures, facial expressions, and repeated routine-based functional phrases in a rhythmic tone to develop their social interaction skills.
15	I	All right. What are the first social phrases or expressions you teach your preschoolers?
16	Nazmul	Well, at first we teach them how to greet others, like “Hello,” “Good morning,” “Thank you,” and “Welcome. Then we teach simple, short, memorized expressions for asking simple questions like “What’s your name?”, “Can I have it?”, “May I come in?”, “May I drink water?”, and “Miss, help me.” These are basic English.
17	I	Do preschoolers use complete sentences, short sentences, or single words when speaking English to teachers or friends?
18	Nazmul	Most of them use short sentences, like “Help me,” “I want,” “Happy/sad,” and “Eat banana” in response to “What are you eating?” Even if they use any sentences that sometimes are not clear, the meaning is clear... They often use non-verbal gestures like nodding their head when they are asked if they want something or not and asking for things by pointing at them.
19	I	How do you teach preschoolers to respond and negotiate in English with their friends during play?
20	Nazmul	We teach them how to respond if someone asks their name by chanting it like a rhyme, for example, “What is your name?—My

		name is Nazmul,” “How are you? – I am fine.” At the same time, they use these “Don’t do,” “Let’s do,” “Let’s do color,” and “It’s alright” to negotiate with their friends during play.
21	I	Okay. Do you think play-based learning enhances preschoolers’ willingness to interact in English with friends and others?
22	Nazmul	Of course. They really enjoy their playtime activities in the classroom and interact with their friends. Since they can color their book, play with their friends, and watch cartoons... At first some of the students cry a lot, but after a week they adjust to the environment and love to come to school every day.
23	I	What do you think how does play-based learning help preschoolers communicate more confidently in English?
24	Nazmul	I think they learn English vocabularies and develop their listening and speaking skills without any pressure and manage social communication confidently because of their learning style... As they learn through games and fun activities, they literally enjoy the class and do not feel burdened to learn, unlike at the primary or secondary level. They acquire English automatically.
25	I	Do you find any challenges while using play-based learning to teach English language skills?
26	Nazmul	Not really... We have a well-decorated classroom with proper materials for the teaching activities. But I think in-depth training should be needed for the teachers, where they can explore how this learning process can be used vastly.

APPENDIX D.1

SAMPLE OF INTER-CODING TEMPLATE BY ANOTHER CODER

MS. SUPTI'S RESPONSE TO RQ1, RQ 2 & RQ 3

Interview Questions (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
RQ 1. What role does play-based learning play in developing social language skills in English among preschoolers?						
How does play-based learning enhance preschoolers' willingness to interact in English with friends?	*Friendly environment *Friendships	*Creates friendly environment *Builds friendships	They really enjoy their playtime activities in the classroom, and the best part is that they develop this social language	*Enjoy their playtime activities in the classroom and develop social language automatically without any pressure *Make	DU Supti 20	

			automaticall y without any pressure, because their main focus is on the play, not learning things... and the classroom environment is very friendly. They can make friends easily while participates in the games, sharing toys, foods...And some kids	friends easily while participates in the games, sharing toys, foods		
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			like to come to school every day to play with their friends.			
How does play-based learning help preschoolers communicate more confidently in English?	*Indirect teaching * non-judgmental * Place to play	*Teaches indirectly * Do not judge *Thinks place to play	As I already mentioned, in the preschool section we do not teach English directly. We always use play activities to teach basic English, it's a non-judgmental environment. So, they develop this social language	*Use play activities to teach basic English *Develops social communication automatically without any pressure and without continuous interference *Thinks they are sent to school to play as a result, initiate their	DU Supti 22	

			automaticall y without any pressure and without continuous interference s. . In fact, they think that they are sent to school to play, as a result they learn how to respond and initiate their conversation s in English spontaneous ly.	conversation s in English spontaneousl y		
RQ 2. What strategies do teachers use to teach social communication in English during play-based learning in the classroom?						
How often do you use	*regular *props for	*use play activities	*In the preschool	*use play activities	DU Supti 10	

play-based learning to teach English?	play-based learning	every day *teach basic English using play activities	section, we do not teach English directly, rather, we Use play activities everyday to teach basic English. We generally teach basic English, like letters, numbers, shape words, and names of flowers, fruits, body parts, and animals, with the alphabet through	every day * teach basic English through handmade alphabet flashcards, magnetic letter boards, wooden puzzles, shape-sorting toys, picture books, writing it on the board along with the picture, and various gestures, etc.		
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			handmade alphabet flashcards, magnetic letter boards, wooden puzzles, shape- sorting toys, picture books, writing it on the board along with the picture, and various gestures, etc.			
What types of activities you use to develop their social language	*various gestures, facial expression s *songs and	*use various gestures, facial expressions *play songs	We use various gestures, facial expressions, and play	*use of various gestures, facial expressions *play songs	DU Supti 12	

skills and why?	rhymes *chant some basic social phrases and expression s	and rhymes *chant some basic social phrases and expressions	songs and rhymes for social constructive learning... At first, we chant some basic social phrases and expressions continuousl y using rhythmic tone since they are likely to imitate us. So that they can memorize and use those expressions in their interactions	and rhymes for social constructive learning *chant some basic social phrases and expressions with rhythm continuously		
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			with teachers, friends, and others...and develop their social languages naturally because of fun activities.			
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RQ 3. What are the primary patterns of English use among preschoolers during interactions in play-based learning settings?

What are the first social phrases or expressions you teach your preschoolers?	*greetings *basic simple questions	*“Good morning,” “Hello,” “Thank you,” “Welcome” *“May I go to the washroom?” ” “Can I play?” “Can I take it?”	We use some common social phrases and expressions continuously, such as “Good morning,” “Hello,” “Thank	*common social greetings *basic simple questions or expressions to interact with others	DU Supti 14	
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			you,” “Welcome,” “Please,” “May I go to the washroom?” “Can I play?” “Can I take it?” “Please give me,” “Let me do it,” and so forth.			
Do preschoolers use complete sentences, short phrases, or single words when speaking	*sort sentences *incomplete sentence	*use short sentences *use grammatically incomplete sometimes but meaningful	Well, since they are too young and just learning English... So they use short sentences that are grammatically	*use of frequently short and memorized expressions, sentences *use meaningful grammatically incomplete sentences	DU Supti 16	

English to teachers or friends?			incomplete sometimes, like “Me want this” or “Me go,” but the meaning is clear ... And most of the time they frequently use short, memorized expressions they hear from us, like “My turn,” “Give me,” and “Let’s play,” while interacting with their friends and us.			
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How do you teach preschoolers to respond and negotiate in English with their friends during play?	*chant phrases *practices	*chant phrases for ask permission, respond and negotiate to teachers or friends *do lots of practices	Yes, they learn how to ask permission and respond to teachers or friends as we continuousl y chant phrases like “May I go outside?” , “May I play?”, and “Can I play with your toy, please?” ... “What is your name?– My name is...,” and “When someone	*continuousl y chant phrases to teach asking permission and respond to teachers or friends *practices a lot with us and other students	DU Supti 18	
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			gives you anything, what will you say?— Thank you.” “When someone says thank you, what will you say? - Welcome” ... and negotiate things they hear repeatedly from us through classroom play activities. They use these phrases to			
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			negotiate with their friends during play, like “Don’t do,” “Let’s do,” etc. We let them to do lots of practices with us and other students.			
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APPENDIX D.2

SAMPLE OF CODING TEMPLATE BY THE RESEARCHER

Coding of Ms. Tusho's Interview						
Interview Questions (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
RQ 1. What role does play-based learning play in developing social language skills in English among preschoolers?						
How does play-based learning enhance preschoolers' willingness to interact in English with friends?	* natural & effective * Friendly surroundings * good bonding	*learn English naturally and effectively *creates very friendly surroundings *share a good friendship	Yes, it does. This learning process is one of the effective and participatory acts that help each child to develop their English language. It helps them to share a good	* natural & effective *creates very friendly surrounding s *share a good friendship with each other's due to play	DU Tu 22	4

			friendship with each other's due to play activities. Simply, it allows preschoolers to learn and use meaningful social interaction naturally, and they use it automatically in their conversation even outside of the class.	activities		
How does play-based learning help preschoolers communicate	*creative and engaging *autonomous learning	*develop knowledge in creative and engaging ways *participate	Umm. I think play-based learning encourages preschool-going kids to learn and	*implies the teaching and learning process through fun activities *participate	DU Tu 24	1

ate more confidently in English?		e in every class actively	develop knowledge in creative and engaging ways. Since it implies the teaching and learning process through games, storytelling, and hands-on activities... Nowadays kids are not willing to listen to anyone, so this indirect process of learning really helps them to participate in every class	in every class activity actively and enjoy it		
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			activity actively and enjoy it... And we know that autonomous learning is the best way to learn not only language but also other things, and it really helps them to interact with others more confidently in English.			
RQ 2. What strategies do teachers use to teach social communication in English during play-based learning in the classroom?						
How often do you use play-based learning to teach English?	*daily class activities	*use this technique in daily class	We have a well-designed course outline and lesson plan based on the play-based	*use this technique in daily class activities	DU Tu 12	1

			techniques. We use this technique in daily class activities...It helps preschoolers to learn English naturally and effectively in a short period.			
What types of activities you use to develop their social language skills and why?	* songs rhymes *chant words &phrases *repetition *real prompts	* use songs and rhymes *chant a word or sentence *repeat one single sentence *use real prompts	Yes, of course. We use songs and rhymes to teach vocabulary and pronunciation as well as to enhance their listening and speaking skills. Along with that, we chant	*use songs and rhymes to teach vocabulary and pronunciation *chant a word or sentence with a rhythmic tone *repeat one	DU Tu 14	1

			a word or sentence with a rhythmic tone and use it repetitively in daily class so that the preschoolers can memorize it automatically. We repeat one single sentence for a week to memorize it. We often use various gestures while teaching a word and use real prompts to teach the language. Like, “This is an apple,”	single sentence for a week *use real prompts to teach the language		
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			pointing at an apple. Also, let them practice those repetitive phrases with their friends all the time to memorize the phrases and to use them while interacting.			
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RQ 3. What are the primary patterns of English use among preschoolers during interactions in play-based learning settings?

What are the first social phrases or expressions you teach your preschoolers?	*manner *greetings	*teach manner *teach basic greetings	We start with manners, like throwing the paper or other dust into the bin, by enacting...and the basic patterns of English needed for	*start with manners *basic patterns of English needed for effective social communication	DU Tu 1 16	
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			effective social communication, like hello,” “good morning,” “how are you,” “I am fine,” “thank you,” “welcome,” “excuse me,” and “may I come in?” “Miss, please help me,” and so on.			
Do preschoolers use complete sentences, short phrases, or single words	*small sentences *incorrect grammar	*use small sentences *use incorrect grammar	Yes. Since they are young enough to produce long sentences, they use small sentences to communicate, and sometimes	*use small sentences to communicate *use incorrect grammar	DU Tu 3 18	

when speaking English to teachers or friends?			they use incorrect grammar also... See, a student told me, "Go to the washroom" yesterday. We are teaching them "May I go to the washroom'?" This is this week's phrase. We will repeat this phrase this whole week, so they make these types of mistakes the first few days; after that, usually they learn it and can say it			
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			properly.			
How do you teach preschoolers to respond and negotiate in English with their friends during play?	*chant the phrases *response and negotiation	*chant the phrases repeatedly *teach response and negotiation	We repeatedly chant the phrases used for response and negotiation through classroom play activities. From that, they learn how to ask permission, respond to others... Like, “May I go to the washroom?” “May I come in?” “Don’t do it.” “It’s okay.” “Sorry,” etc.	*chant the phrases used for response and negotiation through classroom play activities repeatedly	DU TU 20	6

APPENDIX D.3

CLASSROOM OBSERVATION CHECKLIST

Language Used for Socialization in English through Play-Based Learning

Observation Focus	Yes/No	Details/Examples
A. Background Information		
1. Age of the preschoolers		Between 3 and 4 years mostly
2. Gender		9 males & 6 females
B. Basic Patterns used by the teachers & preschoolers		
1. Greeting Behaviors		
a. Child uses greetings in English		"Good morning", "Hello", "Nice to meet you"
b. Frequent use of short, memorized expressions		"Come here", "My turn", "Give me", "Let's play"
c. Asking simple questions		"What's your name?", "Can I have it?"
2. Emotional Expression		
a. Expresses happiness/sadness in English		"I'm happy", "I'm sad", "I don't like"
b. Responds to peers' or teachers' emotional cues verbally/ non-verbal gestures (pointing, nodding)		Asking toys at pointing it
3. Asking for Permission		
a. Simple English phrases		"Can I take your toy?", "May I go to washroom?", "May I come in?"
b. Waits for response after asking	✓	

4. Negotiation of Play		
a. Use of English for managing play rules		“No, you can’t”, “Let’s play”
b. Resolving conflicts		“Say sorry”, “It’s okay”,
5. Encouragement and Praise		
a. Mimic teacher behaviors		“Good job”, “Very nice”, “Wow”
6. Code-Switching		
a. Mixing English with Bangla		“I want that gari (car),” “I love aam (mango).”
7. Inconsistent Grammar but Effective Communication		
a. Sentences may be grammatically incomplete		“Me want this”, “He no come”
b. Meaning is clear and communication succeeds		
8. Peer Interaction During Play		
a. Initiates conversation in English	✓	
b. Responds to peers in English	✓	
c. Shares or takes turns using English	✓	
C. Strategies used by teachers		
1. Teacher Support		
a. Teacher models social language use in English	✓	Through chanting in a rhythmic tone while teaching the phrases
b. Teacher encourages English use	✓	Always speak in English and

during interaction		encouraged them to speak in English
2. Others Strategies		
a. Play materials use to support verbal interaction in English	✓	toys, real fruits like, apple, orange; flashcards
b. Visual support	✓	Cartoon, songs, rhymes with relevant images
c. Gestures	✓	Facial expression; pointing, nodding head along with verbal communication

APPENDIX D.4

SAMPLE THEME GENERATION TEMPLATE

Research question 2:	What strategies do teachers use to teach social communication in English during play-based learning in the classroom?			
1. Interview question	What types of activities you use to develop their social language skills and why?			
Supti (C1)	Tusho (C2)	Nazmul(C3)	Subthemes	Themes
various gestures, facial expressions, songs and rhymes & chant some basic social phrases and expressions (Sup 12)	songs rhymes, chant words & phrases, repetition (Tu14)	relevant cartoons & images, use educative toys &real materials, (Naz 14)		Use various gestures, facial expressions, songs and rhymes, educative toys &real materials
2. Observation	Strategies used by teachers			
chanting in a rhythmic tone while teaching the phrases {C. 1(a)}	toys, real fruits like, apple, orange; flashcards {C. 2(a)}	Cartoon, songs, rhymes with relevant images; Facial expression; pointing, nodding head along with		

		verbal communication {C.2 (b) &(c)}		
Interview question (RQ 3)	What are the primary patterns of English use among preschoolers during interactions in play-based learning settings?			
greetings, basic manner & simple questions (Sup 14)	greetings, basic manner & simple questions (Tu16)	greetings, basic manner & simple questions (Naz 16)		They use basic greetings like, “good morning”, “hello”, “thank you”, simple questions,
Observation	Basic Patterns used by the teachers & preschoolers			
uses greetings - “Good morning”, “Hello”, “Nice to meet you” {B. 1(a)}	Asking simple questions - “What’s your name?”, “Can I have it?” {B. 1(c)}	Asking for Permission- “Can I take your toy?”, “May I got to washroom?”, “May I come in?” {B. 3(a)}		take permission I ike, Can I have it?”, “May I come in?”, “May I drink water?”, “Miss please help me” etc.

APPENDIX E.1

RATING FOR PARTICIPANT'S INTERVIEW BY RATER

“Play-Based English Language Teaching for Socialization: A Preschool Study in Bangladesh”

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes on the comment's column.

RQ. 1. What role does play-based learning play in developing social language skills in English among preschoolers?						
Themes	Main Ideas	Discourse Unit	Verbal Support	Inter-rater		Comments/Suggestion
				Agree	Disagree	
				e	e	
Interview Questions. Do you think play-based learning enhances preschoolers' willingness to interact in English with friends and others?						
Interact with friends willingly	*enjoy playtime activities *love to come to school	DU Naz 22	Of course. They really enjoy their playtime activities in the class room and interact with their friends. Since they can color their book, play toys with their friends actively, and		/	

			watch cartoons... At first some of the students cry a lot, but after a week they adjust to the environment and love to come to school every day.			
What do you think how does play-based learning help preschoolers communicate more confidently in English?						
Communi cate in English with everyone confidentl y	*enjoy the class *learn English automati cally *commu nicate without any interfere nces or judgmen t	DU Naz 24	I think they learn English vocabularies and develop their listening and speaking skills without any pressure and manage social communication confidently because of their learning style... As they lean through games and fun activities, they literally enjoy the class and do not feel	/		

			burdened to learn, unlike at the primary or secondary level. They acquire English automatically and communicate without any interferences or judgment.			
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RQ. 2. What strategies do teachers use to teach social communication in English during play-based learning in the classroom?

Themes	Main Ideas	Discourse Unit	Verbal Support	Inter-rater		Comments/Suggestion
				Agree	Disagree	
How often do you use play-based learning to teach English?						
Strategies use by teacher in the classroom	*teach English through play activities *use handmade alphabet	DU NAZ 12	We teach our students English indirectly through play activities...At first we teach letters,	/		

	flashcards, magnetic letter boards, wooden puzzles, shape- sorting toys *various gestures		numbers, shape words, and names of flowers, fruits, body parts, and animals, with the alphabet through handmade alphabet flashcards, magnetic letter boards, wooden puzzles, shape-sorting toys, picture books, writing it on the board along with the picture, and various gestures,			
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			etc...Then, after two weeks of teaching basic English, we start teaching basic mannerisms and functional phrases that preschoolers need to communicate in English with teachers, friends, and others.			
What types of activities do you use to develop their social language skills and why?						
Strategie s use by teacher in the	*relevant cartoons and images	DU Naz 14	We use visual supports like relevant	/		

classroom	*Use various gestures, facial expressions *songs and rhymes *educative toys & real materials *repeated functional phrases in a rhythmic tone		cartoons and images to teach English, and for that, there is one large table and TV screen in the classroom... At the same time, lots of educative toys and real materials like a ball, an apple, an orange, and flowers are used regularly.... They tend to imitate adults, so we always use			
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			hand gestures, facial expressions, and repeated routine- based functional phrases in a rhythmic tone to develop their social interaction skills.			
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RQ. 3. What are the primary patterns of English use for preschoolers to teach basic social interactions in play-based learning settings?						
Themes	Main Ideas	Discourse Unit	Verbal Support	Inter-rater		Comments/Suggestion
				Agree	Disagree	
What are the first social phrases or expressions you teach your preschoolers?						
Basic	*greet	DU Naz	Well, at first we	/		

patterns of English use for social interactions	*simple & short, memorized expressions	16	teach them how to greet others, like “Hello,” “Good morning,” “Thank you,” and “Welcome. Then we teach simple, short, memorized expressions for asking simple questions like “What’s your name?” “Can I have it?” “May I come in?”, “May I drink water?”, and “Miss, help me.” These are basic English.			
Do preschoolers use complete sentences, short sentences, or single words when speaking English to teachers or friends?						
Basic patterns	*use short sentences	DU Naz 30	Most of them use short	/		

of English use for social interactions	*incomplete grammar, yet understandable *use non-verbal gestures		sentences, like “Help,” “I want,” “Happy/sad,” and “Eat banana” in response to “What are you eating?” Even if they use any sentences that sometimes are not clear, the meaning is clear... They often use non-verbal gestures like nodding their head when they are asked if they want something or not and asking for things by pointing at them.			
How do you teach preschoolers to respond and negotiate in English with their friends during						

play?						
Basic patterns of English use for social interactions	*chanting the phrases for response or negotiation like rhyme	DU NAZ 20	We teach them how to respond if someone asks their name by chanting it like a rhyme, for example, “What is your name?— My name is Nazmul,” “How are you? – I am fine.” At the same time, they use these “Don’t do,” “Let’s do,” “Let’s do color,” and “It’s alright” to negotiate with their friends during play.	/		

APPENDIX E.2

INTER-RATER RELIABILITY CALCULATION FOR PARTICIPANT'S INTERVIEWS

Calculation of inter-raters' Reliability

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater	$= (6/7) \times 100$ $= 85.71\%$

APPENDIX F

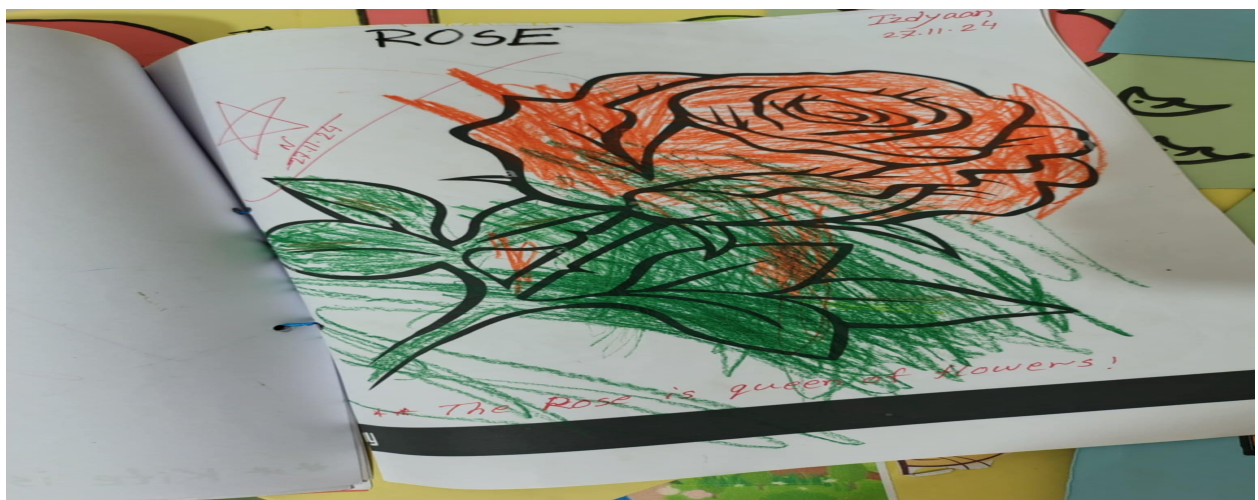
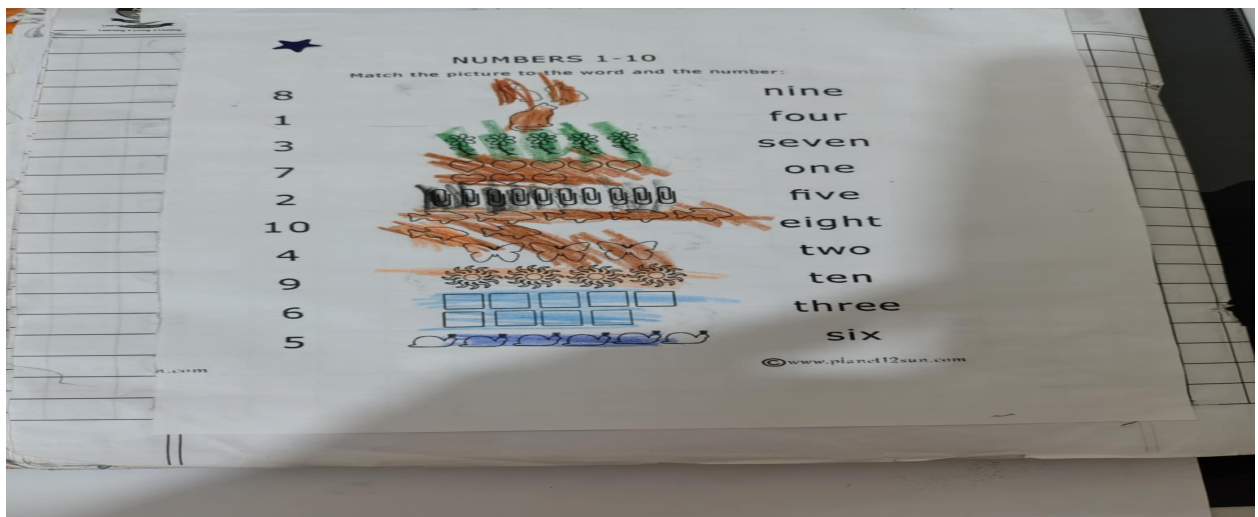
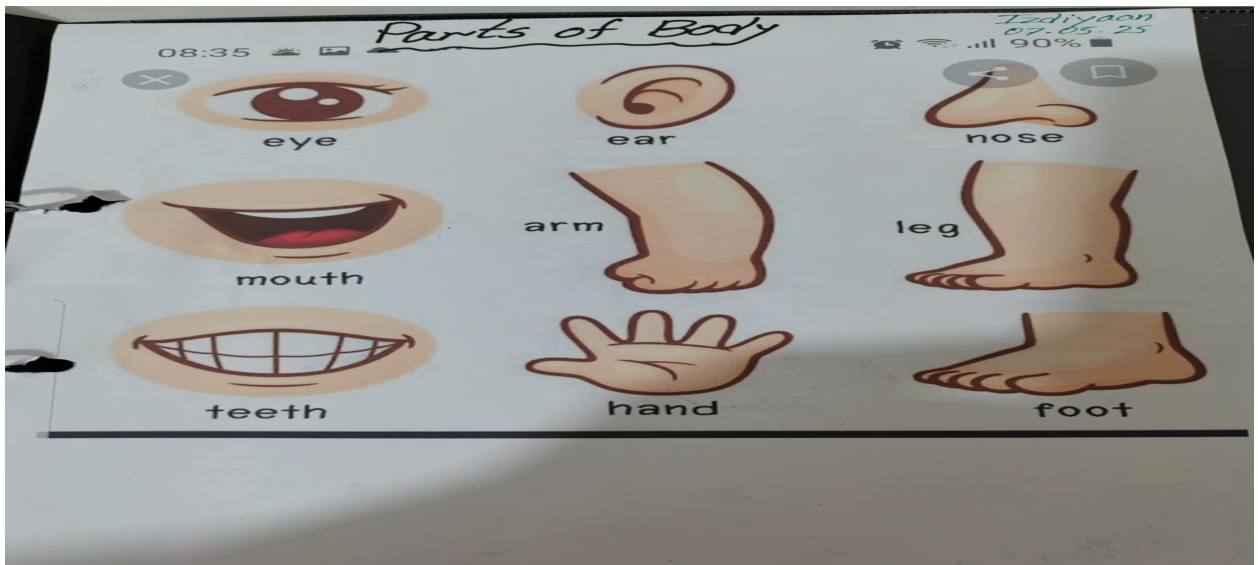
CLASS ACTIVITIES OF PRESCHOOLERS

The class activities of preschool in an English medium School in Bangladesh are as follows,

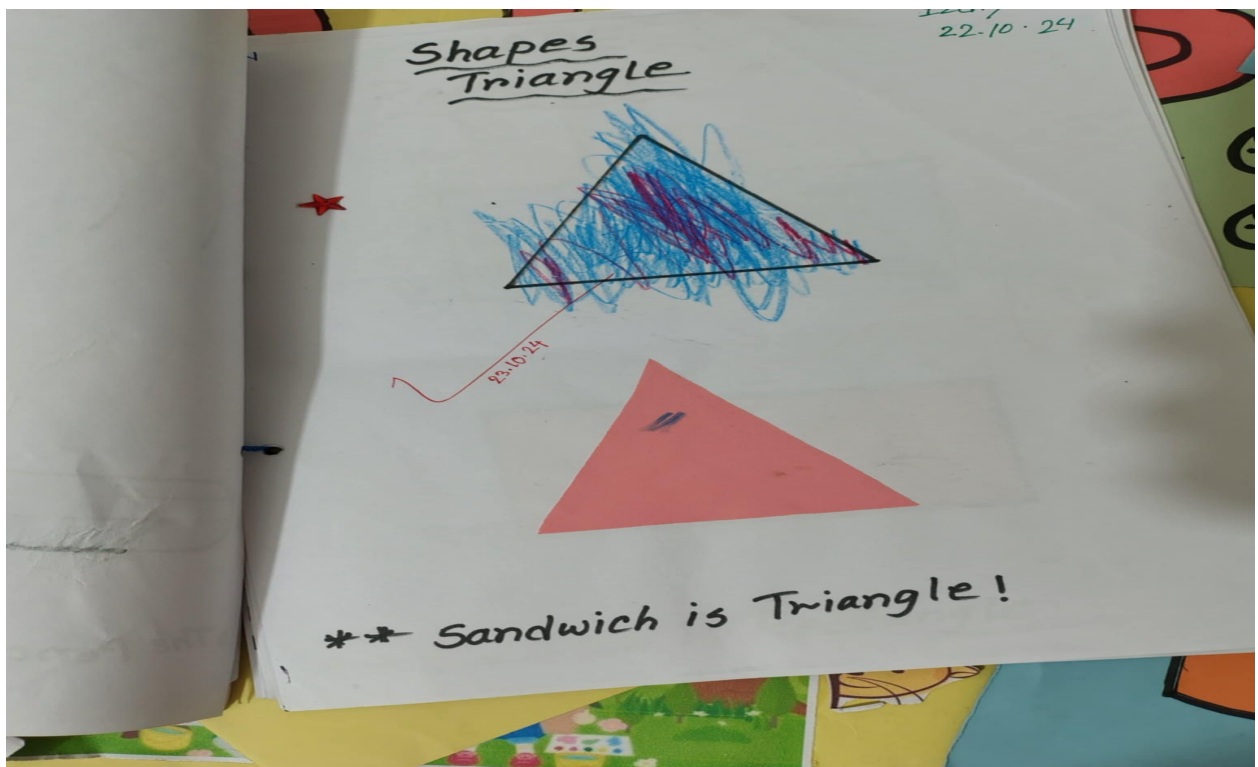
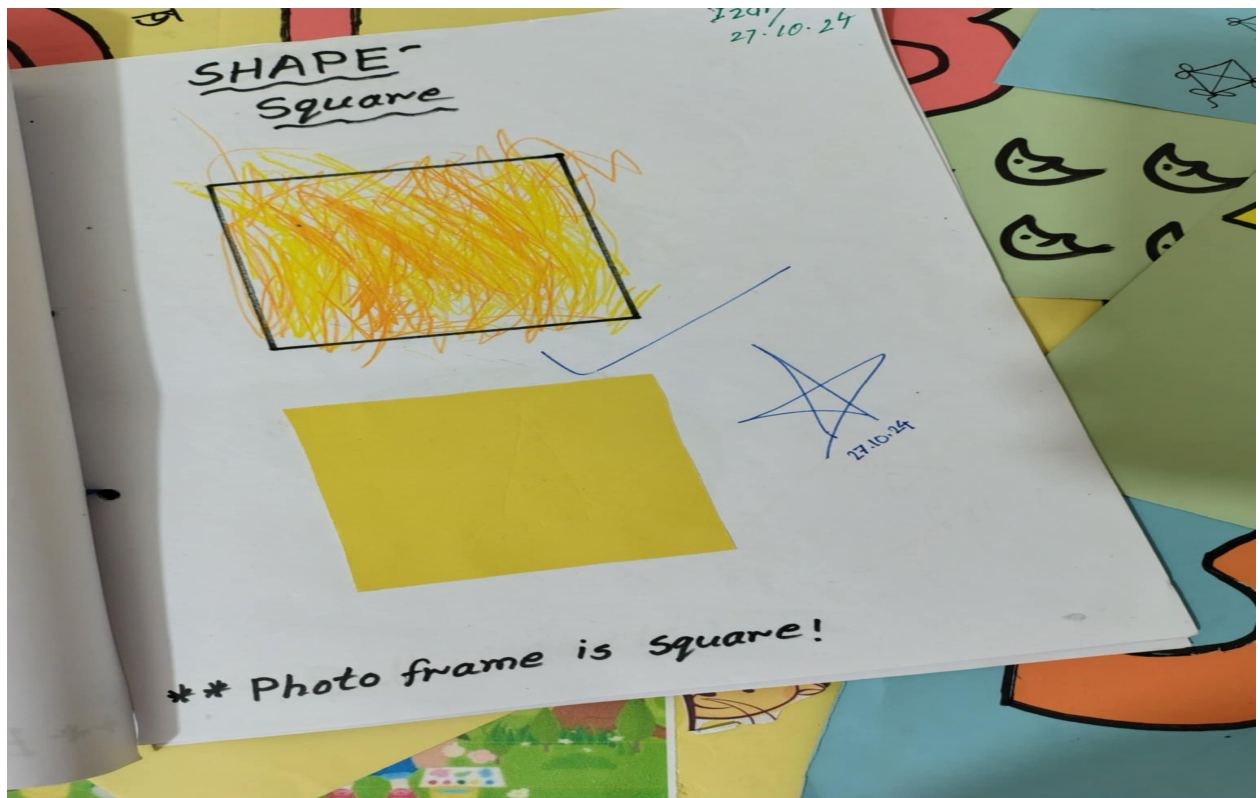
Flashcards of Alphabets & Numbers



Learning through Pictures & Coloring



Shapes Learning



Communicative Phrases

