# CONCEPTUAL FRAMEWORK FOR DEVELOPMENT OF LEARNING ACTIVITY IN ORDER TO SUPPORT LINGUISTIC EXPERIENCE FOR KINDERGARTEN 2 STUDENTS

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## ABSTRACT

The purpose of this research was to synthesize a conceptual framework for development of learning activity in order to support linguistic experiences for kindergarten 2 students. Data were collected via in-depth interview from 15 experts. The data were applied as a format to create 3 components of TIBS Model, which are: 1. Teacher Module, including listening, speaking, reading, and writing activities; 2. Integrated Brain Based Learning Module, including 6 steps, which are 1) preparedness 2) clarification 3) new knowledge 4) skill practice 5) knowledge expanding 6) evaluation; 3. Student Module using Computer-Based Learning (CBL) to promote interactive learning and encourage student's attention. The evaluation results from the experts suggested that the conceptual framework is appropriate and can be practically used as a model to develop lessons. The collected data showed highest level of consistency. ($\bar{x}$ = 4.87, S.D = 0.35)

**KEYWORDS:** Learning Activity, Linguistic Experience, Kindergarten 2 Students

## 1. Introduction

Kindergarten education is typically the first and most important stage of the formal education because it's the best period to prepare students' physicality, mentality, emotions, as well as socialization with other people. Furthermore, the kindergarten education curriculum in 2003 was determined to focus on activities in classroom for gaining experiences covering 4 skills, including physicality, mentality, socialization and intelligence. If these young generations receive proper language development, their skills will be increasingly improved [1]. Bruner [2] claimed that the intelligence of children can be measured by language skills, including listening, speaking, reading and writing. Woranat Raksakunthai [3] explained that

the problem in kindergarten educational management regarding improving language skills of young students was that most teachers seemingly adopted primary school's teaching method for kindergarten students. This teaching method focuses primarily on remembering things rather than developing proper language skills. This was inconsistent with the main objective of the fundamental education, which basically emphasized on Brain-Based Learning (BBL) and the activities that allows each student to receive direct experiences via learning process with the emphasis on analyzing, synthesizing, evaluating, solving problem, and hands-on experiences. This is the intention to properly stimulate and develop students' brain in accordance with their age. In the modern period, educational technologies have been brought to classrooms. Especially, the technology for kindergartens is capable of drawing students' attention more efficiently [4]. In addition, it helps develop writing and reading skills, [5] including creativity skill and socialization as well.

Therefore, researchers are interested in synthesizing a conceptual framework of learning activity in order to support linguistic experience for kindergarten 2 students. The developed activities will be suitable for children studying languages on their own via tablet computer and will totally cover four language skills and should help children happily enjoy their learning process.

## 2.   Objectives

1. To synthesize a conceptual framework of learning activity in order to support linguistic experience for kindergarten 2 students.

2. To evaluate the appropriateness of the synthesized conceptual framework.

## 3.   Scope of the research

1. The synthesis of a conceptual framework of learning activity in order to support linguistic experience for kindergarten 2 students.

2. The outline of a conceptual framework for the in-depth interview with the selected experts.

3. The samples used in the in-depth interview were experts with the following qualifications:

- Lectures in computer and related fields

- Experts in Brain-Based Learning or lecturers in kindergarten students development

The samples must at least hold a master degree in their fields and have at least 4 years of experience. There need to be 15 experts, who were purposively selected for the in-depth interview.

4. This research was conducted in the 2nd semester of the academic year of 2017.

## 4.    Literature Reviews

At present, it is undeniable that technology is crucial to education. Many educational institutes have used it as a significant element for learning management, particularly at early childhood education. It has been used to help students in their learning requiring consideration of used instructional tools, which can efficiently assist them in self-learning to enhance their imagination and ability in self-solution [6]. The National Association for the Education of Young Children and Fred Rogers Center for Early Leaning and Children's Media at Saint Vincent College concluded that using technology for children helps them get promoted their intelligence but it needs the right way to use. According to the study of UNESCO on using technology for preschool student, it was discovered that technology can enhance children's development, particularly learning a language [6] Bruner states that children's readiness on intelligence can be measured by language skills since it can indicate children's levels of intelligence and development [7]. Accordingly, Nitiya Krachab Klang [8] studied on the program development for promoting language skills as the concept of learning development appropriate to the brain of kindergarten students with the aim to develop a computer program for promoting their language skills, and to compare their language skills before and after using the program. The sample in this research was 18 kindergarten-1 students of Sa-nga Pattana School selected by simple sampling out of purposive sampling. It was divided into two groups. The tools in this research were the computer program, the activity plan, the behavior observation form, the language skill test, and the questionnaire on guardians' opinion. It was found that there was a statistical significance between the mean scores of language skills of the students before and after using the program at the level of 0.05. The study concluded that the developed program helped promote students' language skills as the Brain-Based Leaning concept could enhance the language skills of the kindergarten students. This was because of the guardians' support. In addition, the Basic Education Curriculum for Kindergarten Student emphasizes activity learning management

suitable to the children's development in different ages. Daman [9] studies the concept of learning management using Brain-based learning (BBL) by comparing the learning achievement and motivation levels of students learning with BBL approach and teacher-centered approach. The sample was selected by sample sampling. They were from 113 of grade-6 students studying in social study course of Türdü 100th year Primary School. They were separated into two groups. The first group of 39 was taught by using Brain-Based Learning approach and another group of 38 was taught by the teacher-centered approach. There is significance on happiness and likeness during the leaning activities between the two groups of students.

## 5.   Research Methodology

This research was divided into five steps as the follows.

1)   Study related theories, documents, studies and research articles

The researchers studied related theories, documents, studies and research articles on learning management for kindergarten-2 students and the Brain-Based Learning approach including using tools and software to develop the learning activities.

2)   Create conceptual framework

The researchers outlined the conceptual framework on learning activities development to promote linguistic experience of kindergarten-2 students, according to the findings obtained from reviewing the related theories, documents, studies, and research articles.

3)   Specify a group of experts

The researchers specified a group of experts who was going to evaluate the conceptual framework with their following qualifications required.

3.1   They have at least 2 years of teaching experiences in Computer subjects or related fields with a Master Degree or higher, or holding an academic position of assistant professor level.

3.2   They have at least 2 years of teaching experiences in kindergarten level with a Master Degree or higher, or holding an academic position in assistant professor level.

3.3   They have experiences in learning management using Brain-Based Learning approach or are an expert in BBL approach.

4)   Create a questionnaire for the evaluation of the appropriateness of the conceptual framework

The researchers created the questionnaire with 5-point on Likert scales to find the appropriateness of the conceptual framework of learning activities development to support linguistic experience for the kindergarten-2 students. The questionnaire was about the appropriateness of the conceptual framework of learning pattern that the researchers presented and the suggestions obtained from the 15 experts.

5)    Collect and analyze data

This step was to collect data from an online questionnaire, which was sent to the 15 experts. Then, the researchers analyzed the results for adapting the conceptual framework to be suitable for the kindergarten-2 students and concluded the results.

## 6.    Results

After the conclusion of the in-depth interviews on the purposed conceptual framework, the researchers come up with a model called TIBS with three main modules – Teacher Module, Integrated Brain Based learning Module (IBBL), and Student Module. The result of conceptual framework was shown in Figure 1.
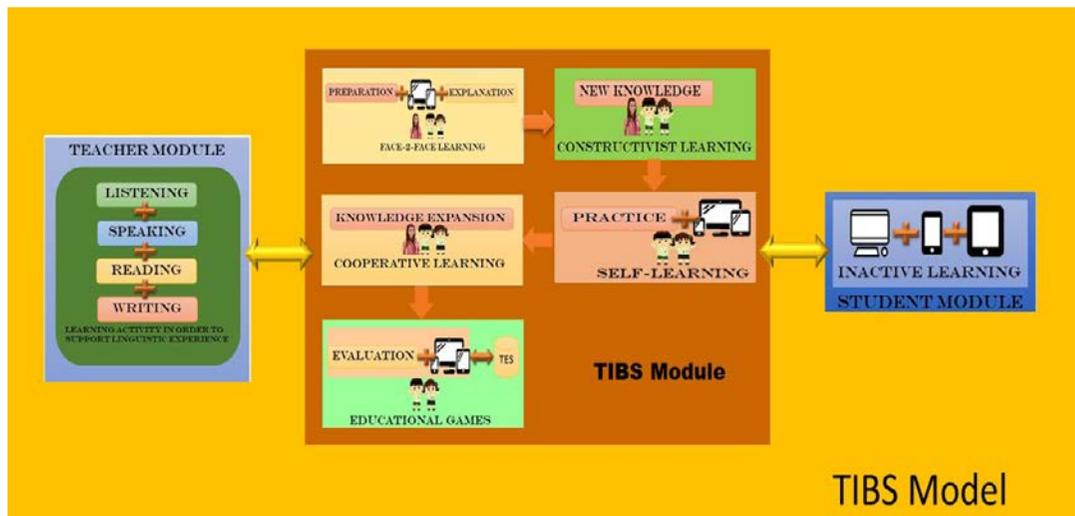


**Figure 1    TIBS Model Conceptual Framework**

According to Figure 1, the conceptual framework of learning activities development to support linguistic experience for the kndergaten-2 students comprised three main modules as follows.

1) Teacher Module

Teacher selects an activity according to the learning activity plans that promoted their experience in listening, speaking, reading, and writing skills. Teacher guides and advises students to learn the activities via Computer-Based Lessons.

2) Integrated Brain Based Learning Module (IBBL)

This module focuses on Child-Centered teaching style according to the students' brain ability in order to improve their learning. Additionally, it could integrate various learning management approaches to enhance learners' experiences, which concluded the 6 steps of learning management as follows.

Step 1: Preparation

This step is to stimulate students' brain for getting ready to learn. Teacher may be a leader in singing activity or a rhyme along with the contents in Computer-Based Lessons in order to make students relaxed and curious to the upcoming lesson.

Step 2: Explanation

This step is to make students know and understand the learning activities to provoke their brain's preparedness. Technology, stimulus, and knowledge are used to make them more active. Students, then, will learn lessons directly from teacher (Face-2-Face Learning approach).

Step 3: New Knowledge

In this step, teacher will only be a guide of learning and let students construct their new knowledge from their experiences (Constructivist Learning Approach). For example, teacher may ask students what they have to do when going to restroom. This is to urge them to provide their answers. Eventually, teacher will summarize what obtained from the lessons for their mutual understating.

Step 4: Practice

This step is to let students do the given exercises in computer by themselves (Self-Learning approach). Students have to use their new knowledge to practise in the assignment to gain more understanding without teacher's intervention.

Step 5: Knowledge Expansion

In this step, teacher and students will use new knowledge obtained from their practices to further expand their understanding. This will improve student's interaction with their teacher and classmates. This step employs the Cooperative Learning approach, which

allowed teacher and students to share new knowledge obtained from Step 4 together in order to gain further knowledge.

Step 6: Evaluation

In this step, teacher provides a test in terms of educational games in computer. Students play game according to what they have learned, while teacher observes them and evaluate their ability.

3)  Student Module

Students learn using Inactive Learning approach via Computer-Based Lessons to increase their curiosity but this will be under the teachers' supervision in order to obtain highest benefit.

## 7.  Evaluation Results

From the evaluation on the conceptual framework of learning activity development to support the linguistic experience of the kindergarten-2 students by the 15 experts, it was discovered that all the modules were appropriate at a level of highest ($\bar{x}$ = 4.71, SD = 0.12). In the data analysis, it was appropriate to the implementation at a level of highest ($\bar{x}$ =4.87, SD = 0.35) as shown in Figure 1.

**Table1    The evaluation on the conceptual framework**

| Items | $\bar{x}$ | S.D | Interpretation |
|---|---|---|---|
| 1. Appropriateness of Teacher Module | 4.60 | 0.13 | Highest |
| 2. Appropriateness of Integrated Brain Based Learning Module | 4.69 | 0.41 | Highest |
| 3. Appropriateness of Student Module | 4.68 | 0.19 | Highest |
| 4. Appropriateness of TIBS Model | 4.69 | 0.18 | Highest |
| 5. Appropriateness of implementation | 4.87 | 0.35 | Highest |
| **Total average** | **4.71** | **0.12** | **Highest** |

## 8. Conclusion

This research was to synthesize a conceptual framework of learning activity development to support linguistic experience of the kindergarten-2 students by means of In-Depth interview. This resulted in the TIBS Model composed of three main modules, namely 1) Teacher Module, 2) Integrated Brain Learning Module, and 3) Student Module. With the analysis of the conceptual framework, the experts agreed that the model is suitable to be a prototype in developing lesson system. Their opinion was at a level of highest. However, the researchers will improve this conceptual framework according to the experts' suggestions to obtain a better model for students' learning experience.

## 9. Discussions

The design on a conceptual framework of learning activities development to support the linguistic experience of the kindergarten-2 students was obtained from analyzing the key aspects as follows: Teacher Module is to set an activity for students in each week. Integrated Brain Brained Learning Module (IBB) combines several styles of learning to help students learn with real experiences through technology. This could enhance their curiosity in learning. Finally, Student Module provides students with Interactive learning under the teacher's supervision. These components were evaluated of their appropriateness by the 15 experts with the evaluation results of total average at a level of highest ($\bar{x}$ =4.71, SD = 0.12). It could be seen that the appropriateness of the conceptual framework of learning activities management to support the linguistic experience of the kindergarten-2 students was efficient to use as the practical lessons plans. This is in accordance with Tassana Khemmanee's [10] opinion, which stated that developing a good style of learning must include the related and systemically developed concepts to enable students learn according to the learning objectives. Besides, Couse and Chen [11] mentioned that the children can quickly use Tablet with increase their development respectively. Beschorner and Hutchison [6] studied the use of Tablets as teaching materials for children. It was found that Tablets can be used as several instructional media for children to practice reading and writing skills. Furthermore, it helped them improve their sociability as well.

## 10.  Suggestions

1.  The study on the readiness of using technology for kindergarten-2 students and the factors impacting them physically and mentally should be conducted.

2.  The study on teachers' ability in appropriately using technology for kindergarten students should be conducted.

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