



Little Actors, Big Talkers

Foo Wan Yueh

National Institute of Early
Childhood Development
(NIEC)

FOO_Wan_Yueh@niec.edu.sg

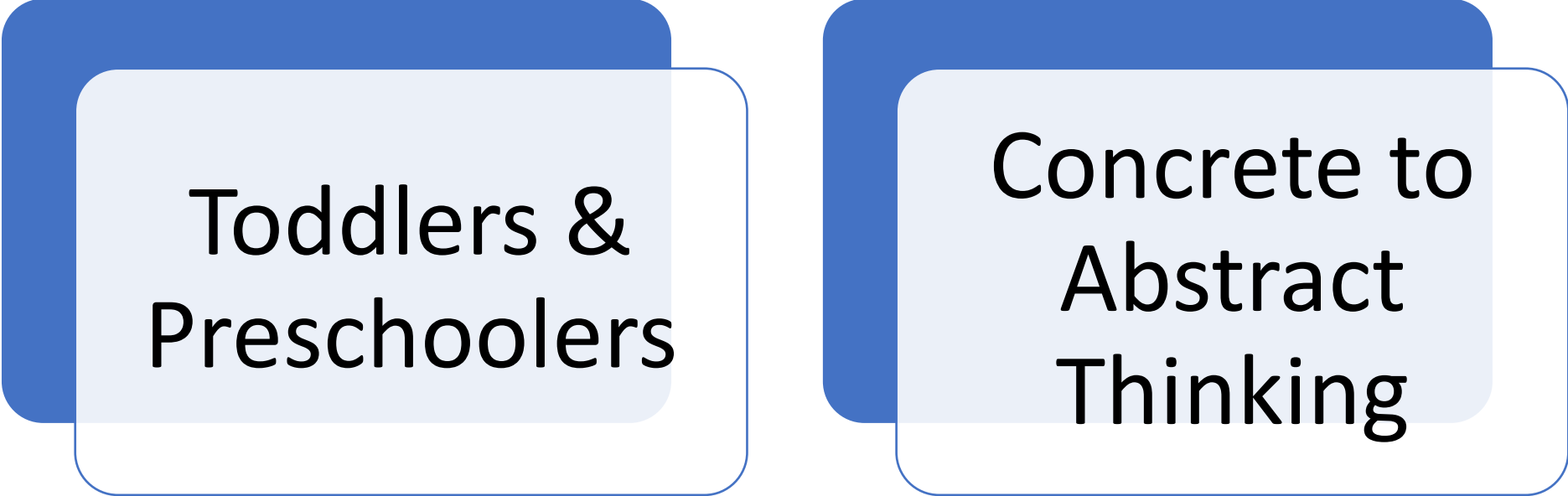


Session Objectives

Explore how to incorporate pretend play and dramatisation into everyday routine using familiar household items, favourite books and songs

Explore practical strategies to model and encourage natural bilingual language use through enjoyable, everyday play.

Context



Toddlers &
Preschoolers

Concrete to
Abstract
Thinking

Important elements to support children's learning

Play

**First-hand
experience**

All senses

**Effective
environment &
resources**

**Meaningful
conversations**

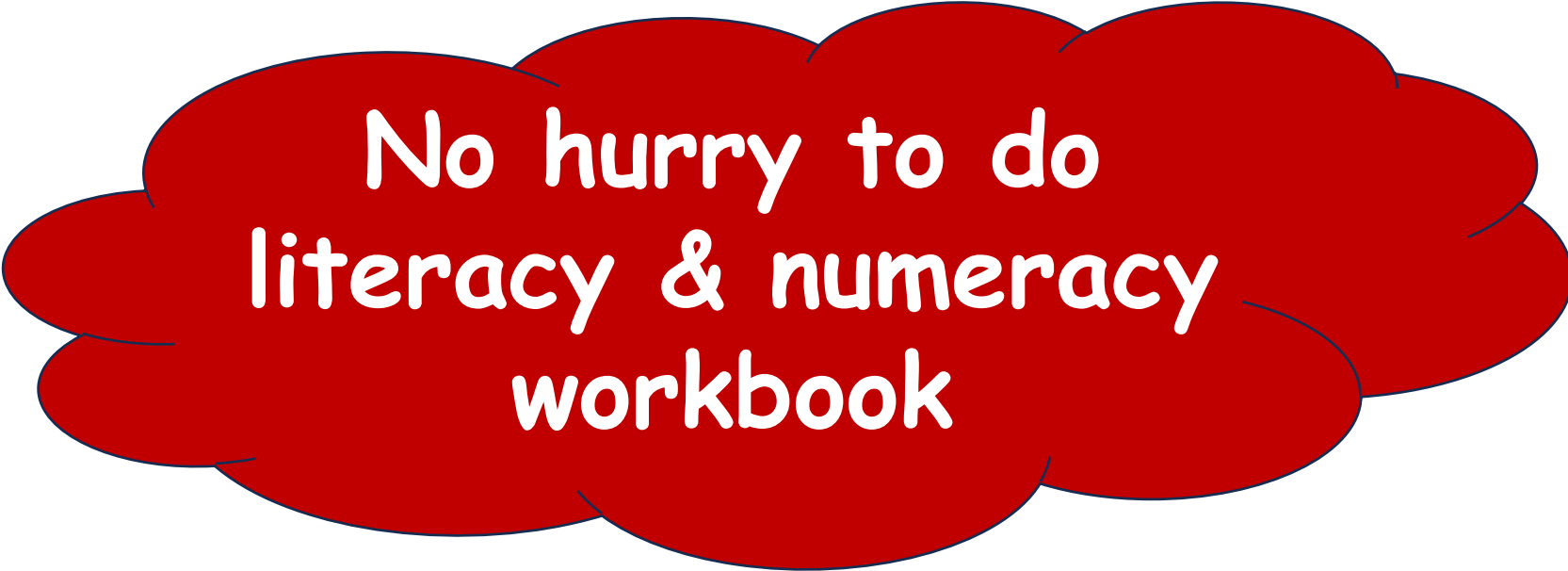
Theoretical Underpinnings

Piaget	Vygotsky	Bruner
• Constructivism • Active learning	• Scaffolding • Zone of Proximal Development (ZPD)	Learning mode: 1. Enactive mode → 2. Iconic mode → 3. Symbolic mode

Guided Play

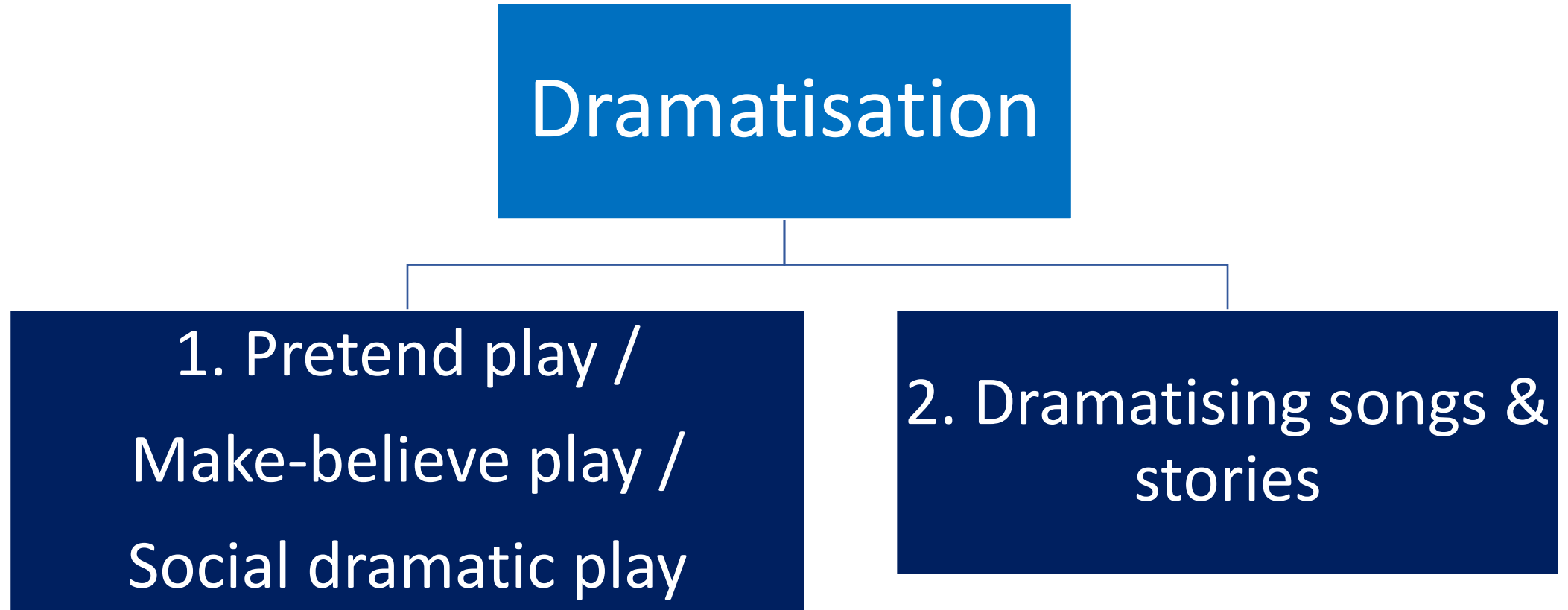
Playful
Learning

**Research shows that PLAY &
PLAYFULNESS are crucial
for development & learning**



**No hurry to do
literacy & numeracy
workbook**

Practical take-away from today's session



Importance of Pretend Play

During pretend play, the child must **conform to play scenario**: Develop self-regulation, inhibit control (executive functioning)

E.g. If the hawker in the play scene only understands MTL, the child customer must place an order using MTL

“In play, a child is a head above himself”
(Vygotsky)

Importance of Pretend Play

Make-believe enables children who are still acquiring language to **represent** their everyday lives, inner thoughts and feelings more completely than is possible through any other symbolic means.

(Brian Sutton-Smith)

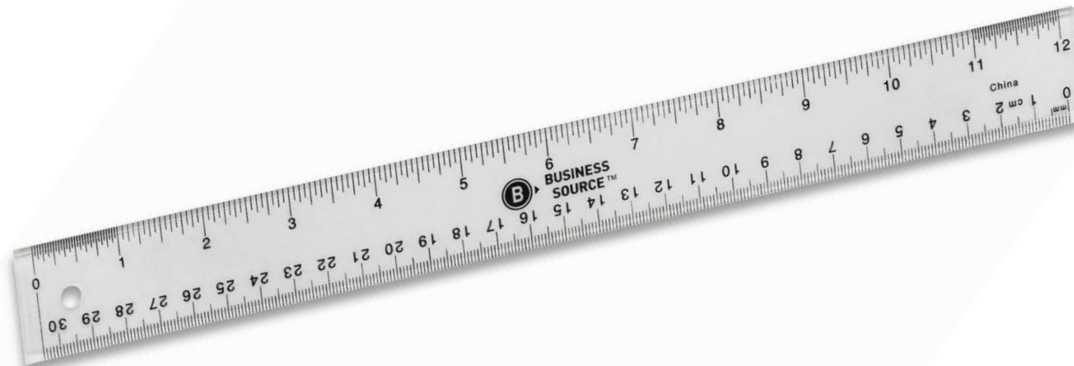
Think about pretend play now

Look into your bag,
pick up an item
and pretend it is
something else.



How can you use
that item to
pretend play with
your child?

** If your child is
below 3, more
realistic items are
preferred*



How to Engage Your Child in Pretend Play?

**Who initiates:
Child / parents**

**Duration:
Long / short**

**Frequency:
Regularly**

**Where:
At home /
anywhere**

**Props &
Costumes:
Household items**

**Respond.
Be present.
Have fun!**

Dramatise Songs & Stories

Actions &/or props

Puppet

**Same or similar
song/story in dual
languages**

5 Little Monkeys

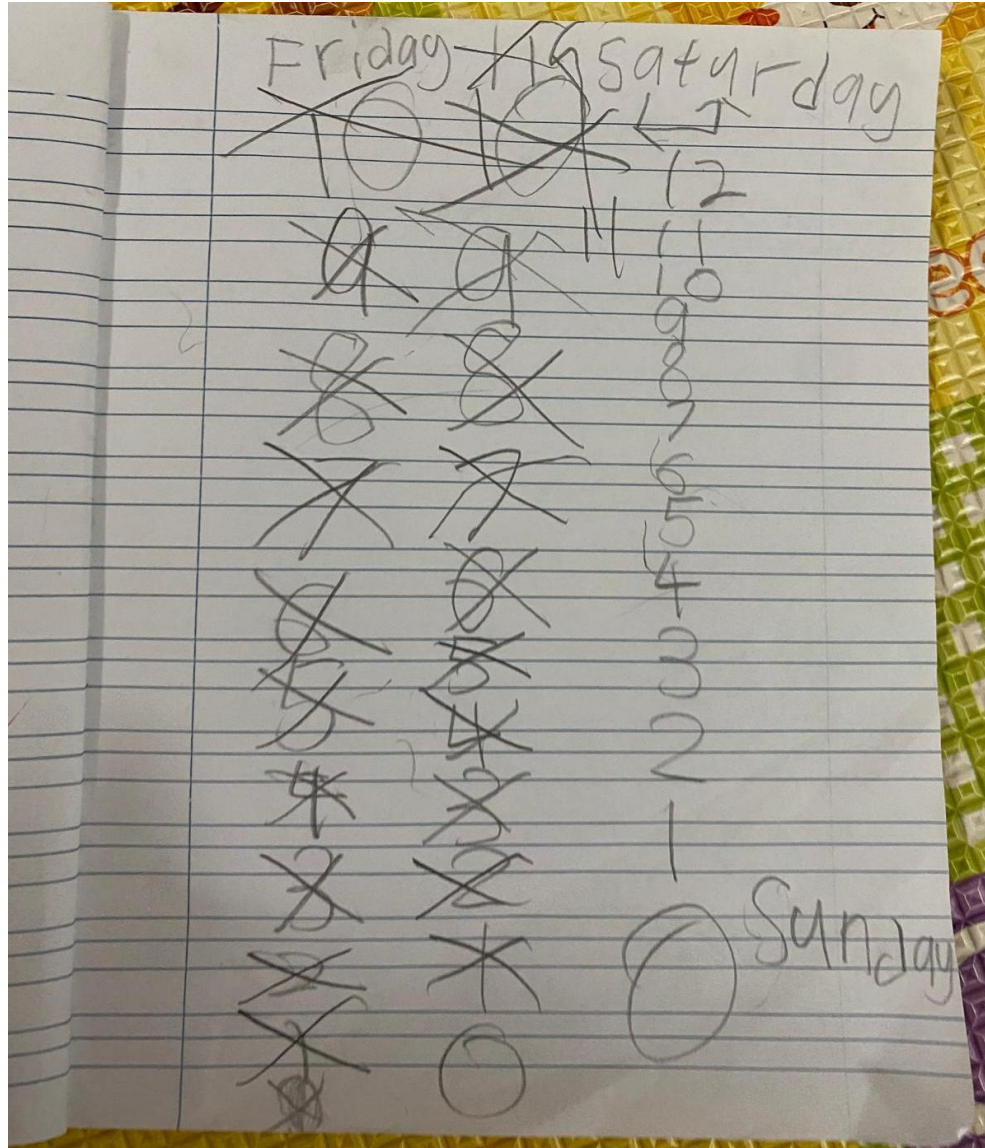
拔萝卜

Burung Kakak Tua

The Gruffalo & 狐假虎威

Guess How Much I Love You

& 这样说爱你



**Emergent,
child-initiated
literacy &
numeracy**

Let's dramatise a song now

Sing a
“dramatisable” song
with your child
*(more suitable for
toddlers)*

- EL: Itsy Bitsy Spider, 5 Little Ducks, Wheels on the Bus
- CL: 小白船, 客人来看爸爸, 小兔子乖乖
- ML: Buai Laju-laju, Papaku Pulang Dari Kota, Bangau oh Bangau (Didi & Friends)
- TL: கைவீசம்மா கைவீச
யானை யானை அழகர்
யானை

In Summary

Explore how to incorporate pretend play and dramatisation into everyday routine using familiar household items, favourite books and songs

Explore practical strategies to model and encourage natural bilingual language use through enjoyable, everyday play

References

Berk, L. E. (2004). *Awakening children's minds: How parents and teachers can make a difference*. Oxford University Press.

Hirsh-Pasek, K. (n.d.). *Play*. Kathy Hirsh-Pasek. <https://kathyhirshpasek.com/play/>

Zosh, J. M., Gaudreau, C., Golinkoff, R. M., & Hirsh-Pasek, K. (2022). The power of playful learning in the early childhood setting. *Young Children*. National Association for the Education of Young Children.

<https://www.naeyc.org/resources/pubs/yc/summer2022/power-playful-learning>

Don't think of ROI.

**Dramatise using both
languages.**

Enjoy your family time!

