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The Art of Teaching English to Young Learners

Strategies, Stories, and Success

Editors:
Dadang Solihat
Fahrus Zaman Fadhly

AISEE
The Association of Indonesian
Scholars of English Education


**JENDELA
HASANAH**

The Art of Teaching English to Young Learners

Strategies, Stories, and Success

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A Note from the Editors

We are delighted to present *The Art of Teaching English to Young Learners: Strategies, Stories, and Success*. This book offers a comprehensive examination of teaching English to children, focusing not only on effective instructional methods but also on the personal and professional growth that educators experience throughout their teaching journey. Our goal is to provide readers with both theoretical foundations and practical applications essential for creating engaging and impactful language learning experiences.

In today's interconnected world, English proficiency opens the door to countless opportunities. Early English education plays a crucial role in equipping young learners with the skills needed to navigate a globalized society. This book is designed to support educators in fostering not only language development but also curiosity, creativity, and a passion for lifelong learning among their students.

The chapters in this book bring together insights from experienced educators, researchers, and practitioners, offering a diverse range of perspectives on teaching strategies and classroom approaches. Covering topics such as gamification, differentiated instruction, digital storytelling, and phonics, the book provides valuable guidance on addressing both the challenges and opportunities in early English education.

We recognize that teaching young learners is both rewarding and complex. Through the experiences and insights shared in this book, we aim to encourage teachers to innovate, reflect, and persevere in their teaching practices. The strategies and tools provided are adaptable to various learning environments, helping educators create joyful and successful learning experiences.

This work also highlights the importance of collaboration between teachers, parents, and communities. We believe that strong partnerships play a vital role in fostering the holistic development of children. The ideas presented in this book emphasize the significance of collective efforts in building inclusive and nurturing learning spaces.

We extend our sincere gratitude to the contributors whose research, experiences, and reflections have shaped this book. Their generosity in sharing their expertise adds depth and value to the teaching community, inspiring others to continuously improve their classroom practices.

We also want to express our appreciation for the dedication of teachers who work tirelessly to make a difference in their students' lives. Their passion, creativity, and commitment serve as a source of constant inspiration. It is our hope that this book will become a valuable resource for educators, guiding them through the joys and challenges of teaching English to young learners.

More than just a teaching manual, this book is a tribute to the transformative power of education. It celebrates the artistry of teaching and encourages educators to embrace new challenges with confidence. We believe that every classroom moment has the potential to shape the future, and we hope this book empowers teachers to make the most of every learning experience.

With this introduction, we invite you to embark on a journey through the art of teaching English to young learners. May the stories, strategies, and successes shared within these pages inspire you to ignite a love of learning and unlock the potential of every student you teach.

Warm regards,
Dadang Solihat & Fahrus Zaman Fadhly

Foreword

It is with immense pride and enthusiasm that I introduce *The Art of Teaching English to Young Learners: Strategies, Stories, and Success*. This book encapsulates the essence of teaching English to children in a dynamic, engaging, and inspiring manner. As the President of the Association of Indonesian Scholars of English Education (AISEE), I have witnessed firsthand the profound influence that dedicated educators have in shaping young minds and instilling a lifelong passion for learning.

Teaching English to young learners requires more than just fluency in the language; it demands creativity, empathy, patience, and adaptability to meet the diverse needs of students. This book seamlessly integrates theory and practice, presenting innovative strategies, practical experiences, and insightful reflections from educators who have embraced the challenges and rewards of teaching English to children.

The importance of early English education has never been more critical. In an increasingly interconnected world, the ability to communicate in English is a fundamental skill for future success. Early exposure not only enhances linguistic proficiency but also nurtures confidence and curiosity, encouraging young learners to explore different cultures and ideas. This book offers valuable guidance on how teachers can foster these skills, paving the way for students' academic and personal growth.

One of the book's greatest strengths is its holistic perspective on education. It acknowledges that learning is a collective journey that involves teachers, students, parents, communities, and institutions. The chapters highlight the significance of collaboration, interactive learning experiences, and inclusive teaching methods to ensure that every child feels valued and supported.

I am particularly impressed by the diverse topics explored in this book. Covering areas such as phonics instruction, gamification, differentiated learning strategies, and digital storytelling, the contributors provide a wealth of practical tools and ideas for educators. These strategies are not only research-based but also adaptable to different classroom settings, making them highly relevant and accessible for teachers.

As we navigate the evolving landscape of education in the 21st century, this book serves as a reminder of the importance of reflection and ongoing professional development. It encourages teachers to critically examine their own practices, learn from peers, and seek creative solutions to challenges. Through continuous improvement and innovation, educators can create meaningful learning experiences that leave a lasting impact on their students.

I extend my heartfelt appreciation to the editors, contributors, and everyone involved in bringing this book to life. Their dedication and passion shine through every page, offering inspiration to educators striving for excellence in their teaching. Additionally, I express my deep gratitude to teachers worldwide who dedicate themselves to guiding and empowering young learners, helping them reach their full potential.

I hope *The Art of Teaching English to Young Learners: Strategies, Stories, and Success* serves as both a practical resource and a source of inspiration for educators. May it ignite your creativity, strengthen your passion for teaching, and motivate you to embrace the challenges and rewards of shaping the future through education.

Warmest regards,

Pupung Purnawarman
President of AISEE

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1. Phonics Instruction for Young Learners

Dadang Solihat & Cucu Suhartini

Phonics instruction is a key approach in teaching reading and writing that emphasizes the association between sounds and their corresponding letters or groups of letters. This technique is particularly effective for young children because it provides an organized way to decode written language (Agegnehu et al., 2023). Phonics instruction is a vital component in education, focusing on the relationship between letters and sounds. It helps children decode words by understanding how letters and combinations of letters represent specific sounds (Ahmed et al., 2020). Effective phonics instruction is systematic, explicit, and follows an organized sequence, progressing from simple to more complex sound–letter relationships (Beck & Beck, 2024).

Children need to practice this foundation of literacy to enhance reading fundamentals (Almansoori et al., 2024). Phonics instruction plays a crucial role in early literacy education, teaching young learners how to read and write (Fry, 2024). Phonics is the method of teaching reading and spelling that emphasizes the relationship between letters and sounds, and has garnered widespread support from teachers and researchers for its effectiveness in building foundational literacy skills (Bowers, 2020). Understanding the significance of phonics instruction and its application in early childhood is essential for teachers, parents, and policymakers who aim to foster strong reading abilities in children (Alvarez-Cofino, 2024).

The importance of phonics instruction stems from its ability to demystify the alphabetic principle—the understanding that letters and letter patterns represent the sounds of spoken language (Ehri, 2020). This principle is the cornerstone of phonemic

awareness, which is the ability to hear, identify, and manipulate phonemes, the smallest units of sound in spoken language (Chen et al., 2024). Phonemic awareness is a critical predictor of reading success, enabling children to decode words and improve reading fluency and comprehension (Jiang et al., 2023).

Phonics instruction typically begins in kindergarten and continues through the early elementary grades. It involves explicit teaching of the sounds associated with individual letters and letter combinations, such as consonant blends and vowel digraphs (Alba, 2021). This instruction is often systematic and sequential, ensuring that learners build on their knowledge incrementally (Patel et al., 2022). For instance, students might start with simple consonant-vowel-consonant (CVC) words like "cat" and "dog," before progressing to more complex word structures and patterns (Woore, 2021).

One of the key benefits of phonics instruction is that it equips young learners with the tools they need to decode unfamiliar words independently (Feldman, 2021). This skill is crucial for reading development, as it allows children to tackle new texts with confidence and curiosity (Kart, 2022). Additionally, phonics instruction supports spelling development by helping children understand the predictable patterns of the English language (Lindsey et al., 2020). For example, when children know that the letter "c" can make both the /k/ sound (as in "cat") and the /s/ sound (as in "cent"), they become more proficient spellers (Vadasy & Sanders, 2021).

Despite its proven effectiveness, phonics instruction is sometimes met with resistance due to misconceptions or debates over teaching methodologies (Buckingham, 2020). Some educators and parents prefer whole language approaches, which emphasize reading for meaning and using context clues over systematic phonics instruction (Campbell, 2020). However, research consistently shows that a balanced approach, incorporating both phonics and whole language strategies, is most beneficial for young

learners (Brooks et al., 2024). This balanced literacy approach ensures that children develop strong decoding skills while fostering a love for reading and an appreciation for the richness of language (Duwenhoeffer, 2021).

Implementing effective phonics instruction requires careful planning and a deep understanding of literacy development (Kiendi, 2023). Teachers must be adept at assessing students' phonemic awareness and tailoring instruction to meet individual needs (Syahria, 2021). This differentiation is essential, as children enter school with varying levels of language exposure and phonological awareness (Ojur, 2023). Moreover, engaging instructional strategies, such as using songs, games, and hands-on activities, can make phonics instruction enjoyable and memorable for young learners (Akbar et al., 2020).

The Importance of Phonics Instruction

Phonics lays the groundwork for reading and writing. By learning how letters and letter combinations relate to sounds, children can start to decode words, which is essential for reading (Beck & Beck, 2024). Simple Examples: Single Letters to Sounds: A: The letter "A" represents the /a/ sound, as in "apple" (Wharton, 2023). B: The letter "B" stands for the /b/ sound, like in "bee" (Akbar et al., 2020). C: The letter "C" produces the /k/ sound, as in "cat" (Alba, 2021). Blending Sounds: C-A-T: Combining the sounds /k/, /æ/, and /t/ allows children to read the word "cat" (Fletcher et al., 2021). D-O-G: By merging the sounds /d/, /o/, and /g/, kids can read the word "dog" (Jiang et al., 2023).

Letter combinations: Digraphs: Two letters creating a single sound. SH: The combination "sh" makes the /ʃ/ sound, as in "ship" (Vadasy & Sanders, 2021). CH: The combination "ch" produces the /tʃ/ sound, as in "chat" (Zhong & Kang, 2021). TH: The combination "th" can either make the /θ/ sound, as in "think," or the /ð/ sound, as in "this" (O'Brien et al., 2022). Vowel Teams: Two vowels working together to form one sound. EA: The combination

"ea" can produce the long /i/ sound, as in "eat," or the short // sound, as in "bread" (Patel et al., 2022). AI: The combination "ai" makes the long /e/ sound, as in "rain" (Audina et al., 2022).

Silent Letters. Silent E: HOPE: Adding a silent "e" at the end changes "hop" from a short // sound to a long /o/ sound, turning "hop" into "hope" (Alvarez-Cofino, 2024). CAPE: Adding a silent "e" at the end changes "cap" from a short /æ/ sound to a long /e/ sound, turning "cap" into "cape" (Brooks et al., 2024).

R-Controlled Vowels. AR: The combination "ar" makes the /r/ sound, as in "car" (Buckingham, 2020). OR: The combination "or" produces the /r/ sound, as in "corn" (Beck & Beck, 2024). ER, IR, UR: The combinations "er", "ir", and "ur" all produce the /r/ sound, as in "her," "bird," and "fur" (Woore, 2021).

Good phonics instruction is systematic and follows a sequence. It begins with simple sound-letter relationships and progresses to more complex ones, helping children gradually build their knowledge (Feldman, 2021).

Starting with Basic Sound-Letter Connections. Single Consonants: Lesson 1: Teach the letter "m" and its sound /m/. Practice with words like "mat," "man," and "map" (Kiendi, 2023). Lesson 2: Teach the letter "s" and its sound /s/. Practice with words like "sat," "sit," and "sun" (Vadasy & Sanders, 2021). Lesson 3: Teach the letter "t" and its sound /t/. Practice with words like "top," "tap," and "tin" (Munir & Ahmad, 2021).

Combining Simple Sounds to Form Words. Lesson 4: Combine the learned sounds to create simple words. Practice Words: "mat," "sat," "man," "tan" (González Salazar, 2022). **Introducing Short Vowels:** Lesson 5: Teach the short vowel "a" and its sound /æ/. Use it with known consonants to make CVC (consonant-vowel-consonant) words. Practice Words: "cat," "bat," "rat" (Agegnehu et al., 2023).

Adding More Consonants and Vowels. Lesson 6: Teach the letter "p" and its sound /p/. Combine it with "a" to form new CVC words. Practice Words: "pat," "pan," "map" (Buckingham, 2020)

Lesson 7: Teach the short vowel "e" and its sound //. Practice Words: "pen," "bet," "ten" (Jones, 2022).

Teaching Digraphs. Lesson 8: Teach the consonant digraph "sh" and its sound //. Practice Words: "ship," "shop," "fish" (Alvarez-Cofino, 2024). Lesson 9: Teach the consonant digraph "ch" and its sound /t/. Practice Words: "chat," "chip," "rich" (Duwenhoegger, 2021).

Combining More Complex Sounds. Lesson 10: Blend sounds to create words with digraphs and short vowels. Practice Words: "shed," "path," "chop" (Patel et al., 2022).

Introducing Long Vowels and Silent E. Lesson 11: Teach the silent "e" that changes a vowel from short to long. Practice Words: "cap" (short /æ/) changes to "cape" (long /eɪ /), "hop" (short /ɒ /) changes to "hope" (long /o/) (Alvarez-Cofino, 2024).

Teaching Vowel Teams. Lesson 12: Teach the vowel team "ai" that makes the long /eɪ /sound. Practice Words: "rain," "main," "paint" (Audina et al., 2022). Lesson 13: Teach the vowel team "ea" that makes the long /i/ sound. Practice Words: "sea," "read," "eat" (Patel et al., 2022). Introducing R-Controlled Vowels: Lesson 14: Teach "ar" that makes the /r/ sound. Practice Words: "car," "star," "park" (Buckingham, 2020). Lesson 15: Teach "or" that makes the /r/ sound. Practice Words: "fork," "corn," "storm" (Woore, 2021).

Blending and Decoding More Complex Words: Lesson 16: Combine and decode more complex words using all learned sounds and rules. Practice Words: "share," "charm," "float," "stripe" (González Salazar, 2022).

Enhances Reading Comprehension: Phonics helps children recognize words quickly and accurately, leading to better reading fluency. When children read fluently, they can concentrate on understanding the text, which improves comprehension (Feldman, 2021).

Example 1: Simple Words and Sentences. Learning Simple Words: Word Recognition: A child quickly learns to recognize the word "cat" because they understand how the letters c-a-t correspond to sounds (Jones, 2022). Sentence Reading: When reading a sentence like "The cat sat on the mat," the child can decode each word smoothly and quickly (Kiendi, 2023). Improved Comprehension: The child can focus on understanding the sentence's meaning since they do not need to spend time sounding out each word (Wharton, 2023). They can easily answer questions like, "Where is the cat?" or "What did the cat do?" (Gumelar & Lestari, 2024).

Example 2: Moving to More Complex Words. Learning More Complex Words: Word Recognition: A child learns to recognize more complex words such as "jumping" and "playing" by applying phonics rules (Brooks et al., 2024). Sentence Reading: When reading "The dog is jumping and playing in the yard," the child reads fluently without pausing to decode each word (Bowers, 2020). Improved Comprehension: Fluent reading helps the child understand the actions described, improving their grasp of the story (Buckingham, 2020). They can discuss the story, describing what the dog is doing, which enhances their comprehension (Fry, 2024).

Example 3: Decoding New Words. Decoding New Words: Word Recognition: A child encounters the new word "rainbow" and uses phonics skills to break it down into "r-ai-n-b-ow" for quick decoding (Patel et al., 2022). Sentence Reading: In a sentence like "A rainbow appeared after the rain," the child reads smoothly without stumbling over the new word (Akbar et al., 2020). Improved Comprehension: Quick decoding maintains the reading flow, helping the child grasp the sentence's overall meaning (Zhong & Kang, 2021). They understand what happened and can visualize or explain it, enhancing their comprehension (Fernández Molina & Mateo Guillén, 2021).

Example 4: Reading in Context. Fluent Reading in Context: Word Recognition: A child reads a story with a mix of familiar and

new words, recognizing words like "forest," "quiet," and "explore" without hesitation (Syahria, 2021). Story Reading: In a story like "The children explored the quiet forest," the child reads fluently and expressively (Putri et al., 2024). Improved Comprehension: Fluent reading allows the child to focus on the plot, setting, and characters (Agegnehu et al., 2023). They understand the context and can answer questions about the story, such as "Where did the children go?" and "What did they do in the forest?" (Chen et al., 2024).

Example 5: Expanding Vocabulary and Context Clues. Using Phonics to Expand Vocabulary: Word Recognition: A child learns the word "unbelievable" by breaking it down into "un-be-lie-va-ble" using phonics knowledge (Campbell, 2020). Sentence Reading: In a sentence like "The magician's tricks were unbelievable," the child reads fluently and accurately (Audina et al., 2022). Improved Comprehension: The child infers the meaning of "unbelievable" from the sentence context and their understanding of the root word "believe" (Bowers, 2020). They comprehend the entire sentence and can explain why the tricks were impressive, deepening their understanding (Fletcher et al., 2021).

Key Components of Phonics Instruction. Phonemic Awareness: This is the skill of hearing, identifying, and manipulating individual sounds in spoken words. It is a critical precursor to phonics and vital for developing reading skills (Ehri, 2020). Example 1: Recognizing Individual Sounds. Initial Sounds: Activity: Ask the child to identify the first sound in "cat." Answer: The child says /k/ (Vadasy & Sanders, 2021). Final Sounds: Activity: Ask the child to identify the last sound in "dog." Answer: The child says /g/ (Bowers, 2020). Middle Sounds: Activity: Ask the child to identify the middle sound in "hat." Answer: The child says /æ/ (Audina et al., 2022). Example 2: Combining Sounds. Blending Phonemes: Activity: Say the sounds /d/ - /o/ - /g/ and ask the child to combine them. Answer: The child

says "dog" (Patel et al., 2022). Blending Syllables: Activity: Say "pen" - "cil" and ask the child to combine them into one word. Answer: The child says "pencil" (Feldman, 2021). Example 3: Breaking Down Sounds. Segmenting Phonemes: Activity: Ask the child to break down the sounds in "bat." Answer: The child says /b/ - /æ/ - /t/ (Chen et al., 2024). Segmenting Syllables: Activity: Ask the child to break the word "sunset" into its syllables. Answer: The child says "sun" - "set" (Brooks et al., 2024). Example 4: Changing Sounds. Adding Sounds: Activity: Ask the child to add /s/ to the beginning of "park." Answer: The child says "spark" (Jiang et al., 2023). Removing Sounds: Activity: Ask the child to say "smile" without the /s/ sound. Answer: The child says "mile" (Wharton, 2023). Replacing Sounds: Activity: Ask the child to change the /h/ sound in "hat" to /b/. Answer: The child says "bat" (Almansoori et al., 2024). Example 5: Recognizing Rhymes. Identifying Rhymes: Activity: Ask the child to find a word that rhymes with "cat." Answer: The child says "bat" (Alvarez-Cofino, 2024). Creating Rhymes: Activity: Ask the child to come up with a word that rhymes with "dog." Answer: The child says "log" (Gumelar & Lestari, 2024). Example 6: Isolating Sounds. Isolating Initial Sounds: Activity: Ask the child to isolate the first sound in "sun." Answer: The child says /s/ (Fernández Molina & Mateo Guillén, 2021). Isolating Final Sounds: Activity: Ask the child to isolate the last sound in "run." Answer: The child says /n/ (Kiendi, 2023).

Alphabetic Principle: This involves understanding that letters and letter patterns represent the sounds of spoken language. Mastering this principle is essential for decoding words (Beck & Beck, 2024). Example 1: Basic Letter-Sound Correspondence. Single Consonants: Letter: "B". Sound: /b/. Example Words: "bat," "ball," "big". Activity: Display the letter "B" and pronounce its sound /b/. Have the child practice saying the sound and identifying words that start with "B" (Munir & Ahmad, 2021). Short Vowels: Letter: "A".

Sound: /æ/. Example Words: "cat," "bat," "rat". Activity: Show the letter "A" and pronounce its short vowel sound /æ/. Practice reading and writing words with the short "A" sound (Agegnehu et al., 2023). Example 2: Combining Sounds to Form Words. Children learn to combine sounds into words through systematic phonics instruction (Jones, 2022). Blending CVC Words: Letters: "C," "A," "T". Sounds: /k/ /æ/ /t/. Word: "cat". Activity: Teach the child to blend the sounds of "C," "A," and "T" to form the word "cat." Practice blending other CVC (consonant-vowel-consonant) words like "bat," "mat," and "pat" (Beck & Beck, 2024). Example 3: Digraphs and Blends. Consonant Digraphs: Digraph: "Sh". Sound: //. Example Words: "ship," "shop," "fish". Activity: Show the digraph "Sh" and pronounce its sound //. Practice reading words with the "Sh" digraph and identifying it in various words (Alvarez-Cofino, 2024). Consonant Blends: Blend: "Bl". Sound: /b/ /l/. Example Words: "black," "blue," "blow". Activity: Teach the child to recognize the blend "Bl" and its combined sounds. Practice blending "Bl" with other letters to form words (Jones, 2022). Example 4: Long Vowels and Silent E. Silent E Rule: Pattern: "CVCe"(e.g., "cake"). Sound: The silent "E" at the end makes the vowel say its name. Example Words: "cake," "bake," "mice". Activity: Explain the silent "E" rule and practice reading words where the silent "E" changes the vowel sound from short to long (Buckingham, 2020). Example 5: Vowel Teams.

Vowel Team: "ai". Sound: /e/. Example Words: "rain," "train," "mail". Activity: Teach the child that the vowel team "ai" makes the long "A" sound. Practice reading and writing words with the "ai" vowel team (Patel et al., 2022). Vowel Team: "ea". Sound: /i:/ . Example Words: "seat," "meat," "team". Activity: Teach the child that the vowel team "ea" makes the long "E" sound. Practice reading and writing words with the "ea" vowel team (Almansoori et al., 2024). Example 6: R-Controlled Vowels. R-Controlled Vowel: "ar". Sound: /ɑ : r/. Example Words: "car," "star," "park". Activity: Show the r-controlled vowel "ar" and pronounce its sound. Practice

reading words with the "ar" pattern (Agegnehu et al., 2023). R-Controlled Vowel: "or". Sound: /r/. Example Words: "fork," "corn," "storm". Activity: Teach the child to recognize and read the r-controlled vowel "or" (Woore, 2021).

Decoding: This skill involves using knowledge of letter-sound relationships to correctly pronounce written words. Decoding is vital for early readers to read new and unfamiliar words (Ehri, 2020). Example 1: Decoding Simple CVC Words. Word: "cat". Letters: "C," "A," "T". Sounds: /k/ /æ/ /t/. Decoding Process: The child examines the word "cat." They identify the letters "C," "A," and "T." They apply their knowledge of letter sounds: "C" = /k/, "A" = /æ/, "T" = /t/. They combine the sounds to pronounce the word: /k/ /æ/ /t/ = "cat" (González Salazar, 2022). Example 2: Decoding Words with Consonant Blends. Word: "black". Letters: "B," "L," "A," "C," "K". Sounds: /b/ /l/ /æ/ /k/. Decoding Process: The child looks at the word "black." They recognize the letters and the blend "BL." They use their knowledge of sounds: "B" = /b/, "L" = /l/, "A" = /æ/, "CK" = /k/. They blend the sounds to say the word: /b/ /l/ /æ/ /k/ = "black" (Feldman, 2021). Example 3: Decoding Words with Silent E. Word: "cake". Letters: "C," "A," "K," "E". Sounds: /k/ /e/ /k/. Decoding Process: The child examines the word "cake." They identify the letters and the silent "E" pattern. They apply their knowledge of sounds: "C" = /k/, "A" (with silent "E") = /e/, "K" = /k/. They blend the sounds to pronounce the word: /k/ /e/ /k/ = "cake" (Akbar et al., 2020). Example 4: Decoding Words with Vowel Teams. Word: "rain". Letters: "R," "A," "I," "N". Sounds: /r/ /e/ /n/. Decoding Process: The child looks at the word "rain." They identify the letters and the vowel team "AI." They use their knowledge of sounds: "R" = /r/, "AI" = /e/, "N" = /n/. They blend the sounds to pronounce the word: /r/ /e/ /n/ = "rain" (Wharton, 2023). Example 5: Decoding Words with R-Controlled Vowels. Word: "car". Letters: "C," "A," "R". Sounds: /k/ /r/. Decoding Process: The child examines the word "car." They identify the letters and the r-controlled vowel

"AR." They apply their knowledge of sounds: "C" = /k/, "AR" = /r/. They blend the sounds to pronounce the word: /k/ /r/ = "car" (Duwenhoegger, 2021). Example 6: Decoding Multisyllabic Words. Word: "sunset". Syllables: "sun" and "set". Sounds: /s/ // /n/ /s/ // /t/. Decoding Process: The child looks at the word "sunset." They break it down into syllables: "sun" and "set." They use their knowledge of sounds: "S" = /s/, "U" = //, "N" = /n/, "S" = /s/, "E" = //, "T" = /t/. They blend the sounds to pronounce each syllable and then the whole word: /s/ // /n/ + /s/ // /t/ = "sunset" (Patel et al., 2022).

Blending and Segmenting Activities in Phonics Instruction

Blending is combining individual sounds to form words, while segmenting is breaking down words into their individual sounds. Both are fundamental skills in phonics instruction that aid in reading and spelling (Ehri, 2020). Blending and segmenting are crucial techniques in phonics instruction, fundamental for developing reading and spelling skills (Alvarez-Cofino, 2024). Blending involves combining individual sounds to form words, while segmenting entails breaking down words into their individual sounds (Patel et al., 2022). Here are practical examples of how these activities can be implemented:

Blending Activities. Sound Boxes Objective: Help children merge individual sounds to create words. Materials: Boxes drawn on paper or printed, along with letter cards or tiles. Activity: Place a letter card in each box to represent the sounds of a word (e.g., /c/ /a/ /t/ for "cat"). Have the child touch each box and say the corresponding sound. After pronouncing all the sounds, guide the child to blend them into the word: "cat." Repeat with different words like "dog" (/d/ /o/ /g/), "hat" (/h/ /a/ /t/), etc. (Beck & Beck, 2024).

Blending Sounds Drill. Objective: Enhance the ability to blend sounds into words. Materials: A list of phonemes and simple

words. Activity: The teacher enunciates individual phonemes slowly (e.g., /m/ /a/ /t/). The child listens and blends the sounds to say the word: "mat." Start with simple words and gradually introduce more complex words (Almansoori et al., 2024).

Phonics Hopscotch. Objective: Make blending engaging through a physical activity. Materials: Chalk for outdoor use or tape for indoor use to create a hopscotch grid, and letter cards. Activity: Write individual letters in the hopscotch squares. As the child hops on each square, they pronounce the letter's sound. At the end, they blend the sounds to form the word (Patel et al., 2022).

Segmenting Activities. Stretch and Say Objective: Aid children in breaking down words into individual sounds. Materials: Picture cards (optional). Activity: Show a picture (e.g., a "dog"). Say the word "dog" and stretch it out slowly: /d/ - /o/ - /g/. Have the child repeat, segmenting the word into its sounds. Practice with different pictures and words like "cat," "sun," "fish," etc. (Vadasy & Sanders, 2021).

Clap the Syllables. Objective: Segment words into their individual sounds or syllables. Materials: None required. Activity: Say a word (e.g., "rabbit"). Clap for each syllable: "rab-bit" (two claps). For phoneme segmentation, say a word (e.g., "bat"). Clap for each sound: /b/ - /a/ - /t/ (three claps). Have the child repeat the process for different words (Chen et al., 2024).

Sound Counting with Counters Objective: Enhance phonemic awareness by counting sounds in a word. Materials: Small counters (like beads or buttons) and a mat with drawn circles. Activity: Say a word (e.g., "hat"). Ask the child to say the word slowly and place a counter in a circle for each sound: /h/ /a/ /t/ (three counters). Verify the child's segmentation and repeat with other words (Brooks et al., 2024).

Classroom Implementation Examples. Blending Example: Sound Train Activity Objective: Practice blending sounds into words. Procedure: Arrange chairs in a line like a train. Each chair represents a different sound. Place a letter card on each chair. As

children walk along the train, they say the sound of each letter. At the end, they blend the sounds to form the word (Jiang et al., 2023).

Segmenting Example: Sound Detective Activity Objective: Practice segmenting words into individual sounds. Procedure: Give each child a magnifying glass (real or pretend). Say a word aloud. Children use their "magnifying glass" to "inspect" the word and identify the sounds. They report back each sound in order, like detectives solving a case (Wharton, 2023).

Methods of Phonics Instruction

Synthetic Phonics method teaches children to convert letters into sounds and blend these sounds to form words. For example, children learn that "c," "a," and "t" make the sounds /k/, /æ/, and /t/, and blend these sounds to read "cat" (Beck & Beck, 2024). Analytic Phonics approach involves analyzing whole words to detect letter-sound relationships. Instead of blending sounds to form words, children recognize patterns and use this knowledge to read new words (Feldman, 2021). In Embedded Phonics method, phonics skills are taught within the context of reading connected text. This integrates phonics instruction with real reading experiences, helping children apply their phonics knowledge meaningfully (Campbell, 2020).

Phonics Instruction Activities

Phonics instruction activities are designed to help young learners connect sounds with letters and letter combinations, facilitating their ability to decode words (Gumelar & Lestari, 2024). **Sound Matching. Activity:** Use a set of picture cards and corresponding letter cards. Children match the initial sound of the picture with the correct letter. Example: Match a picture of a cat with the letter "C" (Vadasy & Sanders, 2021).



Figure 1. Example match picture

Blending Sounds. Activity: Practice blending individual sounds to form words. Use letter cards or tiles to spell out words and have children blend the sounds together. Example: Show the letters "c," "a," and "t." Children blend the sounds to say "cat" (Beck & Beck, 2024). Segmenting Words. Activity: Help children break down words into individual sounds. Say a word aloud and have children identify each sound. Example: Say "bat." Children respond with the sounds /b/, /a/, /t/ (Patel et al. , 2022). Word Families Activity: Teach children about word families by focusing on common endings. Have them create lists of words that share the same ending sound. Example: Create a list of "-at" words: cat, hat, bat, sat (Feldman, 2021). Phonics Bingo Activity: Create bingo cards with letters or letter combinations. Call out sounds, and children cover the corresponding letters on their cards. Example: Call out the sound /m/. Children cover the letter "M" on their bingo card (Almansoori et al. , 2024). Alphabet Games Activity:

Use alphabet puzzles or magnetic letters to practice letter recognition and sounds. Ask children to find the letter that makes a specific sound. Example: Ask, "Can you find the letter that makes the /s/ sound?" Children locate and show the letter "S" (Beck & Beck, 2024). Rhyming ActivitiesActivity: Play rhyming games where children identify words that rhyme or generate their own rhyming words. Example: Say a word like "dog" and ask children to name words that rhyme with it (e. g. , fog, log, jog) (Vadasy & Sanders, 2021). Sight Word Practice. Activity: Combine phonics with sight word recognition by having children read and write high-frequency words. Example: Use flashcards with words like "the," "and," "it. " Practice reading and spelling these words (Bowers, 2020). Phonics. ReadersActivity: Use phonics readers that focus on specific sounds or blends. These books help children apply their phonics skills in context. Example: Read a book where the majority of words contain the "ch" sound (Audina et al. , 2022). Interactive Phonics Apps.Activity: Incorporate technology by using educational apps that provide phonics practice through interactive games and activities. Example: Use apps like "Starfall ABCs" or "ABCmouse" for engaging phonics practice (Campbell, 2020).

The article discusses the importance of phonics instruction for young children in developing their reading and writing skills. Phonics instruction involves teaching the relationship between letters and the sounds they represent, which helps children recognize words more efficiently. This method has proven to be effective in enhancing basic literacy skills, as children learn to decode words systematically. With a strong foundation in phonics, children become more confident readers, ultimately contributing to their future academic success. Phonics instruction is essential in early literacy education.

By systematically teaching the relationships between sounds and letters, educators provide young learners with the tools needed to decode words, crucial for reading proficiency. The ultimate aim of phonics instruction is to develop fluent readers who can understand and enjoy reading independently.

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2. Building Blocks of Literacy: Developing Writing Skills in Early Learners

Fahrus Zaman Fadhly

Writing is not just a skill but a cornerstone of literacy that equips young learners with the means to articulate thoughts, share ideas, and build confidence in self-expression. Early literacy is crucial as it lays the groundwork for a lifetime of academic achievement and personal growth. Research shows that the foundations of writing begin long before children learn to hold a pencil or form letters; literacy development encompasses a range of cognitive and language abilities that start to take shape from infancy. Exposing young learners to writing activities at an early stage has been shown to significantly enhance their understanding of language structures, improve vocabulary, and stimulate cognitive processes such as memory, problem-solving, and critical thinking (Hall, 2023; Harris, 2023; Heard & McDonough, 2023; Johnson, 2023).

However, teaching writing to young learners is a complex process that requires more than just presenting letters and words. It involves nurturing the technical elements of writing, such as letter formation, phonemic awareness, and sentence structure, alongside the expressive components that foster creativity and personal voice. Effective writing instruction should therefore provide a balance of these two elements, creating a learning environment that allows children to explore, practice, and gradually master the art of writing.

One of the main challenges in early writing instruction lies in addressing the diverse needs of young learners, who may vary widely in their language abilities, motor skills, and readiness to engage with writing tasks. To overcome these obstacles, educators must employ structured approaches that include scaffolding, a method of providing temporary support to help learners progress to higher levels of writing competency, and modeling, where teachers demonstrate writing techniques and engage children in guided practice. These strategies are particularly effective as they offer learners a clear framework to develop their skills incrementally, building their confidence and independence over time (Cappelli, 2023; Rohloff et al., 2023; Kalindi, 2024; Kurniastuti, 2023).



Figure 1: An illustration of young children engaged in writing and drawing activities, guided by a teacher in a bright and engaging classroom.

In exploring the building blocks of literacy, this essay will examine the challenges faced in teaching writing to early learners, analyze evidence-based strategies to support writing development, and emphasize the role of scaffolding and modeling in creating a strong foundation for writing. By understanding and implementing these foundational strategies, educators can foster a love for writing in young learners and equip them with the skills needed for lifelong success in literacy and beyond.

Fine Motor Skills and Letter Formation

Developing fine motor skills in early learners is crucial as it lays the foundation for effective writing. These skills, which include precise movements of the fingers, hands, and wrists, are essential for young learners to control writing tools like pencils and crayons. Research consistently shows that fine motor skills significantly affect children's ability to form letters accurately and to write fluidly, which, in turn, impacts their overall literacy development (Beneke et al., 2024; Lázaro-Ibarrola, 2023; Madjid, 2023; McDougal, 2023). Activities such as tracing letters, using scissors, and manipulating clay help strengthen these skills by providing children with opportunities to practice control and coordination in a hands-on, engaging manner (Dorn & Soffos, 2023; Toshpo'latova, 2023). Umedilloevna and Olimovna (2023) assert that these types of motor-focused exercises not only build physical coordination but also alleviate frustration that children might feel during writing attempts, thereby fostering a more positive writing experience.

Mentor texts play an invaluable role in this process, as they provide visual and structural guidance. When children observe letters, words, and sentences in familiar texts, they receive implicit instruction on proper letter formation, alignment, and spacing. Cappelli (2023) and Ariyani et al. (2024) highlights that mentor texts also introduce young learners to diverse writing styles and formats, making the practice of writing more relatable and inspiring. By integrating mentor texts into motor skill development

exercises, children not only learn to mimic letter shapes but also understand the purpose behind these shapes in the context of communication. For instance, a child tracing letters from a favorite storybook is more likely to feel engaged and motivated than one completing isolated practice sheets (Fletcher & Portalupi, 2023; Munajah et al (2023); Rohloff et al (2023)).



Figure 2: An illustration of colorful alphabet building blocks, symbolizing the foundational aspect of literacy

Horn and Giacobbe (2023) emphasize the benefits of embedding fine motor practice within playful activities, such as drawing or using manipulatives, which create a low-pressure environment conducive to learning. Drawing activities that involve

labeling, for instance, allow children to combine motor skills with early literacy tasks. This approach not only reinforces hand-eye coordination but also provides a natural transition to more structured writing tasks. Graham et al. (2023) support this by noting that such integrated activities enhance early learners' confidence and competence, enabling smoother progression from simple shapes and letters to more complex words and sentences over time.

In addition, scaffolding plays a vital role in motor and literacy skill development. By gradually increasing the complexity of writing tasks, teachers and caregivers can provide young learners with achievable challenges that promote growth without overwhelming them. Dorn & Soffos (2023) and Mercer (2023) suggest that drawing activities where children label their pictures or create short captions serve as early steps toward more structured writing tasks. As students grow comfortable with these foundational activities, they can move on to more advanced forms of writing, such as creating stories or maintaining a journal (Fletcher & Portalupi, 2023).

Moreover, integrating motor skills with literacy activities in early education supports an environment where children view writing as both a creative and technical skill. When children experience success in forming letters and words through hands-on activities, they are more likely to approach writing with confidence and enthusiasm. Rohloff et al. (2023) argue that by fostering a positive attitude towards writing early on, educators can help cultivate a love for writing that will benefit children throughout their academic journeys. Umedilloevna and Olimovna (2023) conclude that a holistic approach, which includes mentor texts, tactile experiences, and carefully scaffolded tasks, ensures that children develop the fine motor skills and literacy competencies essential for lifelong learning and self-expression.

This combined approach not only provides children with the technical skills needed for writing but also instills creativity,

problem-solving abilities, and a sense of accomplishment. By building fine motor skills alongside literacy practices, educators are creating a foundation that supports children’s cognitive, social, and emotional development, ultimately enhancing their success in school and beyond.




Figure 3. An illustration of children listening to a story in a cozy reading corner, then writing or drawing their own interpretations, highlighting their creative writing skills.

Limited Writing Confidence and Motivation

Motivating young learners is essential in building a foundation for lifelong writing skills. When students feel motivated, their engagement and enthusiasm translate into a deeper and more

meaningful connection with the writing process. Graham et al. (2023) found that intrinsic motivation significantly enhances engagement, enabling children to invest more creatively and energetically in writing tasks. Teachers can foster this motivation by allowing students to select topics that resonate with their personal interests, transforming writing into an opportunity for self-expression rather than a chore (Umedilloevna & Olimovna, 2023; Dorn & Soffos, 2023). By tailoring writing prompts to student interests—such as encouraging them to write about favorite animals, family, or hobbies—teachers can tap into each child’s natural curiosity and joy for storytelling.

Using story-based activities and collaborative projects further amplifies this intrinsic motivation. These activities create a fun, supportive environment where children can develop their ideas alongside peers. Rohloff et al. (2023) suggest that collaborative writing activities, like group storytelling or class-written storybooks, provide both social enjoyment and creative challenge, helping children see writing as an enjoyable and fulfilling activity. When students work together, they feel the joy of creating something collectively, which enhances their sense of belonging and makes the writing process more engaging and rewarding. 

Mentor texts are another powerful tool for motivation. By exposing students to well-crafted, age-appropriate stories and examples of creative expression, mentor texts offer concrete models of what they can achieve in their own writing. Cappelli (2023) highlights that using mentor texts allows children to see the value of writing in storytelling, presenting them with compelling examples of voice, structure, and imagination that they can emulate. These texts serve as both inspiration and guidance, encouraging students to explore their voices and experiment with different styles, ultimately instilling a sense of pride and purpose in their writing.



Figure 4: An illustration of a child's hand holding a pencil, carefully practicing letters on lined paper.

Horn and Giacobbe (2023) and also Salutin and Maguate (2023) emphasize the importance of allowing children to connect with the stories they read, noting that motivation grows when students see their personal experiences reflected in writing. Projects that involve collaborative storytelling or reader's theater allow children to immerse themselves in storytelling in a relatable way, blending reading, acting, and writing into a unified experience. This exposure also helps students develop a better understanding of story elements and structure, which they can apply in their writing, enriching both their narrative skills and motivation.

Creating opportunities for real-world writing applications is another effective strategy. Tasks such as journaling or creating personal storybooks connect writing with students' daily lives and

experiences, making it more relevant and rewarding. Gallagher (2023) suggests that journaling can be particularly effective, as it allows students to freely explore their thoughts and emotions on the page, fostering self-expression and reflective thinking. When children perceive writing as a way to capture their memories and stories, they are more likely to engage deeply and consistently.



Figure 5: An illustration of children listening to a story, then writing or drawing their own interpretations, highlighting their creative writing skills.

Graham et al. (2023) and Fang et al. (2023) stress the value of aligning writing activities with students' strengths, which sustains motivation over the long term. By identifying each student's unique interests and strengths, teachers can design writing

prompts and projects that build on these assets, making the learning experience more personalized and fulfilling. Similarly, Fletcher and Portalupi (2023) advocate for granting students autonomy in their writing projects. Allowing students to choose their topics, determine their approach, and set their creative direction fosters independence and confidence, empowering them to see writing as an authentic expression of their thoughts and ideas.

By combining interest-based topics, collaborative projects, mentor texts, real-world writing opportunities, and student autonomy, teachers can create a holistic, engaging environment that nurtures both motivation and writing skills. These strategies allow students to view writing not only as an academic skill but as a meaningful and enjoyable outlet for creativity and self-expression. Through these experiences, young learners build not just proficiency but also a lasting, positive attitude towards writing.

Scaffolding Writing Fluency: A Step-by-Step Approach for Young Learners

Developing writing fluency in young learners is an evolving process that thrives on carefully layered support, which scaffolding effectively provides. Scaffolding enables young writers to build their skills incrementally, beginning with foundational tasks such as drawing and labeling ideas and advancing gradually toward constructing sentences and complete narratives. This progression allows children to approach writing in manageable steps, increasing their confidence and independence over time. Dorn and Soffos (2023) emphasize that structured guidance through each developmental stage is critical, as it reduces frustration and encourages persistence, enabling students to see their growth and accomplishments in real-time.



Figure 6: An illustration of young learners using tablets for interactive learning, tracing letters and forming simple words in a modern educational setting

Writing workshops create a supportive framework that combines personal creativity with teacher-guided instruction. In this environment, students are encouraged to explore their ideas freely while receiving targeted feedback from teachers, who adjust their support based on each student's progress and needs (Rohloff et al., 2023; Dorfman & Shubitz, 2023; Birello & Pujolà (2023). For example, in the initial stages of writing workshops, teachers might focus on helping students generate ideas and draw connections between these ideas through simple sentences. As students become more confident, they gradually move toward complex structures and cohesive narratives. This process not only builds writing fluency but also instills a sense of agency in young writers, who learn that their ideas are valuable and worth developing.

The Role of Mentor Texts, Journaling, and Modeling

Mentor texts play an essential role within this scaffolding approach, offering young writers a concrete model of quality writing. These texts demonstrate clear examples of structure, vocabulary use, and narrative flow, which students can analyze and incorporate into their own work. Cappelli (2023) points out that mentor texts help demystify writing for young learners by breaking down stylistic and structural elements in an accessible way. Through exposure to mentor texts, students gain insights into how to organize their thoughts, choose words, and craft sentences that convey their ideas effectively. Gallagher (2023) adds that mentor texts provide an inspirational foundation, encouraging students to experiment with their own voices and styles as they develop fluency. By observing the coherence and creativity in mentor texts, young learners become motivated to emulate these qualities in their own writing, fostering both fluency and originality.

Interactive activities such as journaling also play a critical role in reinforcing writing fluency. Journaling offers students a low-pressure, consistent practice opportunity that encourages regular writing and self-reflection. Umedilloevna and Olimovna (2023) argue that journaling can be particularly effective because it allows students to write freely without the constraints of formal structure or evaluation, helping them to build fluency naturally. Regular journaling fosters a habit of writing that makes the process feel routine and enjoyable, turning writing into a comfortable medium of expression. Additionally, journaling provides an authentic context where students can explore their interests, feelings, and daily experiences, reinforcing their motivation and making writing relevant to their lives.

Scaffolding within the writing process allows teachers to build upon each student's strengths while supporting areas that need improvement. Modeling writing strategies in real-time—such as demonstrating sentence construction, brainstorming ideas, and revising for clarity—offers students immediate examples to follow

and adapt. Teachers can further enhance this process by actively writing alongside students, showing that writing is a process that even adults engage in and refine. Horn and Giacobbe (2023) and Hakima (2023) suggest that when students witness teachers modeling writing and discussing their own thought processes, they gain practical insights into how to approach their own work. This form of collaborative learning also creates a supportive environment where students feel comfortable experimenting and making mistakes, both essential for developing writing fluency.

an illustration of a literacy pyramid, where letters form the foundation, words build on top, and sentences complete the structure.

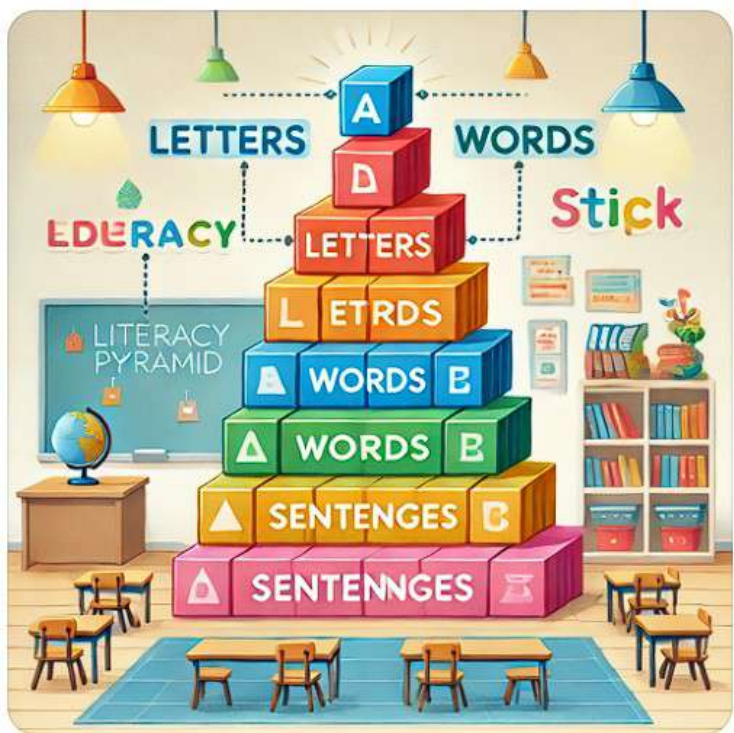


Figure 7: An illustration of a literacy pyramid, where letters form the foundation, words build on top, and sentences complete the structure.

The Power of Collaboration, Feedback, and Scaffolding

Collaborative writing tasks provide additional opportunities for students to build fluency through interaction. When working in pairs or groups, students can share ideas, receive peer feedback, and gain diverse perspectives that enrich their writing process. Gallagher (2023) and Culham (2023) highlights that collaborative activities help students learn to articulate their thoughts clearly and respond constructively to others' ideas, building not only fluency but also communication skills. This peer-driven feedback reinforces the iterative nature of writing, helping young learners see the value of revising and improving their work. As students gain confidence in sharing their ideas with peers, they become more comfortable expressing themselves in writing, which further supports their fluency development.

To ensure consistent progress, structured feedback and practice are crucial components of the scaffolding process. Dorn and Soffos (2023) explain that regular feedback allows students to refine their skills progressively, helping them understand what they are doing well and where they can improve. Feedback can be provided in various forms, including verbal comments, written notes, or one-on-one conferences, where teachers discuss specific aspects of a student's work. This personalized feedback enables students to focus on targeted areas, whether it be sentence structure, vocabulary, or coherence. Over time, as students internalize the guidance they receive, they become more self-reliant in evaluating and refining their writing, which is a key indicator of fluency.

Writing workshops, by blending structured support with creative freedom, create an ideal setting for students to experiment and progress. Fletcher and Portalupi (2023) emphasize that a dynamic workshop environment allows students to engage actively with the writing process, exploring ideas while receiving support to shape those ideas into coherent narratives. Within workshops, young writers experience both the freedom to express themselves

and the structured support to refine their skills, resulting in steady growth. For instance, students may initially draft a simple story, then revise it with teacher input to enhance clarity and expression, ultimately producing a more polished piece. This iterative process builds not only fluency but also confidence and pride in their work.

Effective scaffolding ensures that students engage at an optimal level of challenge, balancing support with incremental steps. Graham et al. (2023) suggest that breaking down tasks into smaller components—such as brainstorming, drafting, and revising—prevents students from feeling overwhelmed and enables them to experience success at each stage. Visual aids, like drawings and story maps, also help young learners organize their thoughts before putting them into words. This visual-to-verbal transition is essential for developing writing fluency, as it allows students to structure their ideas clearly before focusing on sentence construction (Horn & Giacobbe, 2023; Alatalo, 2024; Gabas et al, 2023).

Incorporating scaffolding, mentor texts, workshops, and collaborative activities creates a comprehensive, balanced approach to developing writing fluency in young learners. Through these varied and supportive methods, students build fluency, creativity, and confidence, laying a strong foundation for continued growth in writing.

The process of developing writing skills in young learners is both intricate and essential, as it lays the foundation for literacy, cognitive development, and self-expression. Writing instruction for early learners goes beyond teaching letters and words; it fosters communication, critical thinking, and creativity. Scaffolding plays a crucial role, as it involves progressively supporting students as they advance from forming letters to constructing sentences, and eventually, crafting complete narratives.

Through incremental guidance, teachers help students build confidence and competence in writing without overwhelming them, making each stage of learning accessible and achievable.

The use of mentor texts in writing instruction provides young learners with valuable models to observe and emulate. Mentor texts showcase various writing styles, structures, and creative expressions, allowing students to see how words can be used effectively. By analyzing and mimicking these texts, students gain insights into narrative flow, vocabulary use, and the organization of ideas. This exposure not only enhances their technical writing skills but also encourages them to experiment with language, building their voice and style. When learners see writing as a tool for personal expression and storytelling, they are more motivated to engage in the writing process actively.

Incorporating regular, hands-on writing activities like journaling, storytelling, and project-based assignments reinforces writing fluency and enables students to apply their developing skills in meaningful ways. Journaling, for example, allows young writers to practice regularly, honing their ability to articulate thoughts on paper. Storytelling invites them to think creatively, structuring their ideas into beginning, middle, and end sequences. Project-based writing gives students the chance to connect writing to real-world contexts, enhancing its relevance and impact. These varied activities also cater to different learning styles and preferences, ensuring that all students find ways to enjoy and relate to writing.

Collaboration is another essential aspect, as it introduces peer interaction into the writing process. By working together on writing tasks, students learn from each other, gain

confidence, and see writing as a shared experience. Peer feedback and discussions can help students refine their work, identify areas for improvement, and draw inspiration from the ideas of others. Collaborative writing not only strengthens social skills but also supports the development of a positive attitude toward writing, making it less daunting and more enjoyable.

Workshops provide a structured environment where young learners receive both individualized support and opportunities for independent writing. In a writing workshop, students can experiment, receive immediate feedback, and learn to view writing as a process that involves drafting, revising, and polishing. Teachers act as facilitators in these workshops, offering personalized feedback that helps students improve steadily while respecting their unique voices and styles. This balanced approach allows learners to explore their creativity within a structured framework, fostering growth in both technical skills and self-expression.

Ultimately, developing writing skills in early learners is about creating a supportive and engaging environment where they feel empowered to communicate their ideas. By combining structured guidance, mentor texts, collaborative activities, and regular practice, teachers provide a holistic approach that nurtures both skill and enthusiasm. This comprehensive method not only builds foundational writing skills but also instills a lifelong love for writing, equipping young learners with the tools they need for academic success and personal growth. Through these efforts, children learn to see writing as a powerful means of expression, preparing them to become thoughtful, confident communicators in the future.

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3. Introduction to TEYL Pedagogy and Principles

Wawat Srinawati

As an international language, English connects people worldwide. While it is the native language in some countries, it is also widely taught as a second language in many others. In nations like Indonesia, English is incorporated into the educational curriculum from elementary school through college, making it a required subject for graduates at various levels. Mastering English as a second language involves acquiring four essential skills: listening, writing, reading, and speaking. Among these, vocabulary plays a fundamental role in language proficiency. It encompasses all the words used in communication, specialized terms in specific fields, and the collection of words that speakers of a language possess. However, limited opportunities for practical use often pose challenges in language development.

These challenges are even more pronounced in rural schools, where insufficient resources and a less conducive learning environment hinder English education. Teaching, which involves imparting knowledge, skills, and interpersonal abilities, is closely tied to the learning process. Teachers play a crucial role in helping students internalize this knowledge effectively.

Several studies have explored different teaching approaches for young English learners. Fatmawaty et al. (2017) investigated topic-based instruction in elementary English classes, noting positive student responses that contributed to the development of teaching materials. Mubarok (2016) analyzed strategies used by English teachers to teach reading, emphasizing the need for appropriate methodologies. Pitriana et al. (2018) advocated for the use of cartoon movies as a tool to enhance vocabulary learning and

student engagement. Swaty (2019) examined the Total Physical Response (TPR) method, which showed significant improvements in vocabulary acquisition among young learners.

While these studies focus on specific teaching methods, this research uniquely explores the integration of teaching materials, media, and strategies in rural school settings. It highlights the necessity of innovative approaches and available resources to enhance English learning among young learners in underprivileged educational environments.

Young Learners Pedagogy

This part discusses pedagogy and principles related to teaching English to young learners (TEYL), focusing on children aged approximately six to twelve. This age group is characterized by rapid developmental changes. For instance, six-year-olds may wonder if a puppet used in storytelling is alive, whereas twelve-year-olds often acquire English independently outside of school. Their exposure typically comes from subtitled films (Lindgren & Muñoz, 2013) and English-language video games (Sundqvist & Wikström, 2015), rather than formal English lessons. In such settings, the distinction between English as a foreign language (EFL) and English as a second or additional language (L2) has become less clear (Graddol, 2006, p. 110). This chapter examines TEYL in primary schools where English is not the dominant language. The term “English as a foreign language” can be misleading, as it implies exclusivity to certain regions or groups. Instead, the term “English language teaching” (ELT) is preferred for its neutrality.

Although there is considerable guidance on effective teaching strategies for young learners, Copland and Garton (2014) and Butler (2015) point out that empirical studies remain scarce, making it crucial to evaluate whether this issue persists today. Pedagogy for young learners encompasses various classroom activities, but there is consistent support for holistic methods,

including songs, stories, games, and drama. However, there is limited research on their effectiveness. This section explores age-appropriate pedagogy, focusing on the use of songs, stories, and drama in young learner classrooms, excluding games due to their broad scope and frequent association with technology or online gaming, as noted in prior research (e.g., Butler et al., 2014; Jeon, 2014).

Songs, stories, and drama are recommended for young learners because they facilitate embedded language learning (Bland, 2015b) and align with younger learners' reliance on oral communication, concrete concepts (Nguyen, 2021), and non-analytical language processing. These activities promote conditions essential for effective language acquisition, such as exposure to rich language input, authentic communication, cultural knowledge, and enjoyable lessons that boost motivation (Shin & Crandall, 2014). Additionally, they offer affective, cognitive, and linguistic benefits (Ma'rifat, 2017) and encourage critical thinking and deep learning (Ibrahim, 2020). Examples include traditional or invented songs, stories created by teachers, children, or digital media, and a variety of dramatic activities. Despite theoretical support and practical suggestions (e.g., Mejzini, 2016; Millington, 2011; Mourão, 2015), there is a need for empirical research to confirm their effectiveness in natural classroom settings. Existing studies often lack details about implementation or assessment tools, leading to inconsistencies in findings (Davis, 2017).

Teaching English to Young Learners: Pedagogical Approaches

This section explores the pedagogy and principles underlying Teaching English to Young Learners (TEYL), focusing on children aged six to twelve—a period marked by rapid developmental changes. Younger children, such as six-year-olds, may perceive puppets in storytelling as real, while older children, around twelve, often acquire English through informal exposure outside the

classroom. Their engagement with English primarily comes from subtitled films (Lindgren & Muñoz, 2013) and English-language video games (Sundqvist & Wikström, 2015) rather than formal instruction. This shift has blurred the distinction between English as a foreign language (EFL) and English as a second or additional language (L2) (Graddol, 2006, p. 110). The discussion focuses on TEYL in primary schools where English is not the dominant language. The term "English as a foreign language" can be misleading as it suggests restriction to specific regions or groups. Instead, "English language teaching" (ELT) is a more neutral and inclusive term.

Although various strategies for teaching young learners exist, Copland and Garton (2014) and Butler (2015) highlight the limited empirical research on their effectiveness, making it necessary to reassess whether this remains a challenge today. Pedagogical approaches for young learners involve diverse classroom activities, with a strong preference for holistic methods such as songs, stories, and drama. However, while these techniques are widely supported, there is insufficient research validating their impact. This section examines age-appropriate instructional methods, particularly the use of songs, storytelling, and drama, while excluding games due to their broad nature and frequent association with technology or digital platforms (e.g., Butler et al., 2014; Jeon, 2014).

Songs, stories, and drama are particularly effective for young learners as they facilitate language acquisition within meaningful contexts (Bland, 2015b). These approaches align with children's reliance on oral communication, concrete thinking (Nguyen, 2021), and non-analytical language processing. Such activities foster essential conditions for language learning, including exposure to rich language input, authentic interactions, cultural knowledge, and engaging lessons that enhance motivation (Shin & Crandall, 2014). Furthermore, they provide affective, cognitive, and linguistic benefits (Ma'rifat, 2017) while encouraging critical thinking and deeper learning (Ibrahim, 2020). Examples include traditional and

original songs, teacher- or student-generated stories, and various dramatic activities. Despite theoretical support and practical recommendations (e.g., Mejzini, 2016; Millington, 2011; Mourão, 2015), further empirical research is needed to assess their effectiveness in real classroom settings. Existing studies often lack detailed descriptions of implementation and assessment tools, leading to inconsistencies in findings (Davis, 2017).

The teaching of English has advanced significantly in recent years due to globalization, making it an essential language for communication worldwide. In Indonesia, English education has expanded to younger learners, starting from first grade, whereas it was previously only taught in secondary schools. At the elementary level, English is introduced as a local content subject to help students familiarize themselves with the language and establish foundational skills. Teaching young learners differs from teaching adults, as children are generally more enthusiastic, active, and adaptable. Elementary school often serves as their first exposure to English, requiring teachers to employ engaging and innovative teaching methods.

According to Hatfield (1985) in Fauziati (2010: 92), elementary school students enjoy play-based activities, meaning teachers should adopt creative and imaginative approaches to make lessons enjoyable. Given that young learners are highly active and creative, monotonous and unvaried lessons can lead to boredom. Therefore, effective English teaching should align with principles tailored to young learners. Piaget's theory provides key principles for language instruction at this level, focusing on cognitive interaction, cognitive principles, and social interaction approaches.

Jean Piaget's Concepts of Cognitive Development

Jean Piaget (1995) outlined three essential principles for teaching English to young learners: cognitive interaction, cognitive principles, and social interaction approaches.

- **Cognitive Interaction Principle:** At the elementary level, children are in the concrete operational stage, meaning they learn best through hands-on experiences and direct engagement with their surroundings. For instance, using tangible materials in lessons enhances understanding and retention.
- **Cognitive Principle:** Language acquisition, whether first or second, occurs through hypothesis formation and testing. Learners construct language rules creatively, making errors a natural part of the learning process. Teachers should encourage experimentation with the language and use multiple languages, such as Indonesian, English, and Javanese, to aid comprehension.
- **Social Interaction Approach:** This principle highlights that language develops through social interactions and communication. Engaging students in discussions, peer activities, and collaborative tasks fosters language acquisition by exposing them to various language inputs.

Piaget's theory describes how children adapt to their environment, actively engaging in cognitive development from infancy to adulthood. This process involves several key mechanisms:

- **Schema:** Mental frameworks that organize knowledge. As children grow, their schemas expand through sensory experiences, improving memory and cognition.
- **Adaptation:** The ability to create new experiences through interactions with the environment, which strengthens cognitive and problem-solving skills.
- **Assimilation:** The process of integrating new information into existing knowledge structures, helping children adapt to new situations.

- **Accommodation:** The modification of existing schemas to incorporate unfamiliar experiences, allowing for cognitive growth.
- **Balance (Equilibration):** The ability to maintain a balance between new knowledge and prior understanding through a combination of assimilation and accommodation.
- **Organization:** The process of structuring information into logical frameworks, enabling complex thinking and strategic problem-solving.

By incorporating Piaget's principles, teachers can create engaging and effective English learning experiences for young learners, fostering both cognitive and language development.

Piaget's Stages of Cognitive Development

Stage	Age range	What happens at this stage?
Sensorimotor	0-2 years old	Coordination of senses with motor responses, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence is developed.
Preoperational	2-7 years old	Symbolic thinking, use of proper syntax and grammar to express concepts. Imagination and intuition are strong, but complex abstract thoughts are still difficult. Conservation is developed.
Concrete Operational	7-11 years old	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11 years old and older	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

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Table 2. Jean Piaget's Stages of Cognitive Development

Jean Piaget's Cognitive Development Theory and Its Educational Relevance for Elementary School Children

According to Jean Piaget, children's ability to play soccer exemplifies the concept of **organization** (Hanafi & Sumitro, 2019).

Piaget proposed that cognitive development occurs in four distinct stages, with thinking abilities evolving according to a child's developmental phase. He argued that a child's intellectual growth is influenced by both their innate potential and interactions with their environment. In this process, teachers act as facilitators and motivators, providing meaningful experiences that enhance cognitive abilities. Similarly, Santrock (2011) categorized children's cognitive development into four key stages based on age progression:

Stages of Cognitive Development

1. Sensorimotor Stage (0-2 years old)

In this stage, infants primarily learn through sensory experiences and physical interactions with their surroundings. A key characteristic of this phase is *decentration*, where babies initially perceive themselves as the center of their world and struggle to differentiate themselves from their environment (Setiono, 2009). Gradually, they develop symbolic thinking and begin to connect sensory inputs with physical actions (Desmita, 2010). Learning occurs through sight, sound, touch, taste, and smell, forming the foundation for later cognitive development. Piaget emphasized that children at this stage engage in verbal interactions with adults as a habitual response rather than conscious thought (Syarifin, 2017).

2. Preoperational Stage (2-7 years old)

During this phase, children use words and images to represent objects and ideas, marking the beginning of symbolic thinking. However, their reasoning remains inconsistent and often illogical. This stage is characterized by:

- **Transductive reasoning:** Making illogical connections between unrelated events.

- **Faulty cause-and-effect understanding:** Incorrectly associating actions with outcomes.
- **Animism:** Attributing human-like qualities to inanimate objects.
- **Artificialism:** Believing that natural phenomena have human-like intentions.
- **Perceptual dependency:** Relying on appearance rather than logical reasoning.
- **Mental experimentation:** Attempting to solve problems independently through trial and error.
- **Centration:** Focusing on a single characteristic while ignoring others.
- **Egocentrism:** Seeing the world solely from their perspective (Ibda, 2015).

3. **Concrete Operational Stage (7-11 years old)**

At this stage, children begin to think logically about concrete situations. They develop classification skills, understand cause-and-effect relationships, and engage in problem-solving based on real-world examples. However, they still struggle with abstract concepts. Children in this stage acquire essential cognitive skills such as:

- **Reversibility:** Understanding that actions can be undone (e.g., recognizing that water frozen into ice can be melted back into water).
- **Conservation:** Realizing that quantity remains unchanged despite changes in shape or arrangement (e.g., knowing that a tall glass and a wide bowl can hold the same amount of water).
- **Seriation:** Arranging objects in order based on characteristics like size or weight.

- **Transitivity:** Understanding logical relationships between elements (Mu'min, 2013; Papalia & Feldman, 2009).

At around seven or eight years old, children begin grasping mathematical concepts, such as addition, subtraction, multiplication, and division, steadily improving their problem-solving skills as they mature.

4. **Formal Operational Stage (11 years old and older)**

Adolescents in this stage develop the ability to think abstractly, hypothetically, and logically. They can solve problems without needing concrete examples, form hypotheses, and imagine different scenarios. This stage allows for:

- **Abstract reasoning:** Understanding concepts beyond direct experience.
- **Hypothetical thinking:** Predicting outcomes based on assumptions.
- **Deductive logic:** Drawing conclusions from general principles.
- **Strategic planning:** Using systematic reasoning to solve problems.

These cognitive abilities enable adolescents to engage in complex problem-solving and theoretical discussions.

Educational Implications for Elementary School Children

Children between the ages of seven and eleven, typically in elementary school, rely on concrete thinking, as described in Piaget's cognitive development theory (Desmita, 2015). Their ability to reason improves significantly, but abstract concepts remain challenging unless paired with tangible examples (Santrock, 2007).

During this stage, cognitive growth is evident in spatial awareness, logical reasoning, and mathematical skills. Students begin identifying patterns, classifying objects based on attributes, and performing numerical operations with increasing efficiency. Deductive and inductive reasoning become more apparent, allowing children to generalize from specific observations and apply broader concepts to individual cases. They also develop **conservation skills**, recognizing that certain properties, such as volume and weight, remain unchanged despite alterations in form (Papalia & Feldman, 2009; Wade, Tavis & Garry, 2016).

Piaget emphasized that cognitive development varies among individuals due to factors such as education, nutrition, brain development, and environmental influences. While his framework provides a general guideline, each child's ability to think, reason, and understand progresses uniquely. Learning materials become increasingly complex as children grow, requiring an adaptive and interactive approach to education.

Environmental experiences play a crucial role in shaping intellectual development. Piaget argued that children actively engage with their surroundings, constructing knowledge through interaction rather than passive absorption (Sumanto, 2014). By participating in hands-on activities, exploring new concepts, and solving real-world problems, children develop essential cognitive tools that support lifelong learning and problem-solving.

Teaching English to young learners requires thoughtful planning and skilled implementation to ensure effective learning. It necessitates educators who are not only highly proficient but also dedicated to their role. Teachers must understand how children think, learn, and process information, particularly in the context of acquiring a new language. This awareness forms the foundation for selecting appropriate teaching strategies.

Educators should provide adequate support without excessive intervention, as children's ability to infer and hypothesize in a new language should not be underestimated. It is essential to create opportunities for students to actively explore and use the language, making lessons relevant to real-life experiences while keeping them engaging and enjoyable. Given children's short attention spans, teachers must incorporate a variety of activities to sustain their interest and motivation.

Language teachers act as both mentors and role models, guiding students through the learning process while demonstrating proper language use. Since young learners tend to imitate what they hear accurately, educators should use correct grammar, pronunciation, and vocabulary to prevent students from internalizing errors that may persist into adulthood.

To accommodate different learning styles, teachers should incorporate diverse instructional methods. Visual learners benefit from engaging images, real-life objects, and colorful classroom decorations. Auditory learners thrive through activities involving music, songs, and spoken language, while kinesthetic learners require hands-on experiences, such as movement-based activities like drawing, jumping, or dancing. These approaches help ensure that all students remain engaged and actively involved in the learning process.

Since young learners have limited attention spans, lessons should be flexible, allowing for smooth transitions between activities to prevent monotony. By aligning teaching practices with children's cognitive and learning characteristics, educators can continually refine their methods to enhance learning outcomes.

Understanding how children acquire language can be reinforced through observing their social interactions, which allows teachers to apply relevant theories and principles in real classroom settings. The learning environment should be structured in a way that stimulates curiosity and prevents disengagement.

To successfully teach English to young learners, educators must consider both general language development stages and the specific needs of their students. This understanding enables them to design age-appropriate lessons that cater to learners' backgrounds and motivations for studying English. Ultimately, a well-planned and adaptable teaching approach ensures that students develop meaningful language proficiency rather than just basic familiarity with English.

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4. Strengthening Foundations in TEYL: The Impact of Parental Involvement and Support

Sri Supiah Cahyati

Early language development is critical, and initiatives like Teaching English to Young Learners (TEYL) are essential in establishing an adequate foundation for potential English language competency. Nonetheless, studies frequently demonstrate that effective language acquisition occurs beyond the classroom (Adair, 2023; Sumanti & Muljani, 2021; Krisda et al., 2023; Kalayci & Ergül, 2020). This chapter emphasizes the crucial role that parental engagement plays in TEYL programs, showing how it may improve students' performance in school and enhance their language learning process.

Considering the basic ideas underpinning parental involvement in education, the chapter draws on the theoretical framework of sociocultural learning theories. It explores the tremendous importance of parental involvement in TEYL programs, highlighting the many advantages for children, including enhanced academic achievement as well as optimal social and psychological growth. It highlights practical strategies for minimizing the communication gap between parents and teachers and promotes meaningful involvement by parents in TEYL programs. It focuses on communication strategies such newsletters, parent-teacher conferences, and online discussions. It also encompasses early childhood development-focused community engagement activities and parent education programs. It offers concrete examples of activities that parents can carry out at home, chances to volunteer that allow parents get involved in the classroom, and technology tools that may be employed for at-home

learning to assist parents support their children's acquisition of language.

Yet studies show that parental involvement has positive effects, little has been discovered about the most effective strategies to involve families with different backgrounds. Recognizing possible difficulties like time constraints or cultural differences, the chapter addresses impediments to involvement and provides practical solutions. Case examples from TEYL programs with well-integrated family engagement models are elaborated to demonstrate effective implementation and stress the significance of cultural awareness while collaborating with parents from a variety of backgrounds. These case studies provide teachers and program designers with insightful information that will help influence future investigations into successful family engagement strategies in different cultural settings. Eventually, the chapter presents professional content to help teachers collaborate and communicate successfully with parents, as well as advice for parents on how to help their children learn a language at home. Such resources are available to parents and teachers worldwide.

Social connection and interaction with more knowledgeable people are crucial learning components, according to sociocultural learning theories like Vygotsky's Zone of Proximal Development (ZPD) (Ben-Tov & Romi, 2019; Carmel, 2022). By establishing scaffolding, dissecting difficult activities into doable steps, and providing advice and support within the ZPD, parents play a critical role in this paradigm. For younger learners, this collaborative learning environment promotes deeper understanding and speeds up language acquisition (Murshidi, et al., 2023; Laranjeiro et al., 2023).

Additionally, the importance of models in learning is highlighted by Social Learning theory (Heryadi & Retnaningdyah, 2024; Mak et al., 2023). Parents are important language models for their children. Young language learners can employ their everyday

speech patterns, pronunciation, and communication styles as a point of reference as they develop their language skills.

Furthermore, Epstein (in Wogan, 2017) identified six (6) types of family involvement.

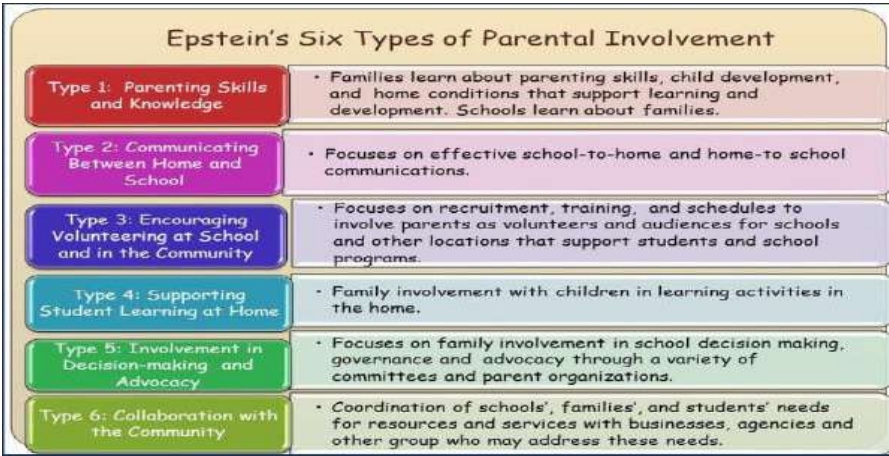


Figure 1: Types of Parental Engagement

Figure 1 outlines various forms of parental involvement in children's education, categorized into six key areas:

1. **Parenting** – Assisting families in creating a home environment that nurtures and supports their children’s learning development.
2. **Communication** – Establishing effective channels for interaction between school and home, ensuring clear and consistent exchange of information.
3. **Volunteering** – Encouraging and organizing parental participation in school activities through structured volunteer programs.
4. **Learning at Home** – Providing guidance to families on how they can support their children with homework and other learning opportunities outside of school.

5. **Decision-Making** – Engaging parents, students, and community stakeholders in school governance and decision-making processes.
6. **Community Collaboration** – Identifying and integrating local resources and services to enhance the educational experience and strengthen school-community partnerships.

The Role of Parents in TEYL

Many parents aspire to support their children in improving their English skills but often feel uncertain about how to do so effectively. The following section offers professional guidance on helping children develop their reading and writing abilities in English. Parents play multiple roles in their children's TEYL experiences, with several key areas where their involvement is particularly beneficial:

1. **Creating a Language-Rich Home Environment**

Parents can introduce English into their children's daily routines through engaging and natural interactions. Activities such as singing English songs, reading English storybooks, and having simple conversations in the language expose children to English in an enjoyable way (Sung et al., 2021; Nyakundi et al., 2020; Najiha et al., 2023). This continuous exposure helps build a foundational understanding of language and enhances listening comprehension.

2. **Modeling Fluent Speech and Providing Gentle Guidance**

Parents serve as primary language role models, and their conversational habits significantly influence their children's pronunciation, vocabulary, and grammar usage. By speaking clearly and using grammatically correct phrases, parents set a strong linguistic example. Additionally, offering encouraging feedback and alternative word choices can help children expand their vocabulary and feel more comfortable using the language (Najiha et al., 2023; Nasir et al., 2021). However, it

is important to ensure that corrections are provided in a supportive manner to maintain a stress-free learning environment.

3. **Reinforcing Classroom Learning at Home**

Parental involvement extends beyond the home by reinforcing the lessons taught in TEYL programs. Parents can help children retain and apply what they learn in class by engaging in simple activities such as practicing new vocabulary, working on language-related projects, or playing games that emphasize specific grammatical concepts (Piliyesi et al., 2020; Nasir et al., 2021; Philominraj et al., 2022). These activities make learning more interactive and enjoyable while reinforcing classroom instruction.

4. **Encouraging Motivation and Interest**

A child's enthusiasm for learning English is a key factor in their success. Parents can cultivate this motivation by incorporating fun and engaging English-language activities into daily life, such as watching English cartoons, listening to English songs, or playing educational games in English (Sung et al., 2021; Oribiana, 2022). Introducing the language through enjoyable experiences fosters a positive attitude toward English learning and increases children's willingness to use the language.

5. **Advocacy and Collaboration with Educators**

Beyond simply maintaining open communication, parents can build strong partnerships with teachers to create an effective learning experience. By sharing insights about their child's learning preferences, capabilities, and home environment, parents can work collaboratively with teachers to tailor teaching methods that best support the child's development. Additionally, parents can advocate for their child's needs, celebrate their achievements, and address any learning challenges with teachers to create a supportive and engaging

learning environment. Strengthening these relationships enhances the overall effectiveness of TEYL programs.

Benefits of Parental Involvement

Parental involvement in TEYL programs provides numerous advantages, including academic success, emotional well-being, and social development:

1. **Improved Academic Performance.** Research consistently indicates a strong correlation between parental engagement and children's academic achievement, particularly in language learning. When parents actively participate in TEYL programs, children receive additional exposure to English outside the classroom, enhancing their vocabulary, comprehension, and overall academic success (Adair, 2023; Indriati, 2016; He & Thompson, 2022; Lee & Park, 2020; Ma et al., 2016). Activities such as reading English books aloud or engaging in word games help reinforce classroom learning and improve language retention.
2. **Emotional and Social Development.** Beyond academic benefits, parental involvement also contributes to children's emotional and psychological well-being. Studies show that when parents take an active role in their child's learning, it fosters a sense of security and belonging, which enhances emotional resilience (Hemas et al., 2023; Kamal, 2022; Prayatni, 2019). A nurturing and encouraging environment at home allows children to approach English learning with confidence, reducing anxiety and improving their ability to overcome learning challenges (Sung et al., 2021; Melvina, 2023).

Additionally, parental engagement helps develop social skills by boosting children's confidence in classroom interactions. Parents who model positive communication behaviors at home encourage their children to engage in English conversations with

classmates and teachers. Studies indicate that children with actively involved parents tend to feel more comfortable speaking English, demonstrating stronger social skills and participation in class discussions (Choi et al., 2024; Soto et al., 2020; See et al., 2020).

By playing an active role in TEYL programs, parents not only support their children's linguistic development but also contribute to their emotional well-being and social confidence, fostering a holistic approach to English learning.

Strategies for Effective Parental Involvement

Establishing strong communication between teachers and parents is essential for effective parental engagement in TEYL programs. Research suggests that fostering meaningful collaboration requires clear and open communication channels (Bartolome & Mamat, 2020; Alharti, 2022; He & Thompson, 2022; Kalaycı & Ergül, 2020). To achieve this, TEYL programs should implement diverse methods to facilitate two-way information exchange and teamwork:

- **Regular Updates:** Keeping parents informed about classroom activities, learning objectives, and curriculum changes through weekly emails, online newsletters, or printed notices ensures transparency. Providing these updates in multiple formats, including translated versions, accommodates different family communication preferences.
- **Progress Reports and Feedback Mechanisms:** Establishing structured reporting systems, including formal and informal updates via emails, parent portals, or progress reports, allows parents to track their child's learning development. Additionally, providing opportunities for parental feedback—such as surveys, open-ended questions in reports, or dedicated discussion forums—enhances engagement.
- **Parent-Teacher Meetings:** Holding scheduled meetings at least twice a year allows for in-depth discussions about students' progress, collaborative goal setting, and addressing

any parental concerns. These meetings can be further improved by sharing pre-conference materials such as agendas or discussion prompts.

- **Open-Door Policy:** Encouraging an open and welcoming approach enables parents to reach out to teachers via phone, email, or scheduled meetings. Even if immediate solutions are not available, timely and professional responses demonstrate a commitment to ongoing collaboration.

By implementing these comprehensive communication strategies, TEYL programs can strengthen parental engagement, fostering a supportive and enriching learning environment for children.

Parental Education

To enhance parents' understanding and involvement in their child's English learning journey, various strategies can be employed:

Educational Programs

Beyond communication, TEYL programs can further encourage parental engagement by offering workshops and informational sessions. These sessions equip parents with valuable tools and knowledge to reinforce language learning at home.

- **Understanding the TEYL Curriculum and Learning Objectives:** This program helps demystify classroom instruction, providing parents with insights into what their children are learning and how they can support them.
- **Effective Strategies for Creating a Language-Rich Home Environment:** This session offers practical guidance on integrating English learning into daily routines, such as storytelling, singing, and interactive conversations.
- **Techniques for Reinforcing Classroom Learning Through Engaging Activities:** Parents gain creative ideas for turning everyday situations into language-learning opportunities.

- **Supporting Children with Diverse Learning Styles:** This workshop provides tailored strategies to assist children with different learning preferences, ensuring they receive appropriate support at home.
- **Promoting Fluency and Pronunciation Development:** Practical techniques to enhance children's spoken English skills, including pronunciation exercises and conversation-building activities.

By offering a variety of seminars, TEYL programs empower parents to become active partners in their child's language education, strengthening the foundation for both academic and personal growth.

Community Engagement

TEYL programs extend beyond the classroom by fostering a sense of community involvement. Schools can create a supportive learning environment by organizing events that encourage parental participation, helping families build stronger connections with teachers and each other.

- **Family Literacy Nights:** These informal gatherings provide opportunities for families to engage in interactive language-learning activities together, reinforcing literacy development in an enjoyable setting.
- **Cultural Celebrations:** Recognizing and celebrating diverse cultural backgrounds fosters inclusivity, encouraging participation from families with different linguistic and cultural traditions. Children feel a greater sense of belonging when they see their families actively involved and their cultural heritage valued.

At-Home Activities to Support TEYL

Language learning does not have to be confined to structured lessons—it can be seamlessly incorporated into daily life. Parents

can use the following fun and engaging strategies to reinforce their child's TEYL experience at home:

- **Storytelling and Reading:** Reading English books together introduces children to new words and enhances their vocabulary in an interactive and engaging way.
- **Singing English Songs and Rhymes:** Music-based activities help improve vocabulary retention, listening comprehension, and pronunciation skills.
- **Playing Language-Based Games:** Activities like charades, bingo, or word-matching games make language learning enjoyable and reinforce vocabulary and grammar concepts.
- **Creative Expression:** Encouraging children to draw, write short stories, or narrate their experiences in English fosters creativity while strengthening their language skills.

By integrating these simple yet effective strategies into everyday routines, parents can play an active role in their child's TEYL experience. These activities not only reinforce classroom learning but also instill a lifelong appreciation for language development. When educators and parents collaborate to create a strong foundation for language acquisition, young learners gain the confidence and skills needed to succeed in their English-learning journey.

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Case Studies

Numerous studies have examined parental involvement in TEYL programs across various countries (Bartolome & Mamat, 2020; Alharthi, 2022; Lee & Park, 2020; Naidaitė & Stasiūnaitienė, 2023; Yang et al., 2023; Tao & Xu, 2023). The key findings from these studies highlight both successful implementation models and important lessons learned:

Successful Models

Examining effective parental engagement models in TEYL programs provides valuable insights. For example:

- **"Family Literacy Night" Program:** A TEYL program organizes monthly Family Literacy Nights, where parents and children engage in interactive activities, storytelling sessions, and parent workshops on supporting English learning at home. To ensure inclusivity, translated materials and multilingual resources are provided for non-English-speaking families.
- **Online Parental Engagement Platform:** Another successful initiative involves creating a dedicated online space where parents can participate in forums, share experiences, and exchange best practices in a safe and supportive digital community. This approach fosters collaboration and strengthens the role of parents in their child's language learning process.

Lessons Learned

By analyzing these case studies, several key takeaways emerge that highlight effective strategies and potential challenges:

- **Multilingual Communication:** Providing translated materials and maintaining clear, open communication in multiple languages helps overcome language barriers and promotes inclusivity.
- **Diverse Engagement Opportunities:** Offering multiple ways for parents to participate—such as online platforms, volunteer programs, and culturally relevant activities—encourages a sense of partnership and accommodates different preferences and availability.

Tools and Resources

Research has identified a range of resources designed to support both parents and educators in fostering effective parental engagement in TEYL programs (Tao, 2023; Soto et al., 2020; Lee & Park, 2020; Abedi et al., 2020).

Guides for Parents

Parents can access various resources to support their child's English language learning at home, including:

- **Online Guides:** Websites and digital platforms provide practical strategies for creating a language-rich home environment, engaging in educational activities, and communicating effectively with teachers.
- **Parent Handbooks:** TEYL programs can develop multilingual handbooks outlining program objectives, classroom approaches, and practical tips for parental involvement.
- **Bilingual Booklists:** Curated lists of age-appropriate books available in both English and the child's native language

encourage family reading sessions and support bilingual development.

Professional Resources for Educators

Educators also require resources and tools to effectively engage parents in their students' learning journeys, such as:

- **Professional Development Workshops:** Training sessions equip teachers with strategies to foster strong communication with parents, build collaborative partnerships, and enhance parental involvement in the classroom.
- **Online Resource Platforms:** Digital hubs offer educators access to best practices, case studies, and tools for designing engaging and informative communication materials for parents.

Parental involvement is a key factor in maximizing the effectiveness of TEYL programs. By fostering a supportive learning environment, serving as language role models, and contributing to their child's overall well-being, parents create a powerful synergy that enhances young learners' success in acquiring English. This chapter has examined the theoretical foundations, diverse benefits, and practical strategies necessary for promoting active parental participation in language education.

Effective parental engagement involves providing opportunities for parents to learn about, connect with, and utilize the institutions, organizations, resources, and networks available within their communities. Strengthening parental involvement ensures they can effectively manage their children's educational needs independently. To support this, educational institutions should offer parents access to additional learning materials, opportunities to share their perspectives and concerns, and relevant training to equip

them for their roles in their children's education. Enhancing parental knowledge and participation strengthens their capacity as active partners in their child's academic journey.

Additionally, this study highlights potential areas for future research to deepen our understanding of parental involvement in TEYL programs. Future studies could expand their scope by exploring how different age groups respond to various engagement strategies, assessing the impact of parental support on specific language skills such as reading and writing, and evaluating the effectiveness of different approaches across various educational contexts. Furthermore, research could investigate the role of technology—such as online platforms and mobile applications—in enhancing parental support for language learning and facilitating communication between parents and educators from diverse backgrounds. By exploring these aspects, future studies can contribute to developing more effective and inclusive strategies for fostering parental engagement in TEYL programs.

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5. Innovative Methods in Teaching English: Digital Storytelling and Literature for Young Learners

Melati & Lisa Rakhmanina

Using stories for educational purposes is an effective teaching strategy especially for Teaching English to Young Learners. Most young learners enjoy listening to the stories. The story has a Power bring young learners into a world of imagination and draw a colorful picture with many interesting characters in the story. Storytelling is a kind of teaching method which can help young learners to knowledge, literacy, imagination, creation and critical thinking. Therefore storytelling would be useful to teach foreign language to young learners (Rebecca, 2002). There are several advantages that storytelling offers for kids' education. To begin with, it's perfect for encouraging the development of language and literacy because it exposes kids to new words and grows their vocabulary. They are able to communicate more effectively. Children can learn new ideas through stories, which also aid in their information processing and help them build connections between various objects. Since kids can apply these abilities to whatever subject they study, this is perfect for supporting children's learning across the curriculum.

Asmara (2024) the issue facing kindergartens nowadays is the rising number of young learners who are just beginning school and have poor speech and listening abilities. Recently, a lot of kids talk incoherently and frequently struggle to remember what they hear. The child's imprecise pronunciation and inaccurate language make it difficult to understand what he is uttering. Kindergarten teachers have used a variety of techniques to introduce vocabulary in English, but their findings are still poor. This is mostly because

the teacher's inventiveness in the classroom provides less support. While storytelling is one technique that can be utilized to help kids increase their mastering vocabulary. Teachers of young children should be able to adapt their instruction to each child's stage of development. Nurzaman (2020) Since listening comprehension is a fundamental language skill that all children must possess, listening needs to be given careful consideration. Children are taught four language skills: speaking, writing, listening, and reading. According to Minister of Education and Culture Regulation Number 146 of 2014 regarding the 2013 PAUD Curriculum, children must be able to understand receptive language (listening and reading) and demonstrate receptive language skills (listening and reading) in order to meet basic competencies (Minister of Education and Culture of the Republic of Indonesia, 2014). This listening ability has the task of achieving development for children aged 5–6 years.

The use of technology in education has revolutionized traditional teaching approaches in the digital age, increasing student engagement and efficacy. Based on a survey from the Indonesian Internet Service Providers Association (APJII) 2024, Indonesia's internet penetration rate reached 79.5%. Compared to the previous period, there was an increase of 1.4% including Post Gen Z (born less than 2023) as much as 9.17% of the population. This means that children aged 5 to 12 years have used the internet. Papadamou (2019), nowadays, YouTube kids is one popular platform for kids. The content consists of exploring, shows, learning and music. Storytelling is usually found in learning. This is very interesting for children because this feature is also equipped with sound and video. Neumann (2020) teacher and parent should be filterized the content because of there is the characterizing and detecting disturbing content on YouTube and Youtube Kids.

When paired with literature, digital storytelling provides young learners with an engaging way to learn English. This approach develops a love of reading, creativity, and critical

thinking in addition to linguistic proficiency. Here, we look at the advantages and methods of incorporating digital literature and storytelling into English language instruction for young learners. According to Mutianari & Izzah (2012) it is important to know that, there are three very important sources of interest for children in the classroom; they are pictures, stories, and games. In Indonesia, pictures and games are used in English elementary teaching, however, stories are barely used. For this reason, we were motivated to analyze how to implement storytelling in English language education.

Giving teachers multiple trainings, such as a storytelling course, is one strategy to maximize their skill sets (Yanuarsari & Muchtar, 2016). According to research, a prerequisite for both teachers and students to succeed in the classroom is the appropriate incorporation of technology. One aspect of digital storytelling that is crucial for promoting a successful learning process is the design, storyline, and animation development in relation to information technology (Rahmat, 2010). The emergence of storytelling into a digital format known as "digital storytelling" coincided with developments in information and communications technology. A digital story is a combination of conventional narratives, like the one communicated by an electronic multimedia platform. It is a style of performance art that blends several multimedia, including audio, video, narration, voice, and background music to enhance the interest level of a collection of short stories on a given subject or theme (Bratitsis & Petros, 2024). The skill of telling stories through the combination of text, graphics, audio narration, music, and video is known as "digital storytelling." Utilizing computer software, those multimedia components are combined to create a narrative that is typically centered around a particular theme or subject (Robin, 2016).

Digital visual and audio elements combined with spoken word have given rise to a new kind of storytelling: digital storytelling. Storytelling is a creative, efficient, and entertaining

way to offer a relevant teaching and learning process, in addition to the widespread usage of digital storytelling in the classroom (Wang & Zhan, 2010). Elementary school teachers who can write their own stories not only engage younger students but also make the subject matter more understandable. Numerous research resources contain studies that have been conducted on digital storytelling. A phenomenological study on early childhood education (ECE) teachers' experiences using digital storytelling in the classroom was given in a prior work by Arslan, Yildirim, and Robin (2016). Shelton, Archambault, and Hale's (2017) study, meanwhile, described the seven-week learning process involved in creating digital storytelling videos. *"Stories are our primary tools of learning and teaching, the repositories of our lore and legends. They bring order into our confusing world. Think how many times in a day you use stories to pass along data, insights, memories or common-sense advice"* (Edward Miller)

Telling stories is also a pleasant and unwinding pastime. It can help anxious kids get the breathing room they need and aid in their calmness at the conclusion of the school day. Children learn to process their emotions through stories. In the current educational environment, teaching English to young learners brings with it a special combination of opportunities and obstacles. The need for English language fluency is rising in a more globalized society, and teaching children the language from a young age can give them a strong basis for future cross-cultural communication. However, appropriate methods must be used in order to make English language instruction fun and successful for kids.

In a study conducted in Taiwan, young EFL learners who were taught using storytelling techniques showed significant improvement in their English proficiency compared to those taught through traditional methods. In Spain, incorporating storytelling into the curriculum of young learners resulted in higher levels of engagement and improved language skills, particularly in listening and speaking. Yilmaz (2020) the present study's results are

categorized into two primary themes: the use of digital stories as instructional materials and as a technology tool for educators. The findings are examined with regard to the benefits of incorporating digital stories into science activities for young children, areas that require improvement, the drawbacks of doing so, and digital literacy.

Using literature and storytelling to teach English to young learners is one of the tried-and-true methods. In this post, we'll examine the benefits of using literature and storytelling while teaching young students English, as well as methods teachers can use to incorporate these subjects into their curricula.

The Concept of Digital Storytelling

Digital Storytelling in Young Learners' English Education

Digital storytelling integrates various digital tools to craft engaging narratives, combining text, images, audio, and video. This multimedia approach captures the interest of young learners while catering to different learning styles.

Key Benefits of Digital Storytelling

1. **Increased Engagement** – Interactive features such as animations, sound effects, and visuals make stories more dynamic and captivating, keeping young learners actively involved.
2. **Enhanced Language Skills** – Digital stories introduce students to new vocabulary and sentence structures within meaningful contexts, improving comprehension and retention.
3. **Multimodal Learning** – The combination of visual, auditory, and interactive elements supports different learning preferences, reinforcing language acquisition.

4. **Encouraging Creativity and Expression** – Allowing students to create their own digital stories fosters creativity, builds confidence, and enhances their communication skills.

Digital storytelling involves weaving a narrative using spoken words alongside multimedia components such as images, graphics, sound, and music, all of which enrich the storytelling experience (Porter, 2005; Hava, 2019). Similarly, Hull and Nelson (2005) define digital storytelling as a multimedia-based approach that integrates images, short videos, background music, and voice narration to create engaging content.

To implement an effective English learning model for young learners in an online setting, educators—including pre-service English teachers—must develop proficiency in using digital tools and applications that support online learning (Melati, 2020).

Robin (2016) further explains that digital storytelling merges traditional storytelling with multimedia elements through the use of computer software. These digital narratives, typically lasting between 2 to 10 minutes, are stored in digital formats and can be played on computers or mobile devices. Essentially, digital storytelling represents the evolution of traditional storytelling into a modern, interactive format.

Additionally, technological advancements facilitate the easy storage and retrieval of digital storytelling content, making it a valuable tool in education. Robin (2008) outlines seven essential components of digital storytelling that significantly enhance classroom instruction, emphasizing its role as a key element in contemporary educational practices. Given its effectiveness, digital storytelling is widely used in early childhood education to create meaningful and engaging learning experiences.

Table 1. Digital Story Elements

No	Elements	Description
1	Point of View	What is the main point of the story and what is the perspective of the author?
2	A dramatic question	A key question that keeps the viewer's attention and will be answered by the end of the story.
3	Emotional content	Serious issues come alive in a personal and powerful way and connect the story to the audience.
4	The gift of your voice	A way to personalize the story to help the audience understand the context.
5	The power of the soundtrack	Music or other sounds that support and embellish the storyline.
6	Economy	Using just enough content to tell the story without overloading the viewer.
7	Pacing	The rhythm of the story and how slowly or quickly intervening it progresses.

Frazel (2011) outlined six advantages of using digital storytelling in teaching English to young learners, which include (1) boosting student engagement and motivation in core curriculum subjects, (2) offering a hands-on, interactive learning format that helps address the needs of a diverse student body, (3) encouraging group collaboration in class, (4) enabling personalization within class assignments, (5) providing opportunities to incorporate emerging technologies into learning, and (6) supporting collaborative teaching and learning across various subjects. Additionally, storytelling helps students develop skills in delivering presentations, writing, conducting research, enhancing interpersonal abilities, solving problems, and using multimedia tools (Timuçin & Irgin, 2015). Robin (2008) further added that digital storytelling allows students to improve their communication skills through activities that involve information gathering, asking questions, and more.



Figure 1. The plot in story

The beginning-middle-end structure of stories helps children recognize patterns and organize events, real and imaginary.

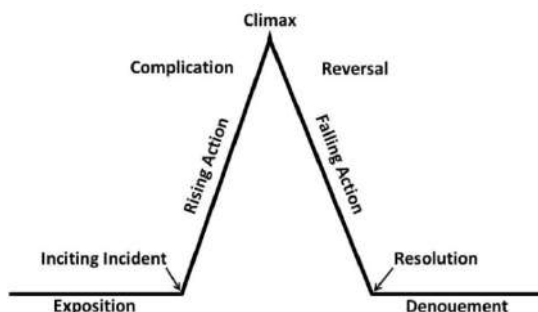


Figure 2. Freytag's Pyramid

There are seven stages in engaging English student teachers in a digital storytelling project. Andayani (2019), the detail of the English student teachers' progress in each stage of the digital storytelling project described as follows.

Table 2. The steps in a digital storytelling project

Steps	Details
Steps 1 Exposing English student teachers to Microsoft Power Point and Windows Movie Maker	At first, expose English student teachers to Microsoft Power Point and Windows Movie Maker application in creating the digital stories. It aims in order English student teachers could be able to maximize the use of this software application.
Steps 2 Choosing the pedagogically relevant stories for young learners	Advise English student teachers to choose pedagogically relevant stories to be presented it digitally.
Steps 3 Collecting some pictures	Assign English student teachers to find some related pictures to their stories.
Steps 4 Record voices	Guide English student teachers to record their own voices into several different voices based on the characters in the story.
Steps 5 Import pictures and voices into the software	English student teachers imported the pictures and audio into the software application they chose before.
Steps 6 Presentation of the digital stories	English student teachers presents their digital stories. Peer feedback and lecturer feedback were given.
Steps 7 Reflection	English student teachers together with the lecturer did some reflection upon the whole process of teaching and learning activities in completing the digital story telling project.

Literature serves as a valuable tool in language education, providing authentic language exposure and cultural understanding. When combined with digital storytelling, it further enriches the learning experience by fostering creativity, engagement, and deeper comprehension.

Enhancing Learning Through Literature and Digital Storytelling

1. **Exploring Classic and Modern Texts** – Incorporating both traditional and contemporary children’s literature as a foundation for digital stories exposes students to diverse linguistic styles and cultural contexts.
2. **Expanding Character and Plot Development** – Young learners can extend or reinterpret storylines and characters from their favorite books through digital storytelling, strengthening their literary analysis and appreciation.
3. **Promoting Cultural Awareness** – Since literature often reflects cultural values and societal norms, digital storytelling allows students to creatively explore and present these cultural elements.

Strategies for Integrating Digital Storytelling and Literature

1. **Story Mapping** – Have students create a visual representation of a story’s plot, characters, and setting before developing their digital versions. This helps them organize their ideas effectively.
2. **Multimedia Story Projects** – Encourage students to use digital tools such as PowerPoint, iMovie, or storytelling apps to create multimedia narratives that include voice recordings, background music, and images.
3. **Collaborative Storytelling** – Assign group projects where students work together to create digital stories, fostering teamwork and allowing diverse perspectives to emerge.
4. **Interactive Storybooks** – Utilize interactive digital storybook apps where students can make choices that influence the plot, enhancing engagement and critical thinking.

5. **Assessment and Feedback** – Provide constructive feedback on students’ digital stories, focusing on language accuracy, coherence, creativity, and originality through rubrics.

Challenges and Considerations

Despite its advantages, integrating digital storytelling and literature presents certain challenges:

1. **Technical Skills** – Both educators and students need proficiency in digital tools. Providing professional development and training can help bridge this gap.
2. **Access to Technology** – Ensuring equal access to digital resources may require investment in school infrastructure or external support.
3. **Screen Time Management** – To maintain a balanced learning experience, digital activities should be supplemented with traditional methods, ensuring a holistic educational approach.

By thoughtfully incorporating literature and digital storytelling into English language instruction, educators can create an engaging, interactive, and culturally enriching learning environment for young learners.

The Significance of Storytelling and Literature in TEYL

Storytelling and literature play a vital role in teaching English to young learners by providing meaningful and engaging contexts for language development. Their integration enhances multiple aspects of learning:

1. **Language Skill Development** – Stories expose children to vocabulary, grammar, and sentence structures in a natural setting, making language learning more intuitive compared to rule-based instruction.

2. **Encouraging Creativity and Imagination** – Literature stimulates children’s creativity, allowing them to engage with stories, visualize concepts, and develop critical thinking skills.
3. **Enhancing Speaking and Listening Skills** – Listening to stories read by teachers or independently reading books strengthens students’ comprehension and oral communication. Activities like retelling or dramatizing stories further reinforce these skills.
4. **Cultural Awareness** – Literature reflects societal values and traditions, helping children understand different cultures and appreciate diversity. Exposure to stories from various backgrounds broadens their worldview.
5. **Visual Learning Through Picture Books** – Illustrated books simplify complex ideas, making it easier for preschool and elementary students to grasp meanings and follow narratives.
6. **Interactive Learning Through Role-Playing** – Acting out scenes from stories or creating new scenarios based on familiar narratives helps children engage with language in an active and enjoyable way.
7. **Creative Expression Through Projects** – Hands-on activities like making storybooks, designing posters, or organizing mini-theater performances deepen understanding and encourage artistic expression.

Strategies for Integrating Storytelling and Literature into TEYL

Engaging young learners requires interactive and developmentally appropriate methodologies. Educators can apply the following approaches:

1. Interactive Read-Alouds

Encouraging active participation through discussions, predictions, and reflections during storytelling sessions.

- **Implementation:**

- **Before reading:** Introduce the book, discuss the cover, and encourage students to predict the storyline.
- **During reading:** Pause to clarify vocabulary, ask questions, and promote engagement.
- **After reading:** Discuss key themes, relate them to students' experiences, and ask comprehension questions.

- **Benefits:**

- Enhances listening comprehension.
- Builds vocabulary and understanding.
- Encourages student participation.

2. Story Mapping

A visual representation of story elements (characters, setting, plot, problem, and solution) to improve comprehension.

- **Implementation:**

- Create a story map on the board after reading a book.
- Discuss key elements with students.
- Allow students to create their own maps individually or in groups.

- **Benefits:**

- Reinforces narrative structure.
- Aids memory and understanding.
- Encourages analytical thinking.

3. Role-Playing and Dramatization

Engaging students in acting out scenes from stories to internalize language and character development.

- **Implementation:**

- Select key scenes for dramatization.
- Assign character roles and use simple props.
- Encourage expressive language and gestures.

- **Benefits:**

- Enhances speaking and listening skills.
- Builds confidence and creativity.
- Improves comprehension of story elements.

4. Creative Storytelling Projects

Students create original stories through different mediums such as drawings, written narratives, or digital presentations.

- **Implementation:**

- Provide prompts or themes for storytelling.
- Allow students to choose their preferred format (illustrated books, digital slides, oral presentations).
- Encourage sharing and peer feedback.

- **Benefits:**

- Strengthens language skills.
- Fosters creative expression.
- Develops storytelling abilities.

5. Literature Circles

Small-group discussions where students take on different roles (summarizer, illustrator, questioner) to explore a book.

- **Implementation:**

- Divide students into groups and assign books.

- Rotate discussion roles in each session.
- Facilitate deeper engagement with text analysis.
- **Benefits:**
 - Promotes collaborative learning.
 - Enhances discussion and analytical skills.
 - Encourages peer interaction.

6. Vocabulary and Language Games

Using storytelling-based games to reinforce language acquisition in an engaging way.

- **Implementation:**
 - Design games such as word bingo, charades, or matching activities using story vocabulary.
 - Integrate digital or physical materials.
 - Use these games as a fun reinforcement activity.
- **Benefits:**
 - Strengthens vocabulary and grammar skills.
 - Keeps students motivated and engaged.
 - Encourages interactive learning.

Storytelling and literature contribute significantly to young learners' cognitive, linguistic, and social development. Research highlights that storytelling enhances memory, comprehension, and critical thinking. Additionally, it fosters social interaction, discussion, and collaboration in language learning.

The integration of innovative methods, such as digital storytelling and literature-based learning, offers a powerful, engaging approach to English language instruction. These strategies not only enhance language proficiency but also nurture creativity, cultural appreciation, and enjoyment in

learning. By carefully designing storytelling-based activities, educators can create dynamic and inclusive classrooms, preparing students for a digital era while fostering a lifelong love for reading and storytelling.

Incorporating storytelling and literature in TEYL provides an enriching and meaningful learning experience. It helps children acquire language skills, develop imaginative thinking, and gain cultural awareness. Through well-planned strategies, educators can inspire young learners to appreciate stories and literature while building a strong foundation in English language development.

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6. Differentiated Instruction in TEYL Classroom

Isry Laila Syathroh

Differentiated Instruction (DI) is an instructional approach designed to accommodate students' diverse learning needs by adapting teaching strategies, materials, and assessments. This chapter explores the fundamental concepts and practical strategies of DI, its implementation in Teaching English to Young Learners (TEYL), and the challenges and solutions associated with applying differentiation effectively in language classrooms.

Numerous studies highlight the advantages and complexities of DI in TEYL. Research by Setiawan (2023) demonstrates that DI can significantly enhance student motivation, participation, and teacher-student relationships, particularly among lower-achieving students. However, Setiawan also identifies key challenges, including the time-intensive nature of differentiation, concerns over fairness, and difficulties in implementation, particularly in large classrooms. These challenges emphasize the need for careful instructional planning and resource management.

Further research supports the role of DI in promoting second language (L2) achievement and creating more engaging learning environments (Arifin, 2022). Studies focusing on undergraduate EFL students highlight DI's effectiveness in mixed-ability classrooms (Kusuma, 2021). Additionally, Nabila and Kartika (2023) explore DI strategies for students with Autism Spectrum Disorder (ASD), showing how differentiated assessments and structured support can facilitate their learning process. While students often find DI engaging and beneficial, teachers frequently

face obstacles such as time constraints and the need to cultivate learner awareness of the approach (Arifin, 2022).

Putri (2020) introduces the "REACH" framework, a structured model for differentiating instruction to cater to diverse student needs. This framework emphasizes recognizing individual differences, flexible grouping, and providing varied instructional resources and assessment methods. The REACH framework aligns well with the principles of DI and is particularly useful in TEYL, where young learners exhibit diverse levels of language proficiency and learning preferences.

Hidayati (2022) examines how ESL teachers perceive the practical application of DI, revealing that while differentiation improves learning outcomes, it requires careful classroom management. In heterogeneous foreign language classrooms, Ramadhan (2024) highlights that differentiation is effective in enhancing student learning but requires teacher training and adaptable instructional materials to overcome implementation challenges.

Despite these challenges, research consistently supports the effectiveness of DI across different educational levels, demonstrating its ability to accommodate diverse learners and improve English language proficiency (Kusuma, 2021; Nabila & Kartika, 2023; Arifin, 2022). Therefore, investigating the role of DI in TEYL is essential, as young learners' varying levels of readiness, interests, and learning profiles necessitate a flexible teaching approach. By addressing these differences, teachers can foster inclusive learning environments that enhance both language acquisition and overall academic success.

DI is grounded in several educational theories that emphasize individualized learning. Vygotsky's **Zone of Proximal Development (ZPD)** suggests that children learn best when they work on tasks that they cannot yet complete independently but can achieve with appropriate guidance (Smith & Johnson, 2021). Gardner's **Multiple Intelligences Theory** highlights the diverse

ways in which children learn, emphasizing that learners have different strengths and preferences (Brown & Green, 2020). Tomlinson's **Differentiated Instruction Model** focuses on modifying content, learning processes, and assessment methods to suit individual student needs (Davis & Miller, 2019).

Vygotsky's ZPD is particularly relevant to DI, as it emphasizes the importance of guided learning experiences. According to this theory, students learn most effectively when they receive scaffolded support from teachers or peers to bridge the gap between their current abilities and their potential skills (Smith & Johnson, 2021). In TEYL classrooms, this means incorporating strategies such as visual aids, simplified language, peer collaboration, and interactive activities to help young learners acquire English in meaningful and engaging ways.

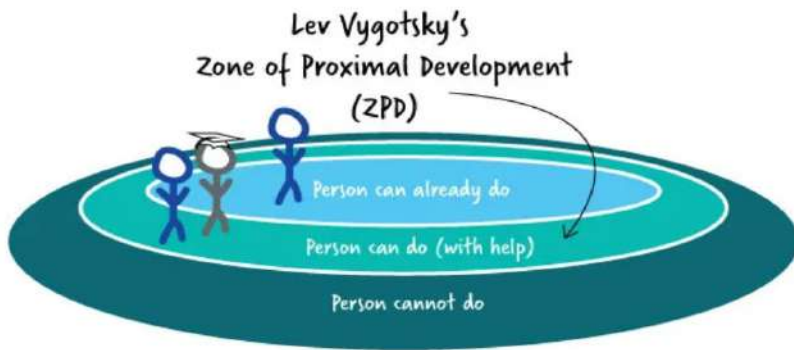


Figure 1. Theory of Vygotsky's Zone Proximal Development (Source: <https://medium.com/interactive-designers-cookbook/vygotsky-and-video-games-a7f77c2f81a>)

Gardner's Multiple Intelligences theory expands the understanding of student diversity by highlighting that intelligence is not a single general ability but a combination of several distinct types. These intelligences include linguistic, logical-mathematical,

spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic (Parker & Lee, 2021). This theory suggests that children learn best through methods that align with their unique intelligence profiles. For instance, a child with strong musical intelligence might benefit from learning new vocabulary through songs and rhythms, while a child with strong spatial intelligence might understand language concepts better through visual aids and spatial activities. By recognizing and addressing these varied intelligences, teachers can create more engaging and effective learning experiences for their students (Williams, 2020). The theory is visually represented in figure 17.2 below:

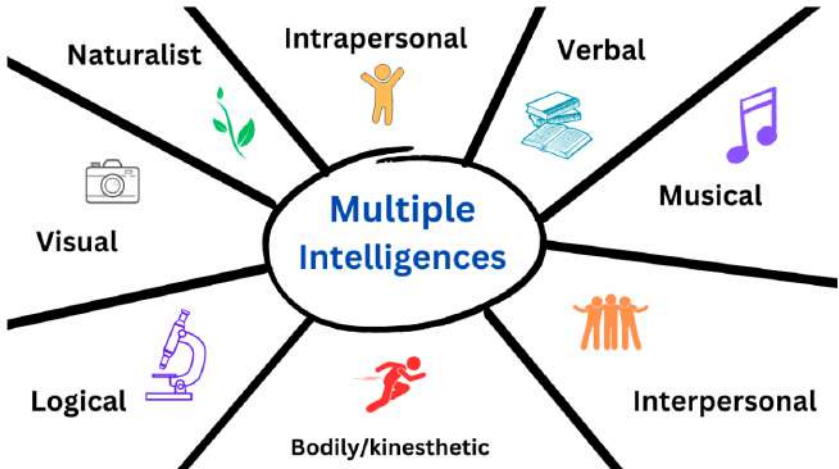


Figure 2. Gardner’s Multiple Intelligences Theory (Source: <https://www.explorepsychology.com/multiple-intelligences/>)

Carol Ann Tomlinson’s model of differentiated instruction provides a practical framework for addressing student diversity through tailored teaching methods. Tomlinson emphasizes the importance of differentiating three key elements of instruction: content, process, product, and environment (which will be elaborated in the next section). By providing multiple pathways for students to show what they have learned, teachers can gain a more

comprehensive understanding of each student's progress and abilities (Smith & Taylor, 2020). Through differentiating these four aspects, teachers can provide a more inclusive and effective learning experience for all students.

In summary, the theoretical foundations of differentiated instruction underscore the importance of addressing the diverse needs of young learners in TEYL. By applying the principles of Vygotsky's ZPD, Gardner's Multiple Intelligences, and Tomlinson's differentiation model, teachers can create more inclusive and effective English language learning environments. These theories provide the basis for practical strategies that cater to individual differences, promoting greater engagement and success for all students.

Types of Differentiated Instruction

Differentiated instruction is a teaching approach that tailors instruction to accommodate individual differences among students. This approach can be categorized into four main types: content differentiation, process differentiation, product differentiation, and learning environment differentiation. The four types are illustrated in figure 17.3 below:

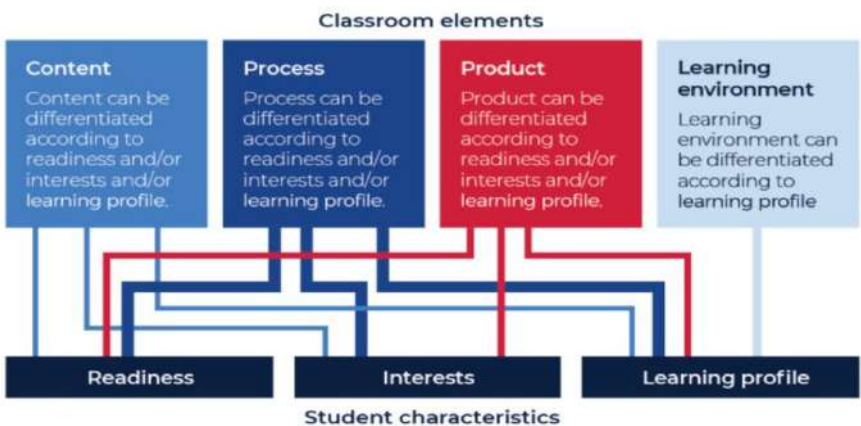


Figure 3. Four Types of Differentiated Instruction

From figure 17.3 above, it can be seen that by implementing differentiated instruction through content, process, product, and learning environment, teachers will be able to accommodate the diverse learning profiles of students, considering their readiness, interests, and learning profiles. This approach promotes engagement, motivation, and academic success by providing each student with opportunities to learn in ways that suit their individual needs and preferences.

Content differentiation involves varying what students learn. This means providing different materials or modifying the existing curriculum to suit the learning needs, readiness levels, and interests of students. For instance, in a TEYL setting, teachers might use a range of texts that vary in complexity or provide supplementary resources such as videos, infographics, and interactive games to reinforce the same concepts (Johnson & Turner, 2020). By offering materials that match students' current understanding and readiness, teachers can ensure that all students are engaged and challenged appropriately.

Process differentiation refers to the ways in which students make sense of the content. This involves using different instructional methods and activities to cater to various learning styles and preferences. Techniques such as flexible grouping, learning stations, and tiered activities can help address diverse learning needs (Brown, 2021). For example, in a TEYL classroom, some students might work in small groups to practice speaking skills through role-playing activities, while others might engage in independent reading or listening exercises. By providing multiple avenues for students to process information, teachers can help them internalize and retain new knowledge more effectively.

Product differentiation involves allowing students to demonstrate their understanding in various ways. This type of differentiation recognizes that students express their learning differently and should be assessed using diverse formats. In a TEYL environment, students might be given options to complete a

project, write a story, create a poster, or perform a skit to show their grasp of the English language (Davis & Miller, 2019). By offering multiple forms of assessment, teachers can better accommodate students' strengths and preferences, ensuring a more comprehensive evaluation of their learning.

Learning environment differentiation refers to the practice of tailoring educational settings and instructional methods to meet the diverse needs of students. This approach acknowledges that students have varying backgrounds, abilities, interests, and learning styles. Examples of learning environment differentiation include offering flexible seating arrangements to accommodate different comfort and focus needs, integrating technology such as tablets and laptops for personalized learning experiences, and providing a range of instructional materials like visual aids, hands-on activities, and audio resources to support various learning preferences. Additionally, teachers might use small group instruction or one-on-one tutoring to address individual student needs more effectively (Smith & Lee, 2020).

Strategies for Differentiated Instructions in TEYL

Differentiated instruction is a pedagogical approach that aims to address the diverse learning needs of students by varying instructional strategies and practices. Implementing effective differentiation requires a range of strategies that cater to students' different readiness levels, interests, and learning profiles. These strategies include tiered assignments, flexible grouping, and the use of formative assessments to guide instruction. For instance, tiered assignments allow students to work on tasks that are appropriately challenging based on their skill levels, ensuring that all learners can engage with the material meaningfully (Smith & Brown, 2020). Flexible grouping enables students to work in varied configurations, such as pairs, small groups, or individually, depending on the task and their needs at the moment (Johnson & Taylor, 2019). Formative assessments provide continuous feedback

to both teachers and students, allowing for real-time adjustments in teaching and learning processes (Lee & Carter, 2021). By incorporating these strategies, teachers can create a more inclusive and responsive learning environment that supports the success of all students.

To sum up TEYL requires a thoughtful approach to meet the diverse needs of students. Differentiated instruction is a key strategy in achieving this goal, as it allows educators to tailor their teaching methods to the varying readiness levels, interests, learning profiles, and environmental needs of their students. When introducing the topic of types of professions, differentiation can help make the content accessible and engaging for all learners. Table 17.1 below are examples of how content differentiation, process differentiation, product differentiation, and learning environment differentiation can be effectively applied in a TEYL classroom focused on exploring different professions.

Table 1. Examples of Differentiated Instruction in Teaching about “Professions”

No	Types of Differentiation	Practical Examples
1	CONTENT (Tailoring what students learn based on their readiness, interests, and learning profiles)	<div>1. READINESS</div> <div> <ul style="list-style-type: none"> - Provide simpler job descriptions and images for beginners (e.g., "A doctor helps sick people" with a picture of a doctor). - Offer more complex job descriptions and vocabulary for advanced students (e.g., "An architect designs buildings and structures, ensuring they are safe and functional"). </div> <div>2. INTERESTS</div> <div> <ul style="list-style-type: none"> - Allow students to choose professions they are interested in learning more about. - Provide materials related to those professions (e.g., books, videos, articles). </div>

<hr/>		
3. LEARNING PROFILES		
<ul style="list-style-type: none"> - Use visual aids (pictures, videos) for visual learners. - Include audio descriptions or songs about professions for auditory learners. - Offer hands-on activities (e.g., role-playing different jobs) for kinesthetic learners. 		
<hr/>		
2	PROCESS (Varying the ways students make sense of ideas and information)	1. ACTIVITIES <ul style="list-style-type: none"> - Group work where students match pictures of professionals to their job descriptions. - Individual research projects where students create a short presentation about a profession. 2. SCAFFOLDING <ul style="list-style-type: none"> - Provide sentence starters or word banks for students who need additional support. - Encourage advanced students to write full sentences or short paragraphs about the professions. 3. PACING <ul style="list-style-type: none"> - Allow students to work at their own pace on activities. - Provide extension activities for fast finishers, such as creating a "day in the life" diary for a chosen profession.
<hr/>		
3	PRODUCT (Varying the outputs that students create to demonstrate what they have learned)	1. VARIETY OF OUTPUTS <ul style="list-style-type: none"> - Posters or collages illustrating different professions. - Role-playing or skits where students act out different jobs. - Written reports or digital presentations about a chosen profession. 2. CHOICE <ul style="list-style-type: none"> - Let students choose how they want to present their understanding (e.g., drawing, writing, performing).
<hr/>		

and providing translations or explanations in the students' native languages can help bridge understanding.

One effective strategy for differentiating content is the use of levelled readers. These are books that cover the same topic or theme but are written at different reading levels to accommodate students' varying language proficiencies. Levelled readers ensure that all students can engage with the material, regardless of their current reading ability (Jones & Riley, 2021). For instance, in a TEYL classroom, a unit on animals might include simple picture books with basic vocabulary for beginners and more complex texts with detailed descriptions for advanced learners.

Another approach is incorporating multimedia resources such as videos, audio recordings, and interactive software. These resources can make abstract concepts more concrete and provide multiple means of engagement for students. Videos and audio recordings, for example, can introduce new vocabulary and language structures in an engaging and memorable way, while interactive software can provide practice and reinforcement through games and activities tailored to different skill levels (Johnson, 2020). In TEYL, a video showing animals in their natural habitats can complement reading activities and provide visual context, making the content more relatable and easier to understand.

Using graphic organizers is another effective strategy for content differentiation. Graphic organizers, such as mind maps, Venn diagrams, and flow charts, help students organize information visually, making it easier to understand and remember (Brown, 2019). For young English learners, these tools can be particularly helpful in breaking down complex information into manageable parts and visually illustrating relationships between concepts. For example, a Venn diagram can be used to compare and contrast different animals, helping students understand similarities and differences in a visually accessible way.

Providing translations or bilingual resources can also support content differentiation. For students who are not yet proficient in English, having access to materials in their native language can aid comprehension and facilitate the transfer of knowledge to English. This can be particularly useful for explaining new concepts or instructions, ensuring that all students can follow along and participate fully in class activities (Garcia & Lin, 2022). Bilingual picture dictionaries or storybooks with text in both English and the students' native language can serve as valuable tools in a TEYL classroom.

Lastly, incorporating culturally relevant materials can make content more relatable and engaging for students from diverse backgrounds. Using stories, examples, and references that reflect students' cultural experiences can enhance their connection to the material and increase their motivation to learn (Lee, 2023). In a TEYL setting, this might involve including folktales, songs, or traditions from the students' cultures in the curriculum, providing a familiar context for language learning.

By employing these strategies, teachers can effectively differentiate content in a TEYL classroom, ensuring that all students have access to meaningful and engaging learning experiences that cater to their individual needs. All the elaboration above is summarized in table 2 below:

Table 2. Strategies for Differentiated Content

Strategy	Description	Example	Reference
Levelled Readers	Books covering the same topic or theme but written at different reading levels to match students' varying language proficiencies.	Simple picture books for beginners and detailed texts for advanced learners in a unit on animals.	Jones & Riley, 2021

Multimedia Resources	Use of videos, audio recordings, and interactive software to make abstract concepts more concrete and engage students through varied media.	Videos showing animals in natural habitats complement reading activities and provide visual context.	Johnson, 2020
Graphic Organizers	Visual tools like mind maps, Venn diagrams, and flow charts to help students organize and understand information.	A Venn diagram to compare and contrast different animals, showing similarities and differences in an accessible way.	Brown, 2019
Translations or Bilingual Resources	Providing materials in students' native language to aid comprehension and support learning new concepts in English.	Bilingual picture dictionaries or storybooks with texts in English and students' native languages.	Garcia & Lin, 2022
Culturally Relevant Materials	Stories, examples, and references that reflect students' cultural backgrounds to increase relatability and motivation.	Including folktales, songs, or traditions from students' cultures to provide familiar contexts for language learning.	Lee, 2023

In conclusion, effectively differentiating content in TEYL classrooms involves employing a variety of strategies to cater to the diverse learning needs of students. By using levelled readers, multimedia resources, and graphic organizers, teachers can present information in ways that accommodate varying language proficiencies and learning styles (Johnson et al., 2020; Richards & Thomas, 2019; Kim & Park, 2021; Watson, 2020). Additionally, providing translations or bilingual resources and incorporating culturally relevant materials can further support comprehension and

engagement, making the learning experience more inclusive and meaningful for all students (Anderson & Lee, 2021; Martin, 2022). These strategies not only help bridge understanding but also foster a more engaging and accessible learning environment for young English learners.

Process differentiation involves varying the activities and methods through which students engage with the content. This can include using tiered activities that offer varying levels of challenge, flexible grouping, and learning stations. For instance, in a TEYL classroom, teachers might set up different stations with activities such as listening exercises, role-playing, and writing tasks that cater to different skill levels and learning styles (Tomlinson, 2017). Providing choice in activities can also enhance student motivation and engagement.

Additionally, employing a variety of instructional strategies can further differentiate the learning process to meet the diverse needs of students. One effective strategy is scaffolding, which involves breaking down complex tasks into smaller, more manageable steps, providing support as students work towards mastery. This approach allows students to build upon their existing knowledge and skills, gradually progressing towards more challenging tasks. Another strategy is the use of graphic organizers, visual aids, and manipulatives to help students organize information and make connections, especially beneficial for learners who are visual or tactile learners.

Furthermore, incorporating technology into the learning process can offer opportunities for differentiation. Educational software, interactive websites, and multimedia resources can provide personalized learning experiences tailored to individual student needs. For example, adaptive learning platforms can adjust the difficulty level of activities based on students' performance, ensuring they are appropriately challenged. Similarly, flipped classroom models allow students to engage with instructional

content at their own pace, freeing up class time for more personalized instruction and support.

Moreover, differentiated assessment strategies can complement differentiated instruction by allowing students to demonstrate their understanding in various ways. Instead of relying solely on traditional tests and quizzes, teachers can offer alternative assessment options such as projects, presentations, portfolios, or peer evaluations. This not only accommodates different learning preferences and strengths but also provides a more comprehensive picture of student learning.

In essence, by implementing a combination of tiered activities, flexible grouping, scaffolding, technology integration, and varied assessment methods, teachers can effectively differentiate the learning process to meet the diverse needs of students and promote meaningful learning experiences. Through these strategies, every student can feel challenged, supported, and engaged in their learning journey.

Differentiating the product means allowing students to demonstrate their understanding in various ways. In TEYL, this could include projects, presentations, written assignments, or artistic creations. For example, some students might create a poster, while others might write a short story or perform a skit. Allowing for multiple forms of assessment ensures that all students have the opportunity to showcase their learning in a way that suits their strengths (Tomlinson & Moon, 2023).

The first example of product differentiation is interactive digital presentations. Students can use digital tools like PowerPoint or Prezi to create interactive presentations that incorporate text, images, and even audio or video clips. This allows tech-savvy students to leverage their skills in a meaningful way.

The other example of product is making creative storybooks. Younger students can create their own storybooks, combining simple sentences with illustrations. This helps them practice

writing and storytelling while using their artistic skills to express their ideas.

Students can also create dioramas. They are a unit on habitats or ecosystems, in which students might build dioramas that depict different environments. This hands-on project allows them to demonstrate their understanding of the topic through a physical model.

Students might also do role playing activities, where they act out scenes related to the lesson, such as historical events or everyday scenarios. This helps them practice language in a social context and enhances their speaking and listening skills.

Finally, instead of a traditional written report, students can create a multimedia report using video or audio recordings. This is particularly effective for students who excel in verbal communication and can present their findings in an engaging format. All the strategies are summarized in table 3 below:

Table 3. Strategies for Differentiating Product

Strategy	Description	Example	Reference
Levelled Readers	Books covering the same topic or theme but written at different reading levels to match students' varying language proficiencies.	Simple picture books for beginners and detailed texts for advanced learners in a unit on animals.	Jones & Riley, 2021
Multimedia Resources	Use of videos, audio recordings, and interactive software to make abstract concepts more concrete and engage students through varied media.	Videos showing animals in natural habitats complement reading activities and provide visual context.	Johnson, 2020
Graphic Organizers	Visual tools like mind maps, Venn diagrams, and flow charts to help students organize and understand information.	A Venn diagram to compare and contrast different animals, showing similarities and differences in an accessible way.	Brown, 2019

Translations or Bilingual Resources	Providing materials in students' native language to aid comprehension and support learning new concepts in English.	Bilingual picture dictionaries or storybooks with texts in English and students' native languages.	Garcia & Lin, 2022
Culturally Relevant Materials	Stories, examples, and references that reflect students' cultural backgrounds to increase relatability and motivation.	Including folktales, songs, or traditions from students' cultures to provide familiar contexts for language learning.	Lee, 2023

By offering these varied options, teachers can cater to the diverse strengths and preferences of their students, ensuring that each child has the opportunity to demonstrate their learning in a way that is both effective and enjoyable.

Differentiating the learning environment is a crucial strategy in teaching English to young learners, as it caters to diverse needs and promotes effective learning. One key approach is creating a stimulating and supportive classroom atmosphere. This involves using colorful and engaging visuals, flexible seating arrangements, and accessible learning materials that encourage exploration and interaction (Tomlinson, 2019). Such an environment can help reduce anxiety and increase motivation among young learners, fostering a positive attitude towards language learning.

Incorporating various sensory experiences is another effective strategy. Young children benefit from activities that engage multiple senses, such as songs, stories, games, and hands-on activities. This multisensory approach helps cater to different learning styles, making language acquisition more accessible and enjoyable for all students (Pinter, 2022). Additionally, integrating technology, such as interactive whiteboards and educational apps, can enhance engagement and provide personalized learning experiences (Eady & Lockyer, 2023).

Creating an inclusive environment that respects and values cultural diversity is also essential. Teachers can include culturally relevant materials and celebrate students' backgrounds, which can help build a sense of belonging and enhance language learning by connecting new concepts to familiar contexts (Gay, 2020).

Finally, establishing clear and consistent routines can provide structure and security for young learners. Predictable routines help students understand expectations and feel more confident in their learning environment, allowing them to focus better on language acquisition (Bredekamp, 2023).

Differentiating the environment in teaching English to young learners involves creating a classroom setting that accommodates diverse learning needs, preferences, and abilities. By implementing these strategies, teachers can create an inclusive and supportive learning environment that enhances the English learning experience for all young learners.

Step by Step Implementation of Differentiated Instruction

Effective implementation of differentiated instruction in TEYL requires careful planning and flexibility. Teachers should begin by assessing their students' individual needs, interests, and abilities through observations, assessments, and discussions. Using this information, they can design lessons that incorporate various differentiation strategies. It's essential to create a supportive classroom environment where all students feel valued and encouraged to take risks in their learning (Tomlinson, 2019).

Here is the step-by-step implementation of differentiated instruction in TEYL class:

Assessment of Students' Needs, Interests, and Abilities. Begin by observing students in various learning situations, conducting formal and informal assessments, and engaging in discussions with students and their caregivers. Gather information about students'

language proficiency, learning styles, interests, strengths, and areas for growth. Teachers should regularly observe students during various activities to note their engagement levels, preferences, and interactions. Teachers can also use a mix of formal assessments (e.g., language proficiency tests) and informal assessments (e.g., quick checks, exit tickets), conduct simple interest surveys or interviews with students and caregivers to learn about hobbies, favorite subjects, and learning preferences through surveys and interviews, and create and maintain student portfolios that include samples of work and teacher observations to track progress over time.

Designing Lessons with Differentiation Strategies. Based on the assessment data collected, plan lessons that incorporate a variety of differentiation strategies to meet the diverse needs of students. Consider using tiered assignments, flexible grouping, choice boards, and varied instructional materials to accommodate different learning styles and abilities. For tier assessment, teachers can create activities with varying levels of difficulty, ensuring all students can participate meaningfully (e.g., simple job matching for beginners, detailed job descriptions for advanced learners). Teachers can also group students by readiness, interest, or learning style for specific activities and change groups regularly to encourage diverse interactions, develop choice boards with a variety of activities (e.g., drawing a profession, writing a job description, acting out a profession) that cater to different learning preferences, and use a mix of books, videos, interactive games, and realia (e.g., props, costumes) to introduce and explore professions.

Creating a Supportive Classroom Environment. Establish a positive and inclusive classroom culture where all students feel valued, respected, and supported in their learning journey. Encourage collaboration, risk-taking, and a growth mindset among students by fostering a sense of community and celebrating diversity. For classroom norms, teachers can establish clear, positive classroom norms that emphasize respect, kindness, and

cooperation. Teachers can also encourage a growth mindset by praising effort, resilience, and progress rather than just accuracy or speed, display visual aids and materials that reflect the diversity of the students and professions being studied, and regularly celebrate student achievements and milestones, no matter how small, to build confidence and motivation.

Implementing Differentiation Strategies During Instruction. Introduce differentiation strategies gradually, providing clear instructions and support as needed. Use a variety of instructional methods, such as visual aids, manipulatives, technology, and hands-on activities, to engage students and address their learning preferences. Teachers can start with one or two differentiation strategies and gradually introduce more as students become comfortable, provide step-by-step instructions and model activities to ensure all students understand expectations, incorporate a range of instructional methods (e.g., storytelling, role-playing, hands-on projects) to cater to different learning styles, and offer scaffolding such as sentence starters, graphic organizers, and guided practice to support students in completing tasks.

Monitoring Student Progress and Adjusting Instruction. Continuously assess student understanding and progress through formative assessments, student feedback, and ongoing observation. Use data to inform instructional decisions and make adjustments as necessary to ensure that all students are making meaningful progress. Teachers can use quick formative assessments (e.g., thumbs up/down, mini-quizzes) to gauge understanding during lessons, encourage students to provide feedback on activities and their learning experiences, continuously observe students and take notes on their progress and areas needing support and use assessment data to modify instruction, grouping, and materials to better meet student needs.

Providing Ongoing Support and Reflection. Offer support and guidance to students as they navigate differentiated learning experiences, providing scaffolding and resources as needed. Reflect

on the effectiveness of differentiation strategies used in lessons, seeking feedback from students, colleagues, and mentors to inform future instructional practices. Teachers can schedule regular check-ins with students to discuss their progress and any challenges they are facing, provide additional resources and scaffolding for students who need extra help (e.g., tutoring sessions, extra practice materials), reflect on each lesson's effectiveness, noting what worked well and what could be improved and seek feedback from students on how they feel about the differentiation strategies and their learning experiences.

Collaborating with Colleagues and Seeking Professional Development Collaborate with colleagues to share best practices, resources, and ideas for implementing differentiated instruction effectively. Seek professional development opportunities to deepen understanding of differentiation principles and refine instructional strategies to better meet the needs of diverse learners. Teachers can join or form professional learning communities (PLCs) to share experiences, strategies, and resources with colleagues, seek out mentors who have experience with differentiated instruction to provide guidance and support, participate in workshops, webinars, and courses focused on differentiation and inclusive teaching practices, and regularly exchange lesson plans, materials, and ideas with colleagues to enhance the collective teaching practice.

By following these steps, teachers can effectively implement differentiated instruction in TEYL classrooms, creating engaging and inclusive learning experiences for all students (Tomlinson, 2019).

Challenges and Solutions in Differentiated Instruction in TEYL

Differentiating instructions in a TEYL classroom can present several challenges, including time constraints, limited resources, and varying levels of teacher expertise. To address these challenges, teachers can collaborate with colleagues, seek out

professional development opportunities, and make use of readily available online resources and tools. Additionally, starting small and gradually incorporating more differentiation strategies can help manage the workload and ensure a smoother implementation (Tomlinson, 2020).

One significant challenge is time constraints, as teachers may feel pressure to cover a wide range of content within limited class periods. To overcome this challenge, teachers can prioritize essential learning objectives and focus on incorporating differentiation strategies that align with those objectives. They can also utilize time-saving tools such as pre-made lesson plans, templates, and online resources to streamline lesson planning and implementation.

Limited resources, including materials and technology, can also hinder the implementation of differentiated instruction. Teachers can address this challenge by seeking out alternative resources, adapting existing materials to meet students' needs, and leveraging free or low-cost digital tools and apps. Collaboration with colleagues can also be beneficial, as it allows teachers to share resources and brainstorm creative solutions to resource limitations.

Varying levels of teacher expertise in implementing differentiation strategies can pose another challenge. To address this, schools can offer professional development opportunities focused on differentiated instruction, such as workshops, seminars, and peer mentoring programs. Teachers can also engage in self-directed learning by exploring research-based articles, books, and online courses related to differentiated instruction.

In summary, while implementing differentiated instruction in TEYL classrooms may pose challenges, proactive steps such as collaboration, professional development, and strategic use of resources can help teachers overcome these obstacles and create more inclusive and effective learning environments for young learners (Tomlinson, 2020).

Case Studies

Case studies provide valuable insights into the practical application of differentiated instruction. For example, a study by Rahman et al. (2021) highlighted how a teacher used flexible grouping and tiered activities to effectively differentiate instruction for a diverse group of young English learners. Another case study by Saraswati and Irawan (2020) demonstrated the successful use of differentiated literacy centers in a TEYL classroom, resulting in improved student engagement and achievement. Here are the two case studies of differentiated instruction in TEYL classes in Indonesia:

Table 4. Case Study

CASE STUDY 1

Teacher: Miss Wiwi Widuri
Grade/ School: 4 (Four)/ SD Labschool UPI Bandung
Topic: Kinds of Professions in English

Process Differentiation:

Miss Wiwi recognizes that her students have varying levels of English language proficiency and different learning styles. To accommodate these differences in the process of learning about professions, she employs flexible grouping strategies during class activities. For instance, she organizes students into small groups based on their English proficiency levels. Advanced learners are challenged with more complex tasks, such as researching and presenting information about specific professions using English vocabulary. Meanwhile, students who need additional support are provided with scaffolded activities, such as matching professions with pictures or practicing basic vocabulary through games and role-plays.

Content Differentiation:

Understanding that her students have diverse interests and prior knowledge, Miss Wiwi differentiates the content by offering various materials and resources related to different professions. For example, she provides leveled reading

materials about professions, ranging from simple picture books for beginners to informational texts with more complex vocabulary for advanced readers. Additionally, she incorporates multimedia resources such as videos and interactive websites showcasing different professions, allowing students to engage with the content in ways that suit their preferences and abilities.

Product Differentiation:

To allow students to demonstrate their understanding of professions in different ways, Miss Wiwi offers multiple options for the final product. For instance, she gives students the choice to create a poster, write a short story, or perform a skit showcasing their chosen profession. Advanced students might be encouraged to create multimedia presentations using technology, while those who prefer artistic expression can focus on creating visual representations of professions through drawings or crafts. By providing these varied options, Miss Wiwi ensures that all students can showcase their learning in a way that aligns with their strengths and interests.

Learning Environment Differentiation:

Miss Wiwi creates a supportive and inclusive learning environment where all students feel valued and encouraged to participate. She sets up learning stations around the classroom, each focusing on a different aspect of professions, such as job descriptions, tools used, or uniforms worn. Students are free to choose which station to visit based on their interests, allowing them to take ownership of their learning and engage in self-directed exploration. Additionally, Miss Wiwi incorporates flexible seating arrangements, providing options such as bean bags, floor cushions, and standing desks to accommodate different comfort and focus needs during group discussions and collaborative activities.

Case study 1 above exemplifies the implementation of differentiated instruction in several key ways, demonstrating how Miss Wiwi Widuri addresses the diverse needs, interests, and abilities of her fourth-grade students at SD Labschool UPI Bandung while teaching about professions in English.

Miss Wiwi uses flexible grouping strategies based on English proficiency levels, which is a clear example of process differentiation. By organizing students into small groups according to their proficiency, she ensures that each student engages in tasks that are appropriately challenging. Advanced learners are given complex tasks that push their language skills further, such as

researching and presenting on specific professions. Meanwhile, students needing additional support work on scaffolded activities like matching professions with pictures or engaging in basic vocabulary games and role-plays. This tailored approach allows students to learn at their own pace and level, promoting better understanding and retention of the content.

Miss Wiwi offers a range of materials and resources to match her students' diverse interests and prior knowledge. By providing leveled reading materials, she caters to different reading abilities, from simple picture books for beginners to more complex informational texts for advanced readers. The use of multimedia resources, such as videos and interactive websites, further diversifies the content, allowing students to engage with the material in a way that suits their individual preferences and learning styles. This approach ensures that all students can access the content at a level that is appropriate for them, fostering greater engagement and comprehension.

Miss Wiwi allows students to choose how they want to demonstrate their understanding of professions, offering multiple options for the final product. This includes creating posters, writing short stories, or performing skits. Advanced students can create multimedia presentations, while those with artistic inclinations can focus on visual representations through drawings or crafts. By providing these varied options, Miss Wiwi accommodates different strengths and interests, ensuring that each student can showcase their learning in a way that best aligns with their abilities. This personalized approach helps to motivate students and allows them to express their understanding creatively.

Miss Wiwi fosters a supportive and inclusive learning environment by setting up learning stations around the classroom, each focusing on a different aspect of professions. This allows students to choose which station to visit based on their interests, encouraging self-directed exploration and ownership of their learning. The use of flexible seating arrangements, such as bean

bags, floor cushions, and standing desks, accommodates different comfort and focus needs, making the learning environment more conducive to collaboration and engagement. This differentiation of the learning environment helps to ensure that all students feel comfortable and valued, promoting a positive and inclusive classroom culture.

To sum up, by differentiating the process, content, product, and learning environment, Miss Wiwi demonstrates a comprehensive approach to differentiated instruction. She recognizes and addresses the individual differences among her students, providing multiple pathways for them to engage with the content, process information, and demonstrate their learning. This ensures that all students, regardless of their starting point, can succeed and feel supported in their educational journey.

Now let see the example of the implementation of differentiated instruction in case study 2 below:

Table 2. Case Study 2

CASE STUDY 2
Teacher: Mr. Lutfi Zakaria
Grade/ School: 1 (One)/ SD Al Azhar Bandung
Topic: Alphabets in English
=====
Process Differentiation:
Mr. Lutfi acknowledges the diverse learning abilities and needs of his grade 1 students at SD Al Azhar Bandung. To cater to these differences in the process of learning about alphabets in English, he implements flexible grouping strategies. During class activities, Mr. Lutfi organizes students into small groups based on their readiness levels. For instance, he groups students who are already familiar with the English alphabet together for more challenging tasks, such as spelling and forming simple words. Meanwhile, students who are still learning letter recognition and phonics receive additional support through one-on-one instruction or small group activities focused on letter-sound correspondence.

Content Differentiation:

Understanding that his students have varying levels of exposure to English and different learning preferences, Mr. Lutfi differentiates the content by offering a variety of materials and resources related to the English alphabet. For example, he provides levelled alphabet books, ranging from simple picture books with one letter per page for beginners to interactive storybooks with more complex vocabulary for advanced readers. Additionally, he incorporates multisensory activities such as alphabet puzzles, letter tracing worksheets, and phonics games to engage students in hands-on learning experiences that appeal to different learning styles.

Product Differentiation:

To allow students to demonstrate their understanding of the English alphabet in different ways, Mr. Lutfi offers multiple options for the final product. For instance, he gives students the choice to create an alphabet book, write a letter to a classmate using newly learned letters, or participate in a letter scavenger hunt around the classroom. Advanced students might be encouraged to create their own alphabet charts or practice spelling simple words, while those who need additional support can focus on mastering letter recognition through interactive activities and games.

Learning Environment Differentiation:

Mr. Lutfi creates a supportive and inclusive learning environment where all students feel valued and motivated to participate. He sets up learning centers around the classroom, each focusing on a different aspect of the English alphabet, such as letter formation, letter sounds, and word building. Students are encouraged to rotate between centers at their own pace, allowing them to explore and practice various skills independently or with peers. Additionally, Mr. Lutfi incorporates visual aids such as alphabet posters and flashcards, as well as audio resources like songs and chants, to reinforce learning and accommodate different learning preferences.

Case study 2 above illustrates the implementation of differentiated instruction by Mr. Lutfi Zakaria in his first-grade class at SD Al Azhar Bandung. Through thoughtful planning and a deep understanding of his students' diverse needs, Mr. Lutfi effectively differentiates the learning process, content, products, and environment to teach the English alphabet. Here's the rationale for each aspect:

Mr. Lutfi recognizes the varying learning abilities and needs of his students and addresses these differences through flexible grouping strategies. By organizing students into small groups based on their readiness levels, he ensures that each child receives instruction tailored to their current proficiency. For students familiar with the English alphabet, he provides more challenging tasks such as spelling and forming simple words. For those still learning letter recognition and phonics, he offers additional support through one-on-one instruction or small group activities focused on letter-sound correspondence. This targeted approach helps students progress at their own pace, ensuring that each child receives the appropriate level of challenge and support.

Mr. Lutfi understands that his students have different levels of exposure to English and varying learning preferences. He differentiates content by providing a variety of materials and resources related to the English alphabet. For beginners, he uses simple picture books with one letter per page, while advanced readers engage with interactive storybooks that include more complex vocabulary. He also incorporates multisensory activities such as alphabet puzzles, letter tracing worksheets, and phonics games. These hands-on learning experiences appeal to different learning styles and help students engage with the content in ways that best suit their needs. By offering diverse materials, Mr. Lutfi ensures that all students can access and interact with the content effectively.

Mr. Lutfi provides multiple options for students to demonstrate their understanding of the English alphabet, allowing them to choose how they express their learning. Students can create an alphabet book, write a letter to a classmate, or participate in a letter scavenger hunt around the classroom. Advanced students might create their own alphabet charts or practice spelling simple words, while those needing more support focus on letter recognition through interactive activities and games. By offering varied options for final products, Mr. Lutfi allows students to

showcase their learning in ways that align with their strengths and interests, promoting engagement and a sense of accomplishment.

Mr. Lutfi fosters a supportive and inclusive learning environment by setting up learning centers around the classroom, each dedicated to different aspects of the English alphabet. These centers focus on letter formation, letter sounds, and word building, enabling students to rotate and explore various skills at their own pace. This setup encourages independent learning and peer collaboration. Additionally, Mr. Lutfi uses visual aids such as alphabet posters and flashcards, as well as audio resources like songs and chants, to reinforce learning and cater to different learning preferences. By creating a flexible and resource-rich environment, Mr. Lutfi ensures that all students feel valued and motivated to participate.

Overall, Mr. Lutfi's approach exemplifies differentiated instruction by addressing the individual differences among his students. Through process differentiation, he ensures appropriate support and challenge for all learners. Content differentiation provides varied materials that match students' learning levels and preferences. Product differentiation offers multiple ways for students to demonstrate their learning, accommodating diverse strengths. Learning environment differentiation creates an inclusive and engaging classroom atmosphere. Together, these strategies enable Mr. Lutfi to effectively meet the diverse needs of his first-grade students, fostering a positive and productive learning experience.

In conclusion, the case studies of Ms. Wiwi Widuri and Mr. Lutfi Zakaria illustrate effective implementation of differentiated instruction in Indonesian TEYL classrooms. Ms. Widuri's approach to teaching "Kinds of Professions" through varied content, interactive processes, diverse products, and adaptable learning environments highlights her ability to cater to the individual needs of her fourth-grade students. Similarly, Mr. Zakaria's method of teaching the English alphabet to first graders by differentiating

content, incorporating engaging processes, offering multiple product options, and creating a supportive learning environment demonstrates his commitment to accommodating diverse learning styles and proficiencies. Both teachers exemplify how thoughtful differentiation can enhance student engagement and learning outcomes in TEYL settings.

Tools and Resources for Differentiating Instruction in TEYL

Tools and resources play a crucial role in implementing differentiated instruction in TEYL classrooms. These materials support teachers in meeting the diverse needs of students by providing various ways to access content, engage with material, and demonstrate understanding. One valuable resource is technology, including educational apps, interactive whiteboards, and multimedia resources, which can be used to create personalized learning experiences and provide immediate feedback to students (Smith et al., 2020). Additionally, levelled readers and differentiated instructional materials, such as tiered assignments and choice boards, offer students options to engage with content at their own pace and proficiency level (Tomlinson, 2019). Visual aids like posters, flashcards, and graphic organizers help reinforce concepts and accommodate different learning styles, while manipulatives and hands-on activities provide tangible experiences for kinesthetic learners (Brown & Clements, 2021). Furthermore, collaboration with colleagues and professional development opportunities offer teachers ongoing support and guidance in implementing effective differentiation strategies (Tomlinson & Imbeau, 2021). By leveraging these tools and resources, teachers can create inclusive and engaging learning environments that cater to the individual needs of young English learners. The explanation is summarized in table 5 below:

Table 5. Technology for Implementing Differentiated Instructions

Technology	Levelled Readers and Differentiated Instructional Materials
Educational apps, interactive whiteboards, multimedia resources	Tiered assignments, choice boards
Personalized learning experiences, immediate feedback	Options to engage with content at own pace and proficiency level

Table 6. Visual Aids for Implementing Differentiated Instructions

Visual Aids	Manipulatives and Hands-on Activities
Posters, flashcards, graphic organizers	Tangible experiences for kinesthetic learners
Reinforce concepts, accommodate different learning styles	Engage students in hands-on learning experiences

Table 7. Collaboration and Professional Development for Implementing Differentiated Instructions

Collaboration and Professional Development	
Colleagues, professional development opportunities	Ongoing support and guidance in implementing effective strategies

In conclusion, differentiated instruction in TEYL classrooms are essential for meeting the diverse needs of students. The use of various tools and resources, including technology, levelled readers, visual aids, and manipulatives, offers students multiple ways to access content and engage with material according to their individual preferences and abilities. Moreover, collaboration with colleagues and ongoing professional development opportunities provide teachers with the necessary support and guidance to implement effective differentiation strategies. By leveraging these

tools and resources, teachers can create inclusive and engaging learning environments that cater to the individual needs of young English learners, fostering their language development and academic success.

Differentiated instruction in Teaching English to Young Learners (TEYL) classrooms is crucial for addressing the diverse needs of students. To achieve this, teachers can employ various tools and resources, including technology, levelled readers, visual aids, and manipulatives, to offer students multiple ways to access content and engage with the material according to their individual preferences and abilities. For instance, incorporating technology such as interactive apps and educational games can make learning more engaging, while levelled readers ensure that all students, regardless of their proficiency levels, can access the content. Visual aids like flashcards, charts, and posters can reinforce vocabulary and concepts, and manipulatives such as alphabet blocks, puzzles, and role-play props can support hands-on learning. By using a variety of instructional materials, teachers can cater to the different learning styles and levels within their classrooms.

Implementing flexible grouping strategies is another effective method of differentiated instruction. Teachers can group students based on their readiness, interests, and learning profiles for specific activities, and rotate these groups regularly to ensure all students benefit from diverse interactions and peer support. This approach allows teachers to provide targeted instruction that meets the varying needs of their students, helping each child progress at their own pace. Additionally, offering multiple product options for students to demonstrate their understanding can further support differentiated instruction. Allowing students to choose how they express their learning—such as through drawings,

written reports, presentations, or performances—encourages creative expression and accommodates different strengths and preferences.

Creating an inclusive classroom environment is also essential for effective differentiated instruction. Teachers can set up learning stations with different activities and materials, allowing students to explore at their own pace and engage in self-directed learning. Flexible seating options, such as bean bags, floor cushions, and standing desks, can accommodate different comfort and focus needs, making the learning environment more conducive to collaboration and engagement. Fostering a positive classroom culture by celebrating diversity and encouraging collaboration and mutual respect can further enhance the effectiveness of differentiated instruction, ensuring that all students feel valued and motivated to participate.

Engaging in ongoing professional development is vital for teachers to effectively implement differentiated instruction. Attending workshops, webinars, and conferences focused on differentiated instruction and TEYL methodologies can provide valuable insights and strategies. Joining professional learning communities (PLCs) allows teachers to share experiences, resources, and best practices with colleagues, while seeking mentorship from experienced teachers can offer additional support and guidance. Continuous professional development helps teachers stay informed about new techniques and resources, enabling them to refine their instructional practices and better meet the needs of their students.

Teachers, administrators, and educators are called to embrace differentiated instruction as a fundamental approach to teaching young English learners. By adapting teaching strategies to meet the diverse needs of students, educators can

create more inclusive and effective learning environments. Collaboration with colleagues, seeking professional development opportunities, and continuously reflecting on and refining instructional practices are essential steps in this process. Ultimately, differentiated instruction not only enhances language acquisition but also fosters a positive, supportive classroom atmosphere that nurtures every student's academic and personal growth.

While this chapter provides a comprehensive overview of differentiated instruction in TEYL classrooms, it acknowledges certain limitations. Practical challenges such as limited resources, large class sizes, and varying levels of administrative support can impact the implementation of differentiation strategies. Additionally, the chapter primarily focuses on general principles and examples, which might not address specific cultural or contextual nuances. Future research should explore effective differentiation strategies in diverse contexts, examining how these methods can be tailored to various cultural, socioeconomic, and linguistic backgrounds. Investigating case studies from different regions can help identify context-specific best practices and inform more targeted approaches.

Researching the impact of technology on differentiation is another important area for future exploration. Studying the effectiveness of various technological tools in supporting differentiated instruction for young English learners and exploring how technology can address resource limitations and provide personalized learning experiences will be valuable. Additionally, researching the most effective professional development programs for equipping teachers with the skills and knowledge needed for differentiation, and assessing the long-term impact of sustained mentorship and collaborative learning communities on teachers' instructional

practices, can provide important insights. Conducting longitudinal studies to measure the impact of differentiated instruction on students' language acquisition, academic performance, and overall engagement, as well as investigating how differentiated instruction affects students' self-efficacy and attitudes toward learning, will further enhance our understanding of this approach.

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7. Gamification in the Young English Classroom

Evi Karlina Ambarwati

The advancement of technology and innovative pedagogical approaches has significantly transformed the landscape of education. One such transformative approach is gamification, which involves integrating game design elements into non-game contexts to enhance user engagement and motivation. In the realm of education, particularly language learning, gamification has emerged as a powerful tool to engage young learners and improve their proficiency in English. Gamification refers to the integration of game design elements in non-game contexts to enhance user engagement and motivation. In educational settings, particularly in young English classrooms, gamification has emerged as a powerful tool to improve learning outcomes by making the process more engaging and interactive. Gamification in young English language classrooms has shown promising results in enhancing student engagement and performance outcomes.

Studies have highlighted that incorporating gamification techniques in English lessons leads to increased student participation and motivation. Teachers also have reported that gamification facilitates language learning, boosts active class involvement, and makes lessons more enjoyable, ultimately improving language skills development. Additionally, research has indicated that digital gamification in young English classroom environments results in positive learning experiences, increased engagement, motivation, and satisfaction among students, bridging the gap between learning and educational practice. These findings underscore the effectiveness of gamification in creating a learner-centered environment that minimizes stress and maximizes

academic performance, making it a valuable tool in young English language classrooms. The following paragraphs also elaborate the implication of gamification for teaching English to young learners, professional development as well as reasearch.

Theoretical foundation of gamification

Gamification in young English classrooms is the integration of game elements into educational activities to enhance learning and engagement. This approach leverages the developmental stages of children which require playing, hence making the learning process more enjoyable and effective. There are 5 key elements of gamification which support the success in language learning. As shown in Figure 1 gamification elements include points and rewards, badges and certificates, levels and progression, challenges and quests, as well as leaderboards.



Figure 1. Key Elements of Gamification

Each element plays equally significant role in gamification of learning. For example, points and rewards are earned for completing tasks, participating in class or achieving certain milestone. These points can be then accumulated to earn rewards such as stickers, extra playtime, or small prizes. Meanwhile, badges

and certificates can be given for recognizing students' specific achievements and/or mastering particular skills. Another important element of gamification is the levels and progression which provide a sense of students' learning progression in many areas of language competences. The main characteristic of gamification is that lessons are presented in the form of challenges or quests. For instance, a grammar lesson could be a mission to help a story character solve a problem, making the learning objectives more engaging and contextually meaningful. Last, displaying a leaderboard can motivate students through friendly competition. It encourages them to improve their performance to see their names at the top.

Gamification is underpinned by several key theories that explain its effectiveness in educational contexts. Central to these is the Self-Determination Theory (SDT) which focuses on individuals' innate psychological needs and their role in self-motivation and personality integration. The theory emphasizes three intrinsic needs: autonomy, competence, and relatedness. When these needs are satisfied, individuals experience enhanced self-motivation and well-being. According to SDT, individuals are more motivated when they feel in control of their actions (autonomy), capable of achieving their goals (competence), and connected to others (relatedness). Gamification caters to these needs by allowing learners to make choices, set and achieve goals, and interact socially through collaborative games and activities.

First, autonomy refers to the feeling of being in control of one's own actions and decisions. In an educational context, autonomy involves providing students with choices and encouraging a sense of volition in their learning processes. For example, in a gamified classroom, students might choose which quests to undertake, which problems to solve first, or which roles to play in a collaborative game. This sense of choice and control can significantly enhance students' intrinsic motivation. Moreover, gamified platforms often provide learners with opportunities to

explore different approaches and strategies to achieve their goals. This flexibility allows students to feel that they are the authors of their learning journeys, which increases their engagement and commitment to the learning process (Chen & Shuang, 2022).

Competence refers to the need to feel effective and capable of achieving desired outcomes. In learning environments, this involves mastering skills and understanding concepts. Gamification fosters a sense of competence by providing immediate feedback, incremental challenges, and clear goals. Game elements such as points, badges, and levels offer tangible indicators of progress, helping learners see their improvement over time. For instance, completing a level or earning a badge in a gamified learning platform provides a sense of accomplishment and validates the learner's efforts. This recognition of competence can boost learners' confidence and encourage them to take on more challenging tasks, thereby promoting a growth mindset (Chen & Shuang, 2022). Additionally, the use of scaffolding in games—where challenges progressively increase in difficulty—ensures that learners are always working within their zone of proximal development, where tasks are neither too easy nor too difficult, thus maintaining optimal motivation.

Last, relatedness is the need to feel connected to others, to care for and be cared for by others, and to feel a sense of belonging. Gamification can enhance relatedness by incorporating social elements such as collaboration, competition, and social recognition. Multiplayer games, team challenges, and social leaderboards foster a sense of community and encourage positive interactions among learners. For example, when students work together to solve problems or complete quests, they build relationships and develop a sense of belonging within the learning community. This social connectedness not only enhances motivation but also supports cooperative learning and peer support (Jones et al., 2022). Additionally, the public display of achievements on leaderboards or

through social media sharing can provide social recognition, further satisfying the need for relatedness.

Behaviorist theories also contribute to understanding gamification. This theory posits that behavior can be shaped and maintained by its consequences. In educational contexts, this often translates to using rewards to reinforce desired behaviors and punishments to discourage undesired ones. These elements serve as extrinsic motivators, reinforcing desired behaviors and encouraging continued participation (Kaya & Sagnak., 2022; Lee & Minkyung, 2023). Gamification of learning, which incorporates game design elements such as points, badges, and leaderboards into educational activities, aligns closely with behaviorist principles.

Benefits of Gamification for Young English Learners

Gamification presents a powerful tool for teaching English to young learners, making the educational process more engaging, interactive, and effective. Studies have reported benefits of the learner-centered learning: fostering engagement and motivation, improved language skills, personalized learning, and immediate feedback.

First, gamification leverages the intrinsic motivation and excitement that games naturally produce. Young learners often find traditional classroom settings monotonous and less engaging. Gamification introduces interactive elements such as quizzes, challenges, and rewards, which can captivate students' attention. Studies have shown that gamified learning environments positively affects students' willingness to participate actively in lessons (Helvich et al., 2023). For example, in the context of EFL learning, Vietnamese young learners show positive attitudes towards gamified learning. Likewise, interactive games that require learners to use English in real-time scenarios enhance both engagement and retention of language concepts (Phuong, 2020; Tran & Duong, 2022). Due to its challenging and motivation nature of the game elements, gamification was also found to effectively enhances sixth

grade pupils' motivation for English language learning (Hassan et al., 2023). Indeed, Lee & Minkyung (2023) reported that incorporating elements such as points, badges, and leaderboards can significantly increase students' enthusiasm for learning tasks. This heightened engagement is crucial for young learners who may otherwise find traditional language learning methods monotonous.

Likewise, gamification can be particularly effective in developing language skills in a controlled environment. For instance, vocabulary games help in the retention of new words through repetitive and context-based usage. Games that simulate real-life situations enable learners to practice speaking, listening, reading, and writing in English. This practical application helps solidify their understanding and use of the language. A study by Buenaño et al. (2022) have shown that students who engage in gamified learning environments demonstrate better vocabulary acquisition and usage compared to those in non-gamified settings. A-quasi experiment study showed that gamification strategies significantly lead to lexical advancement for Turkish and UAE young learners (Almostafa, 2023; Kazazoğlu, 2023). Studies also reported that gamification affect young learners' English skill. For example, in Ecuador context, gamification strategies reportedly improve elementary students' speaking fluency (Marin-Pacurucu & Argudo-Garzón, 2022). Likewise, role-playing games where students must converse in English to complete tasks have been found to improve conversational skills significantly (Ningrum et al., 2020). Another important finding is that gamification elements in speaking activities encourage young learners to speak up in English and boost their self-confidence (Latkovska & Cine, 2022).

Last, gamification facilitates development of soft skills, such as collaboration and teamwork as well as critical thinking and problem-solving. For young English learners, gamification offers a particularly promising approach to facilitate the development of crucial soft skills alongside language acquisition (Dehghanzadeh et al., 2021). Many gamified activities involve group tasks and

multiplayer games that require students to work together to achieve common goals. This fosters teamwork and enhances students' ability to collaborate effectively. These activities teach young learners how to cooperate with peers, share ideas, and solve problems collectively, all while using English. Zainuddin et al. (2020) found that gamified learning platforms can reduce anxiety and increase self-efficacy among language learners, creating a more supportive atmosphere for risk-taking and experimentation – both essential components of effective collaboration and problem-solving. Likewise, another study reported that integrating mobile vocabulary learning applications are more effective because they present words in a multimodal way, include meaningful practice, engage in social interaction, and reward learners with in-kind incentives (Gao & Lin, 2023). However, it is important to note that the effectiveness of gamification in developing soft skills depends largely on thoughtful design and implementation. As Waluyo et al. (2023) point out, not all gamified approaches are equally effective, and care must be taken to align game elements with specific learning objectives and the needs of young English learners.

Challenges in Implementing Gamification for Young English Learners

While gamification offers many benefits for teaching English to young learners, its implementation is not without challenges. These challenges span from technological, pedagogical, as well as psychological aspects and require careful consideration and strategic planning to overcome.

The first challenge is the access to technology. One significant barrier is the availability of technological resources. Not all schools, especially in underfunded or rural areas, have access to the necessary devices and stable internet connections required for digital gamification tools. This digital divide can exacerbate educational inequalities, leaving some students at a disadvantage (Waluyo et al., 2023). Nevertheless, even when technology is

available, technical issues such as software glitches, hardware malfunctions, and connectivity problems can disrupt the learning process. A study by (Thanh Thuy & Quoc Hung, 2021) reported that teachers may spend more time troubleshooting technical problems than engaging with students, reducing the effectiveness of gamified learning.

Another challenge is the complexity of designing gamified systems that effectively balance educational content with engaging gameplay. Waluyo et al. (2023) note that creating a gamified learning environment that is both educational and entertaining requires a delicate equilibrium. For young English learners, this balance is particularly crucial, as the system must support language acquisition while maintaining student interest. Achieving this balance often requires substantial resources, including time, expertise, and funding, which may not be readily available to all educational institutions (Alomari et al., 2019). Zhang & Hasim, (2023) argue that poorly designed gamification can actually hinder learning if game elements distract from or overshadow the educational content. This risk is particularly pronounced when teaching a complex skill like language, where nuanced understanding and practice are essential.

Moreover, there are concerns about the long-term effectiveness and sustainability of gamified approaches. Sailer & Homner's (2020) meta analysis on the effect gamification on motivational, cognitive, behavioral learning outcomes conclude that gamification often leads to short-term engagement. Classroom social dynamics might also be affected, potentially leading to issues such as increased competition and decreased collaboration. If not managed carefully, leaderboards and competitive elements can create a sense of rivalry rather than fostering a supportive learning environment. This can be particularly problematic for young learners, who are still developing their social and emotional skills (Zhang & Hasim, 2023). For young English learners, who require

consistent, long-term exposure to the language, this uncertainty presents a significant challenge.

Implementation Strategies

Implementing gamification in young English classrooms involves strategic planning to maximize engagement and learning outcomes. As technology continues to evolve, the potential for gamification in education will likely expand, offering even more innovative ways to support language acquisition.

One crucial strategy is to align gamification elements with specific learning objectives. Govender & Arnedo-Moreno (2021) emphasize the importance of designing game mechanics that directly support language acquisition goals. For instance, vocabulary-building activities can be gamified through word-matching challenges or visual storytelling games. This alignment ensures that the gamified elements enhance rather than distract from the core learning objectives.

Another effective approach is the use of narrative-driven gamification. Dixon (2022) suggests that embedding language learning within a compelling storyline can significantly increase engagement and motivation among young learners. This strategy involves creating a cohesive narrative framework for lessons, where students progress through a story while completing language tasks. Such an approach provides context for language use and can make abstract grammar concepts more concrete and memorable.

Teachers can incorporate gamified activities into their lessons. For example, using role-playing games, scavenger hunts, or English language board games can make the learning experience dynamic and engaging.. Teachers can integrate game mechanics like leaderboards, badges, and quests into their lesson plans. For instance, creating classroom challenges where students earn points for completing tasks or solving puzzles in English can make learning interactive and competitive (Lee & Minkyung, 2023).

However, Sailer & Homner (2020) caution that these elements should be carefully balanced to avoid overshadowing intrinsic motivation. Implementing a points system, achievement badges, or level progression can provide visible markers of accomplishment, but these should be tied to meaningful learning milestones rather than trivial actions.

Leveraging mobile technologies and apps can significantly enhance the accessibility and effectiveness of gamified language learning. Stockwell (2022) highlights the potential of mobile-assisted language learning (MALL) in providing ubiquitous access to gamified learning experiences. Implementing mobile apps that offer bite-sized, gamified language activities can encourage regular practice and extend learning beyond the classroom. Numerous digital platforms and apps have successfully integrated gamification for teaching English. Applications like Duolingo and Kahoot use game mechanics to teach vocabulary, grammar, and pronunciation. These tools provide a fun and interactive way for young learners to practice English outside the traditional classroom setting. Utilizing educational apps like Duolingo, Kahoot!, and Classcraft can provide a gamified learning experience. These platforms incorporate elements such as points, levels, and rewards to motivate students (Lee & Minkyung, 2023). Technology also allows for personalization and adaptive learning that adjust difficulty levels and learning paths based on student performance. Such personalization helps maintain an optimal level of challenge, keeping learners engaged and motivated (Dumas Reyssier et al., 2023).

Last, group projects and collaborative games where students must work together to solve problems or complete tasks in English can promote both language skills and teamwork. This approach mirrors real-world scenarios, making the language learning process more relevant and practical. These also encourage teamwork which not only aids language acquisition but also builds social and collaborative skills (Dindar et al., 2021). Nevertheless, creating a

low-stakes, failure-friendly environment is also crucial as Dixon (2022) argues that gamified learning should encourage experimentation and risk-taking. Implementing "safe failure" mechanics, where mistakes are treated as learning opportunities rather than punishments, can reduce anxiety and promote a growth mindset among young English learners.

Gamification in TEYL and Implication for Teacher Professional Development

The integration of gamification in English language teaching for young learners has significant implications for teacher professional development. As this innovative approach gains traction, educators must adapt their skills and knowledge to effectively implement gamified strategies in their classrooms. Their experiences, both positive and negative, offer valuable insights into the practical aspects of integrating game elements into the curriculum. These experiences reveal the potential benefits, challenges, and strategies for effective gamification in teaching English to young learners. By addressing these challenges through professional development, feedback incorporation, and collaborative planning, teachers can effectively harness the power of gamification to enhance language learning.

One of the primary implications is the need for teachers to develop a deep understanding of game design principles and their application in educational contexts. Govender and Arnedo-Moreno (2021) argue that effective gamification requires more than simply adding game elements to existing curricula. Teachers must learn to think like game designers, understanding how to create engaging, goal-oriented experiences that align with language learning objectives. This necessitates professional development programs that go beyond traditional pedagogical training to include elements of game design and user experience.

Another crucial implication is the need for teachers to enhance their technological literacy. As gamification often relies on

digital tools and platforms, educators must become proficient in using and troubleshooting various technologies. Jueru et al. (2019) emphasize that teachers need not become programming experts, but they should be comfortable navigating and customizing gamified learning platforms. This suggests a shift in professional development focus towards more technology-oriented training sessions and workshops.

Furthermore, gamification challenges traditional notions of classroom management. Teachers must learn to facilitate more dynamic, interactive learning environments where students have greater autonomy. Thanh Thuy and Quoc Hung (2021) suggest that this requires a shift in the teacher's role from a direct instructor to more of a guide or facilitator. Professional development programs should thus focus on helping teachers develop skills in managing student-centered, game-like learning environments. The collaborative nature of many gamified learning experiences also has implications for teacher development. Zainuddin et al. (2020) note that effective gamification often involves peer interaction and teamwork. This suggests that teachers need to enhance their skills in fostering collaborative learning environments and managing group dynamics within gamified contexts.

The rapid evolution of gamification technologies and practices also implies a need for ongoing, continuous professional development. Therefore, it is important to keep teachers updated with the latest research and best practices in gamified language learning. This suggests a shift towards more flexible, continuous professional development models rather than one-off training sessions. Thanh Thuy & Quoc Hung (2021) proposed creating a community of practice where teachers can exchange ideas, resources, and experiences can lead to more effective and innovative use of gamified learning strategies.

Gamification presents a powerful tool for teaching English to young learners, making the educational process more engaging, interactive, and effective. By integrating game elements into language learning, educators can foster a more motivating and enjoyable environment that encourages active participation and continuous improvement in language skills. As technology continues to evolve, the potential for gamification in education will likely expand, offering even more innovative ways to support language acquisition. By integrating gamification into English learning, educators not only make the language acquisition process more engaging but also equip students with vital soft skills that are essential for their overall development.

Implementing gamification for young English learners presents several challenges that educators must navigate. Addressing technological barriers, ensuring alignment with curricular goals, training teachers, balancing engagement with educational value, and being mindful of students' diverse needs and social dynamics are critical for the successful integration of gamified learning. By understanding and addressing these challenges, educators can better harness the potential of gamification to enhance language learning outcomes.

Young learners' experiences with gamification in learning English are overwhelmingly positive, characterized by increased engagement, motivation, and practical language application. The interactive and enjoyable nature of gamified learning environments fosters not only language skills but also critical soft skills such as teamwork and problem-solving. While there are challenges in implementation, the benefits of gamification make it a promising approach to language education for young learners.

The integration of gamification in teaching English to young learners necessitates a multifaceted approach that encompasses game design principles, technological literacy, new assessment methods, facilitation skills, understanding of motivation, and continuous learning. As the field evolves, professional development programs must adapt to equip teachers with the diverse skill set required to effectively implement gamified learning experiences.

Last, future research on gamification in young English learners' classrooms should focus on longitudinal studies to assess long-term effects, comparative studies to evaluate different gamified strategies, and qualitative research to explore students' experiences and perceptions, ensuring a comprehensive understanding of its impact on language acquisition and classroom dynamics.

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8. Strategies for Teaching Children How to Learn

Pipit Prihartanti Suharto

Language learning opens the door to new experiences. For young learners, it means not only gaining language skills but also developing important learning habits and strategies that will help them throughout their lives. Teaching children how to learn is crucial because it can improve language learning outcomes. In our fast-changing world, the ability to adapt, innovate, and learn independently is highly valued, so it is important to develop these skills from a young age. By giving young learners the tools and strategies to manage their learning effectively, teachers help them take an active role in their own learning, creating a strong foundation for future academic success and personal growth.

Understanding how to learn is a key goal in education (Dickinson, 1987; Ellis & Ibrahim, 2015), especially in the 21st century. It is closely connected to learner independence, which is crucial for children's educational growth. This is important not just for learning English but for all subjects and throughout the curriculum. In today's language learning, students must be more autonomous to do well. Learner autonomy involves students taking an active role in planning, monitoring, and assessing their own learning (Little, 2004). This concept refers to a broad range of learning activities designed to develop metacognitive awareness and learning strategies (Ellis & Brewster, 2002; Ellis & Ibrahim, 2015; Pinter, 2017), which improve children's learning and help them become effective learners.

Learning to learn encourages children to consider both the goals they need to achieve and the processes they need to follow. It involves integrating metacognitive and cognitive strategies into the

learning process to help learners think about their own learning, focusing on *how* they learn in addition to *what* they learn. Providing students with metacognitive awareness and learning strategies helps them better understand their own learning processes (Ellis & Ibrahim, 2015). Pinter (2017) states that the main goal of learning to learn is to educate learners about the different factors that affect their language learning and to encourage them to start thinking independently.

Metacognition is the ability to think about one's own thinking including thinking about how we learn and how we improve our learning. It is considered one of the essential skills for 21st-century learners (Lamb, Maire, & Doecke, 2017; Drigas & Mitsea, 2020). Metacognition Over the past four decades, metacognition has been a significant focus in cognitive psychology and education. John Flavell (1976) was the first to use the term metacognition. He defined it as "one's knowledge concerning one's own cognitive processes and products or anything related to them" (Flavell, 1976:232) or "thinking about thinking" (Livingston, 2003; Lai, 2011; Craig, Hale, Grainger, & Stewart, 2020:156), or "awareness of one's own thought processes" (Craig, Hale, Grainger, & Stewart, 2020:156). Schraw (2009) explained that metacognition is needed to understand how a task will be performed, while cognition is needed to do the task. Metacognition includes the knowledge and self-awareness a learner has of their own learning process, leading to effective learning (Ellis & Ibrahim, 2015).

Metacognitive awareness, therefore, refers to understanding and recognizing one's own cognitive processes. It involves knowing what you know, what you don't know, and how you approach learning tasks. Metacognitive awareness enables individuals to reflect on their thinking processes, monitor their understanding, and recognize when to use specific strategies to improve their learning. This awareness includes self-awareness, language awareness, cognitive awareness, social awareness, and intercultural awareness.

This chapter will explore strategies and insights for teaching children how to learn in the context of second and foreign language learning. It will highlight the importance of this approach in promoting successful language acquisition and lifelong learning.

Language Learning Strategies

Learning strategies are particular techniques or methods that learners use to better understand and remember information. Wenden (1991) defines learning strategies as the mental steps used by learners to learn a new language. According to Oxford (2001), language learning strategies are one of the various factors that can influence how and how well students learn a second or foreign language.

Previously, in 1990, Oxford classified learning strategies into six strategy groups, which include cognitive strategies (for understanding and producing language), memory strategies (for remembering and retrieving new information), compensation strategies (for using language despite the knowledge gap), metacognitive strategies (for planning and coordinating the learning process), affective strategies (for regulating emotions while learning, and social strategies (for learning with others).

Meanwhile, Ellis & Ibrahim (2015) classified the learning strategies into a three-part typology: metacognitive (e.g. activating prior knowledge, monitoring progress, self-assessing), cognitive (e.g. classifying, matching, sequencing, etc), and socio-affective (e.g. collaborating, discussing with each other, negotiating success criteria, etc.). They believed that the first two were the major groups of learning strategies. They characterized the former as strategies that are “more generalized, and are used to regulate learning” (p.11) while the latter as those that are “more task-specific, and involve manipulating the subject to be learned—in this case, doing this with language” (p.11). The third learning strategy group refers to those utilized in interaction and when learners expose themselves to language input. However, they also proposed

a further strategy, i.e. communication strategies used to overcome any problem in communication and classroom interaction.

In addition, Pinter (2017) set out three types of learning strategies: social and affective, metacognitive, and direct or cognitive. She argued that the first strategy group is used to enhance awareness of how learners' emotional states, feelings, and those of others might impact learning. In contrast, the second one introduces and develops the ongoing process of reflection through planning, monitoring, and evaluating language learning. The third strategy group aims to develop children's ability to deal with linguistic information effectively, such as organizing, categorizing, or memorizing it.

Vainikainen, Wüstenberg, Kupiainen, Hotulainen, & Hautamäki (2015) indicated that learning strategies are inseparable from other conscious processes of metacognition, which include reflection, self-awareness, and self-evaluation. Lake (1997) asserts that without acquiring cognitive and metacognitive strategies, a learner cannot be autonomous. If learners, from a young age, know what learning strategies are the best for them, and they know why they use them and when to use them, then they could be efficient, autonomous learners. Similarly, Lengkanawati (2014), as cited in Lengkanawati (2017), also asserted that if students are taught how to learn by the use of learning strategies, it is inevitable that they would become autonomous, which results in better learning outcomes.

Choosing a learning strategy that is appropriate for learners requires them to be aware of their own learning. Oxford (2001: 362) links the teachers' role to the learning strategies they have to expose to the learners:

Learning strategies have to fulfill conditions to make learning easier, faster, more enjoyable, to make the students more autonomous, independent, lifelong learners. Teachers

play role to help learners become aware of these strategies so that they can learn easily.

Learning strategies are the tools that learners use to apply their learning skills effectively. Effective learners use a variety of strategies based on the task, content, and their own learning preferences. Teaching children how to learn involves instructing them in processes and techniques that improve their ability to acquire new knowledge and skills, especially in language learning. This approach extends beyond traditional teaching methods that focus solely on content delivery.

Metacognitive Strategies

Metacognitive strategies are techniques or methods that individuals use to regulate and optimize their own learning. Metacognitive strategies refer to thinking and reflecting about learning: planning, monitoring, and evaluating language learning (Ellis & Ibrahim, 2015; Pinter, 2017). Examples of metacognitive strategies include setting goals, monitoring comprehension, self-questioning, seeking clarification, and reflecting on learning experiences.

Nejad, Izadpanah & Namaziandost (2022) believed a significant correlation exists between metacognitive awareness strategies and task performance. Once learners have developed some level of metacognitive awareness, they can begin to employ metacognitive strategies to regulate their learning. Language learners who can use certain types of learning strategies effectively and consistently are considered good, successful learners.

Gourgey (2001:18) stated that “metacognition is vital to cognitive effectiveness” as cognitive strategies enable students to build knowledge, while metacognitive strategies enable them to evaluate and apply that knowledge to new contexts. She additionally asserted that language classroom activities could involve encouraging children to think about “what they did well

and why,” as well as “what they enjoyed and why.” She argued that in later stages, children could be encouraged to think about “the reasons for doing various activities and tasks and about lessons that can be learned from each learning experience”.

Metacognitive strategies are effective for students of all ages and appropriate for any subject across the curriculum. In English language classrooms, those strategies can be applied to any language skills that students work on. Metacognitive strategies influence how students think, what they learn about themselves, and their learning process (Aswegen, Swart & Oswald 2019). Thus, introducing metacognitive strategies early on can help children become more independent and effective learners.

Teaching metacognitive strategies to young language learners is crucial for developing independent and effective learners. By fostering self-regulation, reflective practices, and effective goal-setting and planning, teachers can equip children with the tools they need to take control of their learning processes. These metacognitive skills not only enhance language acquisition but also promote lifelong learning and cognitive development. Through consistent practice and guidance, children can become more aware of their learning strategies, make informed adjustments, and achieve greater success in their language learning endeavors.

In a nutshell, teaching metacognitive strategies is essential to helping them become reflective, self-regulated, and autonomous, eventually making them good, successful language learners. Unfortunately, such a teaching and learning process is almost unfamiliar in Indonesian EFL settings (Lengkanawati, 2017). According to Lamb (2004), as mentioned in Lengkanawati (2017), language instruction that supports students' autonomous learning pertains to the Western and tertiary education levels. For instance, a preliminary study I conducted in young Indonesian EFL classrooms revealed metacognitive strategies were mainly not displayed in the teaching and learning process. The study showed barely any reflection activity done in the classroom. It appears that Indonesian

EFL teachers were unaware of the benefit of integrating cognitive and metacognitive activities, i.e., aiding students with any cognitive limitations.

Metacognitive Strategy Instruction

Teachers play an important role in providing students with opportunities to reflect on their learning and experiment with their language learning process. Doing so, teachers become an “integral part of the language learning experience” (Ellis & Ibrahim, 2015: 11). They could teach explicit language learning strategies and make the students more aware of their feelings and beliefs regarding assuming greater responsibility for their learning (Oxford, 1990).

Using learning strategies explicitly taught in a classroom context refers to strategy instruction. It is also referred to as strategy training (Oxford, 1990; Lin, 2001), learning-to-learn training (Oxford, 1990), and learner training (Holec, 1996; Wenden, 1998). In addition, the explicit teaching of metacognitive strategies is known as meta-teaching (Fisher, 1998), metacognitive training (Lin, 2001; Ozturk, 2015), or metacognitive instruction (Veenman, Van-Hout Wolters & Afflerbach, 2006).

Strategy training or learner training in terms of developing metacognitive strategies could then be referred to as adaptation or familiarization of strategies to help students develop their metacognition, as Drigas & Mitsea (2020:169) pointed out that “*Learning without adaptation is pointless. Metacognition without adaptation is unattainable*”. This training should be “highly practical and useful for students” (Oxford 1990: 201) to help make language learning more meaningful. In addition, Oxford (2001: 17) suggested that strategy instruction should be prepared and conducted in language classrooms in various ways, one of which is strategy intervention. Oxford (2017) further believed that strategy instruction would be more meaningful when students are given information about the effectiveness of particular strategies. Thus,

metacognitive intervention (Lin, 2001) could provide students with explicit, practical examples of how metacognitive strategies are taught in the classroom.

Interventions for metacognitive strategy training would include explicit instruction through, to name just a few, the following activities (Fisher, 1998) to encourage students to probe deeper into what they think about their learning:

- a) Think aloud
- b) Strategy cards
- c) Metacognitive questioning
- d) Metacognitive discussion

Implementing metacognitive strategy training or instruction in a language classroom is in accordance with the use of cognitive strategies in any language activities. Cognitive strategies are used to make cognitive progress, while metacognitive strategies are employed to monitor it, according to Flavell (1979). This implies that the latter provides support to achieve the cognitive goal. O'Malley et.al. (1985) found that by combining metacognitive and cognitive strategy training, learners can reflect on their learning and become more aware of how they learn. The following studies show how teaching metacognitive strategies to young learners help them become aware of their language learning, thus enhancing their cognitive skills as well.

Teng (2019) proposed that young learners would benefit from such explicit teaching of metacognitive strategies. He conducted a small-scale experimental study with 25 fifth-grade students in an international primary school in Hong Kong to explore the benefits of metacognitive instruction in reading for young English language learners. The study involved 10 process-based reading lessons where the experimental group received metacognitive reading strategy instruction while the control group did not. Data for were collected from reading notes, post-reading reflection reports, teacher-facilitated group discussions, and reading tests. The results

showed that most students demonstrated metacognitive awareness and self-regulation in reading, namely, how they planned actions for reading, monitored their progress, reflected on the skills and strategies learned, and connected new information to information they already knew. The study indicated that metacognitive instruction was effective in promoting cognitive reading strategies.

Sato & Lam (2021) explored the impact of metacognitive instruction designed on young learners' willingness to communicate (WTC), communication behaviors, and metacognitive knowledge of oral communication. They conducted a quasi-experimental study with 44 elementary school students aged 8-9 in Chile, dividing them into a treatment group (23 students) and control group (21) over six weeks. Data were collected from the WTC questionnaire, classroom observations, documents, and interviews. The findings showed no observable impact on the learners' willingness to communicate, yet their metacognitive knowledge of oral communication was improved. The study suggested that that young learners might struggle with self-reports due to their age. However, the metacognitive strategy instruction helped them initiate and participate in group work, enhancing their awareness and strategy knowledge. The study recommended longer periods of metacognitive instruction to provide optimum cognitive support for second language learning.

Jaramillo's (2021) three-stage action research investigated the impact of the metacognitive strategy instruction on enhancing students' aural and oral skills. The study involved forty-two seventh graders (aged 11-15) in Columbia, participating in a six-workshop training cycle. The five-stage cycle included preparation, presentation, practice, evaluation and expansion. During the metacognitive strategy training, students received direct instruction on planning, monitoring, and evaluating aural and oral tasks, along with listening and oral strategies. The researcher modeled and explained these strategies during presentation stage. Qualitative data were collected using self-evaluation rubrics, a teacher's diary,

surveys, interviews, peer observer rubrics, and Cambridge English Young Learners Tests. The findings showed that metacognitive strategies positively impacted students' aural and oral skills, favored their vocabulary repertoire, produced a favorable change in their attitudes towards listening and speaking, and feelings of success and self-efficacy. The study suggests incorporating metacognitive strategies into the regular language classes to help students become more self-regulated learners. Students reported increased awareness of aural and oral tasks demands, improved understanding and production of messages, expanded vocabulary, leading to a more effective use of both skills.

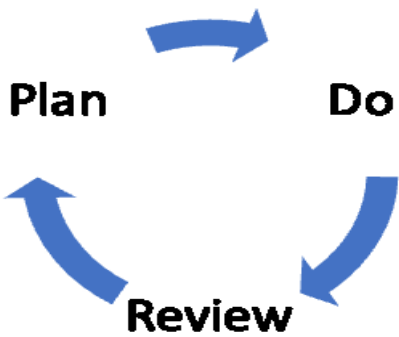
Metacognitive Cycle: Plan, Do, Review

In terms of language learning, to define who good language learners are, Nunan (1991), as cited in Oxford (2003:10), argued that the ability to reflect on and describe one's own language learning processes distinguished more effective learners from less effective learners. To provide students with opportunities to reflect on their learning, the 'Plan Do Review' reflective cycle can be used as a teaching as well as a learning framework. This cycle allows students to extend reflection not only at the end of a lesson but also when thinking ahead before doing an activity or a cognitive task and thinking while doing the activity.

Figure 1 illustrates the three-step reflection process, often referred to as the metacognitive cycle (Pinter, 2017) or reflective framework (Ellis & Ibrahim, 2015).

Pinter also believed that the 'Plan Do Review' cycle can be applied in various learning situations with different ranges of learner ages. When students are given opportunities to self-reflect, they are encouraged to make "educated choices of strategies for another task" (Oxford, 2001: 71). The ability to transfer or generalize strategies to new tasks would qualify students as good language learners.


Figure 1. ‘Plan Do Review’ learning cycle



Below is the guideline of the ‘Plan Do Review’ cycle I adapted from Ellis & Ibrahim (2015), which is useful for any teacher who wants to develop classroom activities or a lesson plan using this framework.

Table 1. Plan Do Review Guidelines

Stage	Activity	Oral/Written Expression
PLAN Beginning the lesson <ul style="list-style-type: none">● Start of lesson routine activity● Review work covered in the previous lesson● Inform pupils of the main learning aims	Aim of the lesson	<ul style="list-style-type: none">● <i>At the end of the lesson, you will be able to....</i>● <i>Today, we’ll learn about....</i>● <i>This week, we’re learning about....</i>
	Success criteria <i>Alternative:</i> <i>Can-do statement checklist</i>	(Explicit) Teacher instructions <ul style="list-style-type: none">● <i>Listen to your teacher carefully.</i>● <i>Use capital letters at the beginning of sentences.</i>
DO Core	Plan	Pre-activity (brainstorming/lead-in activity)

lesson/Language learning activities (integrated skills) 		<ul style="list-style-type: none"> • <i>Take a look at this picture....</i>
	Do	Core activity (Whole-class activity/guided practice) <ul style="list-style-type: none"> • <i>Now, you will....</i>
	Do More	Extra activity (Group/pair/individual work/more independent practice) <ul style="list-style-type: none"> • <i>Find your match/Work in a group of four.</i>
	Review	Oral review activities <ul style="list-style-type: none"> • <i>What did you do?</i> • <i>What did you learn?</i> • <i>How did you learn?</i> Written review activities (Exit Ticket/Self-assessment) <ul style="list-style-type: none"> • <i>How well did I do?</i>
REVIEW Ending the lesson <ul style="list-style-type: none"> • Set homework • Round up, review, and summarize the lesson • End of lesson routine activity. 	Learning journal	Written expressions <ul style="list-style-type: none"> • <i>What have I learned?</i> • <i>How well did I do?</i> • <i>What do I need to do next?</i>

Ellis & Ibrahim (2015: 26-27) elaborate on typical learning activities within the metacognitive cycle 'Plan Do Review' stage. In the 'Plan' stage, children are informed about the learning objectives of the activity and encouraged to reflect on their prior knowledge and how best to prepare for the activity. They work with the teacher to identify and agree upon the success criteria. Initially, the teacher provides the success criteria and explicitly models how these criteria are developed. Alternatively, teachers can share the can-do statements at the beginning of a lesson. Figure 2 illustrates a lesson aim shown to students at the beginning of a class via a PowerPoint slide.

Figure 2. Lesson aim on a PowerPoint slide



This planning activity involves children in reflection, developing metacognitive strategies, and preparing them linguistically for the next stage of the activity: Do.

The 'Do' stage provides step-by-step instructions for each activity. During this stage, children experiment and engage with language and language materials, thereby developing cognitive strategies. Teachers can also incorporate an additional 'Do' stage, called 'Do More', when time permits, allowing children opportunities to work independently.

The 'Review' stage engages children in further reflection on their learning by responding to the following five reflective questions:

What did you do?

What did you learn?

How did you learn it?

How well did you do?

What do you need to do next?

The first three questions above involve children in various familiar activities, such as matching, identifying, completing sentences, miming, and gap-filling. These activities encourage children to reflect on what they did, what they learned, and how they learned it.

Figure 3. Lesson aim, can-do statements, and review questions in a slip of paper

Today we will learn how to role play complaint and apologies.

Please tick the box.

☐ I can make a complaint.

☐ I can make apologies.

Let's check.

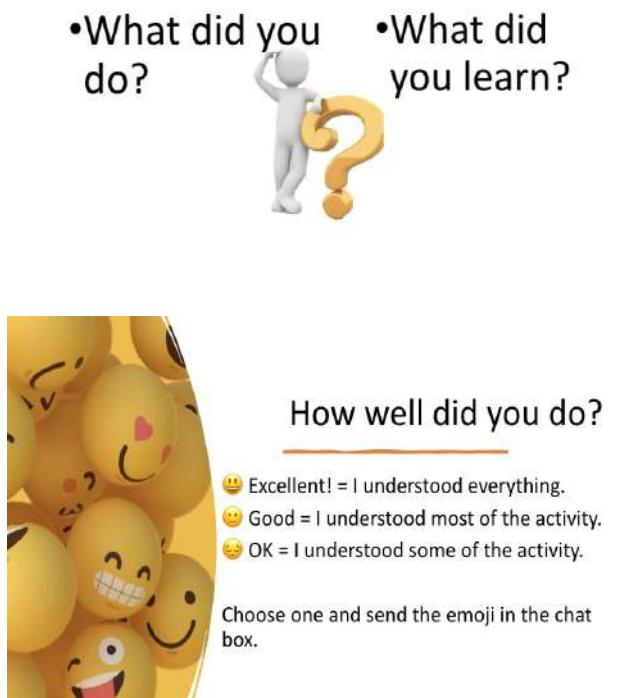
What did you do?

How did you learn?

How did you learn?

Figure 3 shows a slip of paper I created for fourth graders of an elementary school in Bandung, Indonesia. It serves as a success criteria card, informing students about the lesson aim and the can-do statements, as well as including the first three questions helpful for the ‘Review’ stage. These questions are actually intended for oral reflection activities, but I included them in the student handout for familiarization purposes. Besides using a slip of paper, teachers can also utilize slide presentations to display the review questions, as shown in Figure 4.

Figure 4. Oral and written review activities during an online class



The fourth question in the ‘Review’ stage invites the children to assess how well they did by reflecting on both the *content* and the *process* of learning. Teachers can introduce self-assessment activities to help children assess their learning, either during online or offline classes. Self-assessment frequently takes the form of ‘can do’ statements related to a specific unit of work against which children measure their progress (Read, 2015).

Figure 5. *Self-assessment in an exit ticket*

Name: _____ Subject: Habituation Date: 15 March 2023

EXIT TICKET

Color emoji that best describe how well you did today.

Smiley face = I did very well.
Neutral face = I did OK.
Sad face = I must practice more.

1. I can write down what I know about the zoo. [Smiley face] [Neutral face] [Sad face]

2. I can write a text about the zoo. [Smiley face] [Neutral face] [Sad face]

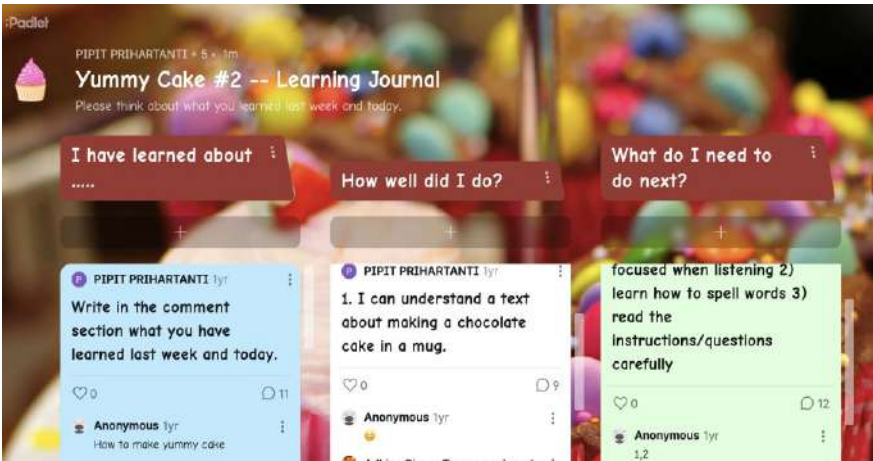
The self-assessment activities use familiar, child-friendly methods—like smiley faces, thumbs up, and traffic lights—to make self-assessment easy and fun. Each self-assessment activity is connected to the language or topic of the lesson to help reinforce learning and keep children interested and motivated. After each self-assessment, children are asked to explain their assessment and discuss it with the teacher and the class. I use an ‘exit ticket,’ as shown in Figure 5, to have students assess their learning at the end of each lesson. This simple written review activity takes about 10 minutes for students to complete.

The self-assessment activities using the fourth question (*How well did you do?*) are varied and visually appealing so that children will look forward to them and enjoy taking responsibility for assessing their performance. These assessments can be included in students’ portfolios to maintain an ongoing visual record of their learning and progress.

The last question (*What do you need to do next?*) directs children back to the success criteria, can-do statements, or lesson aims. It encourages them to identify areas they need to review and understand better. I include this final review question in a learning journal, which is given to students after they have completed a

chapter or after several weeks of learning. This learning journal is the extended version of an exit ticket. I created the learning journal using *Canva* and distributed it to the students to fill out. In the online learning mode, I used *Padlet* instead of the printed version of the learning journal as it was more convenient and real-time for students to complete.

Figure 6. *Learning journal in Padlet*



The five reflection questions help children think about and understand an activity, discuss their learning strategies, evaluate their performance, and determine their next steps. These questions also help develop their metacognitive skills.

During this ‘Review’ stage, children should know that self-assessment is meant to help them see their progress and that there are no right or wrong answers. Self-assessment is a personal process that allows each child to become aware of and track their own progress. Once children get used to the questions and learn how to reflect on and assess their learning, they will start asking these questions on their own.

Based on their self-assessment, children can learn to change their learning strategies. For example, if a child notices they have trouble with pronunciation, they might choose to practice speaking more with friends or use language apps that focus on sounds. Teachers can help children find effective strategies and make the needed changes. Self-assessment is an important part of learning to learn and learning strategies. It lets learners think about their learning process, check if their strategies work well, and make changes to improve their learning results. Sani & Ismail (2021) confirmed in their study that young learners can reflect on their own learning. Whenever learners are able to reflect upon their learning strategies, they come to be better equipped to make practical choices to enhance their learning.

There are different ways to do these activities. You can choose the interaction method that fits your class best, whether with the whole class, in groups or pairs, or through individual reflection. Using the children's first language in these activities still supports learning to learn. Teachers can lead reflective discussions where children discuss their learning experiences and strategies with classmates. These discussions help children express their thoughts, listen to others, and learn from each other's experiences. This group reflection builds a supportive learning community and increases metacognitive awareness. Activities that include peer interaction and learning from one another create a community of learners.

Routines and Informed Activities

In most classrooms and materials, the metacognitive aspect is often missing. Teachers or learning materials rarely explain to children why they are using certain strategies (like matching, guessing, sorting, or sequencing) or ask them to think about how they are learning. This means children do not understand the importance of what they are doing.

Routines are critical in primary classrooms because young children learn more easily when they know what to expect in a lesson and what the teacher expects from them (Dunn, 2013). A routine that uses the 'Plan Do Review' learning cycle, which matches the typical structure of a lesson, ensures that each activity has a clear start, middle, and end. These three stages give teachers a framework to systematically teach children how to learn and help them become aware of their own learning. Through the 'Plan Do Review' learning cycle, children learn to reflect on their learning, especially during the 'Plan' and 'Review' stages. This combines both metacognitive and cognitive strategy training.

Activities are 'informed' when teachers clearly explain the learning activities to the children. Children understand the aims and purposes of the activities (Wenden & Rubin, 1987). Informed activities help children manage and review their learning (O'Malley et al., 1985). They are part of a reflection cycle that combines metacognitive and cognitive strategy training (Ellis & Ibrahim, 2015).

Motivation and Engagement

Children generally have many well-developed cognitive skills that help them learn another language (Ellis & Ibrahim, 2015). However, they are still growing cognitively, physically, socially, and emotionally, which affects their motivation to learn English. Their natural motivation to learn a foreign language might not be as strong as their motivation to learn their native language. Children might also feel frustrated when they realize it will take time to use the new language as well as their first language. Motivation and emotional factors will influence whether children want to engage with the new language.

If children are involved in managing their own language learning, they are more likely to use and maintain their intrinsic motivation. Teachers might face challenges in managing classes with mixed language levels and diverse needs while keeping or

boosting motivation from pre-primary to secondary school. Teachers can explain why learning a foreign language early is valuable and important, which helps children understand the benefits of learning another language.

Getting children to reflect on their learning can be motivating if you ask challenging questions. The right questions create a link between teaching and learning. To encourage active reflection, as Ellis & Ibrahim (2015) suggested, teachers need to ask effective questions, which are:

- Clear and directly related to concrete learning experience
- Well-formulated and easy for children to understand
- Probing and thought-provoking
- Open-ended, stimulating questions

Ellis & Ibrahim (2015) further elaborate on another way to engage children in reflection. Teachers can try the following techniques:

- Give children three seconds of ‘thinking’ or ‘wait’ time to encourage them to think before answering.
- Use ‘think-pair-share’ time to let children think on their own, discuss with a classmate, and then share with the whole class.
- Use ‘talk partners’ to help them develop thinking, speaking, listening, and teamwork skills. ‘Talk partners’ ensure all children have time to think and practice before speaking to the class.
- Encourage children to ask questions to the teacher or their classmates.
- Use processing strategies by giving children two minutes to think of or write three things they remember about specific topics or activities during the lesson.
- Get children to explain how to do an activity or play a game to other children.

Home-School Links


As Hazari (2013) argued, in most Asian contexts, skills such as learning to learn are not taught in the classroom or encouraged in textbooks and published materials. Consequently, schools are responsible for teaching students how to learn, i.e., equipping them with strategies they can use outside school (Pinter 2017).

Teachers need to learn how to include it in their lessons and establish students' positive attitudes towards it. Pramling (as cited in Boström, 2012) maintains that teachers are in charge of identifying how their learners learn. McDonough, Shaw, and Masuhara (2013) also believe that learners actually have the innate capacity to be autonomous, yet in practice, they tend to need encouragement and support from others. Making students aware of their own learning is essential in order to help them become successful language learners.

Additionally, involving parents and caregivers in children's language learning boosts support and reinforcement outside the classroom. Providing resources and guidance for parents to continue language activities at home strengthens the connection between home and school. Parents play a vital role in supporting their children's language learning. Encouraging parents to read with their children, engage in language-rich conversations, and expose them to the target language at home can significantly improve learning outcomes.

One effective reflective practice for children is keeping a language learning journal. In their journals, children can write about what they learned each day, what they found challenging, and what strategies helped them succeed. This practice not only reinforces learning but also helps children develop critical thinking and self-assessment skills. In a learning journal I created for a government-funded EFL coursebook, I also included a 'Share' stage to strengthen home-school connections (Figure 7).

Figure 7. *Learning journal in an Indonesian EFL coursebook*
























Learning Reflection

Name _____ Chapter _____ Date _____




How well did I do in Chapter 1?




A

Rate yourself by drawing an emoji next to each statement

	Not So Well	OK	Very Well
			
I can introduce myself and others			
I can describe people's physical features			
I can describe people's daily activities			
I can Describe people's hobbies			
I can ask for and give personal information			
I can write a simple descriptive paragraph			


B I learned these new words:

C I liked the Neighbourhood Walk




I liked the guessing game




D I shared with my family. I read a descriptive paragraph for my family. I asked them to guess the person I was describing.

My Parent's signature



Chapter 1 - About Me

Teachers can integrate the 'Share' stage into the 'Plan Do Review' cycle, enabling children to extend their school experiences into their homes (Ellis & Ibrahim, 2015). This 'Share' stage, incorporated within a language learning journal, encourages children to feel proud of their work and to take ownership in sharing their accomplishments and progress with their families.

This chapter has looked into various strategies and insights for teaching children how to learn within the context of second and foreign language learning. Key takeaways include the significance of developing metacognitive skills, fostering learner autonomy, and employing reflective practices to enhance language acquisition and lifelong learning.

This chapter concludes that using metacognitive strategies in teaching young language learners is essential for helping them learn how to learn. It has also highlighted the importance of reflection, self-assessment, and critical thinking as crucial parts of the learning process. By encouraging students to keep a language learning journal and take part in reflection activities like 'Plan Do Review,' teachers can help students understand their own learning better. This understanding not only improves their language skills but also gives them essential skills for lifelong learning.

In addition, the support of teachers and parents is crucial for developing metacognitive skills. Teachers need to include these strategies in their lessons and create a classroom environment that values thinking about thinking. At the same time, parents can support their children's learning at home by using the resources and guidance teachers provide. This combined effort ensures that students get consistent support, helping them become independent and effective learners both in and out of the classroom.

Future studies could explore the following areas to enhance further the understanding and practice of teaching young learners how to learn. Firstly, the researcher could utilize and investigate the role of digital tools and online platforms in promoting metacognitive strategies and learner autonomy in EFL settings.

Secondly, longitudinal studies could be conducted to assess the long-term impact of teaching metacognitive strategies on learners' language proficiency and overall academic success. Lastly, it would be valuable to explore effective methods for training teachers to incorporate metacognitive and reflective practices in their teaching and assess their impact on student outcomes.

Tasks

Task 1: Encourage your young students to keep a learning diary. This is crucial for tracking and assessing their progress and reflecting on various aspects of their learning.

Use the following activity as an example.

Figure 8. *My learning diary* (Read, 2015:309)

This week I learned

.....

My favourite activities were

.....

Things that helped me learn were

.....

One thing I did very well was

.....

My picture for this week
One thing I found difficult was

.....

Next week I'm going to try to

My Learning Diary

Level : All

Age : 8-12

Organization : Individual

Aims : To monitor your progress by keeping a diary, reviewing and reflecting on your learning, and developing your self-awareness and self-motivation.

Language focus: past simple, language to talk about learning.

Alternatives: L1

Materials: Special notebooks or copies of diary sheet stapled into a book (one for each child)

Procedure

1. Start by introducing the idea of keeping a learning diary to the children. Ask them if they like the idea and listen to their responses.
2. Hand out the special notebooks or stapled copies of diary sheets you have prepared for them to use as diaries.
3. Tell the children that they will complete the diaries once a week on a specific day or as part of their homework.
4. Tell the children they can write their diary entries in either English or their first language (L1).
5. Make it clear that the diary is not part of their assessed work. The goal is for the children to think about and record their learning in English.
6. Show them how to fill out the diary by completing an entry yourself one week before they start. Explain that the picture they draw can be anything that helps them remember what they learned that week.
7. Encourage the children to complete their diaries regularly.
8. Occasionally collect the diaries and provide positive written feedback. Encourage them to look back at their diaries from time to time to see how much progress they have made.

Teaching tips

1. Change the stem sentences in the diary format based on the age and level of the children.
2. Learning diaries can be part of a portfolio. Alternatively, you can use electronic diaries. Prepare a template for the children to follow. Online platforms like *Canva* and *Twinkl* offer various templates for learning diaries or journals.

Task 2: Reflect on the following questions and use your answers to assess how the activities went and to plan improvements for next time:

- a. How have the children responded to the learning reviews? If you have conducted these regularly, have you observed the children becoming more perceptive and insightful about the connection between classroom activities and their learning? In what ways?
- b. Have you noticed the children becoming more willing and/or able to work independently as a result of incorporating learning to learn activities and procedures? If so, how has this affected your teaching methods?

Task 3: Create or find various activities to use in your classroom to help students plan, monitor, and reflect on their language learning.

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9. The Role of Teacher Training and Education in Promoting Multilingualism and TEYL

Nur Fatimah & Erna Andriyanti

Starting from 1990s elementary school students in Indonesia officially learned English as a foreign language (Diyanti & Madya, 2021) along their process in establishing their knowledge and skills in Bahasa Indonesia. In addition, many of them also learn local or native languages. Consequently, they have to deal with learning different languages at the same time. Meanwhile, in teaching young learners, the teachers must be adept at addressing the diverse needs of learners from various linguistic backgrounds while managing the complexities of multilingual classrooms. More than that, the teachers are required to fulfil professional, pedagogic, social and personality competencies. Some of the English teachers are from class teachers whose major is not English. This makes the context of teaching young learners in multilingual contexts more complicated.

Indeed, teaching English in multilingual contexts is challenging. Both linguistic and non-linguistic factors influence how teachers teach their students. They can be related to the linguistic diversity, student motivation, curriculum and syllabus, and course programs (Paudel, 2020; Alfaro & Martínez, 2017; Wernicke et al., 2021; Yıldırım, 2019). Some other challenges are on teacher resistance to change, underestimating required resources, and communicating with parents/guardians of English language learners (Early & Kendrick, 2020); teacher's confidence in using English (Mutiah et al., 2020).

With a multilingual background, English classes of young learners present unique challenges. One of the primary hurdles is

ensuring comprehension and engagement among students who come from diverse linguistic backgrounds. Teachers must navigate varying levels of English proficiency, making it difficult to maintain a uniform pace of instruction (Le et al., 2024). Some students may grasp new concepts quickly, while others struggle, leading to potential feelings of frustration or disengagement. Additionally, young learners often rely heavily on their native languages to make sense of new material, necessitating instructional strategies that can bridge linguistic gaps and foster an inclusive learning environment (Elmahdi & Hezam, 2020; Getie, 2020). Teachers must be adept at using visual aids, gestures, and context-based learning to facilitate understanding and keep all students on track.

Another significant challenge is fostering effective communication among students who may not share a common first language. Group activities and peer interactions, which are crucial for language acquisition and social development, can be hindered by language barriers. This requires teachers to be creative in designing activities that encourage collaboration and communication despite these barriers. Moreover, teachers must be sensitive to the cultural nuances and backgrounds of their students, which can influence learning styles and classroom dynamics.

Teaching English to Young Learners (TEYL) in multilingual settings has gained increasing attention since 2020, particularly concerning the importance of students' identity and native or local language. Research highlights that recognizing and valuing students' linguistic and cultural backgrounds can significantly enhance their learning experiences and outcomes. Incorporating students' native languages into the curriculum not only supports their cognitive development but also fosters a positive self-identity, which is crucial in a globalized world (Kidwell & Triyoko, 2024; Cummins, 2021). Moreover, teacher education programs need to equip future teachers with the skills to manage and leverage multilingual classrooms effectively (Wernicke et al., 2021). This

includes strategies for integrating students' native languages into English instruction and creating an inclusive learning environment that respects and celebrates linguistic diversity. Such an approach ensures that young learners can develop proficiency in English while maintaining their cultural identities.

Professional development and ongoing training in multilingual education strategies are essential for teachers to effectively address these challenges, promoting a classroom environment where all young learners can thrive and succeed in their English language acquisition journey. Thus, with those challenges, teacher's preparation and professional development is important to be conducted (Slaughter et al., 2024; Badenhorst et al., 2023; Mutiah et al., 2020; de Jong & Gao, 2023; de MEjía & Hélot, 2015). This article focuses on multilingual TEYL and the teachers' professional development.

Multilingual TEYL Contexts

The term of multilingual refers to the settings where more than one language exists (Grutman, 2019). Individual multilingualism refers to the personal sphere and covers the acquisition and use of several languages by an individual, while societal multilingualism is the contexts, circumstances, order, manner and routines of use of languages in different kinds of communities, organizations and groups (Aronin, 2019). Another notion is that multilingualism is a linguistically and culturally diverse population of students living in a multilingual daily reality (Deng & Hayden, 2021). Mother tongue or first language, local language, second language, and/or even foreign language may expose young learners at the relatively same time.

In multilingual TEYL contexts, teachers must be scrutinized to develop more just and equitable settings of teaching and learning. Students' cultural, social, and linguistic differences must be taken into consideration in the teaching practice in the classroom (Badenhorst et al., 2023; Lindahl et al., 2020). In Yogyakarta,

Indonesia, for example, when learning English as a foreign language, young learners are also exposed with Javanese, other local languages, and or/the national language. It is the fact that Yogyakarta is very cultural city where Javanese and Indonesian are predominant languages. Young learners may have different ethnical backgrounds, many are Javanese, some are Sundanese, Bataknese, etc. Rarely do they find surrounding people communicate in English. Considering that the city of Yogyakarta is very plural, most of the children use Bahasa Indonesia to help them communicate at school and in the society, this is part of their identity, and of their national identity. And this affects them in learning another language including English. When decoding a new language, a language learner connect the learning process metacognitively to their prior knowledge (Spechtenhauser & Jessner, 2024). They link the process of learning English to how they learned L1, local or national language. Their experiences in learning their existing languages, first, or second language will be taken as part of their strategies in learning English, and their understanding in their existing language can interfere their learning the foreign language (Le et al., 2024).

Foundations of Effective Teacher Training

The teachers must be competent. According to Indonesian Government Law No 14/2005, teachers must be fulfilling the professional, pedagogy, personality, and social competent indicators. They must have a mastery on the subject matter. An EYL teacher in multilingual setting must be able to deal with the linguistic needs of young learners. Also, they have to be able to deliver the materials well applying suitable methods (Andrade González, 2023; Wong & Tai, 2023; Dikilitaş & Mumford, 2020). Good teachers have good characters and personality. To colleagues and related parties, teachers are required to be good as well.

Language multilingualism must pay attention to linguistic and socio-political aspects to be effectively implemented.

Linguistically, it involves recognizing and valuing the diverse languages spoken by students and using them as resources in the learning process. This includes developing curricula that incorporate multiple languages and training teachers to be proficient. Socio-political aspects, on the other hand, involve understanding the power dynamics and historical contexts that influence language use and policies. It's essential to address issues of language dominance and marginalization, ensuring that minority languages are given equitable status. Policymakers must create inclusive language policies that support linguistic diversity and promote social cohesion. Furthermore, schools should foster an environment where all languages are respected and celebrated. By considering both linguistic and socio-political factors, multilingualism can be a powerful tool for educational equity and social justice.

In a multilingual setting, teachers must be culturally responsive and inclusive to effectively meet the diverse needs of their students (Aguayo et al., 2024; Ateh & Ryan, 2023). This means understanding and valuing the cultural backgrounds and linguistic resources each student brings to the classroom. Teachers should incorporate culturally relevant materials and practices that reflect the identities and experiences of all students. By doing so, they create a more engaging and respectful learning environment. Additionally, teachers need to foster an inclusive atmosphere where all languages and cultures are acknowledged and celebrated. This approach not only enhances students' sense of belonging but also promotes cross-cultural understanding and empathy. Ultimately, culturally responsive and inclusive teaching empowers students to succeed academically and socially in a diverse world.

Augmented and alternative communication are two of the important aspects to support young learners (Tönsing & Soto, 2020). Augmented and alternative communication (AAC) are crucial aspects to support young learners, particularly those with speech and language impairments. AAC encompasses a range of

tools and strategies that supplement or replace spoken language, enabling children to express themselves more effectively. These tools can be as simple as picture boards or as advanced as speech-generating devices. Implementing AAC in early education helps children develop essential communication skills, promoting their social interaction and participation in classroom activities. Teachers need to be trained to integrate AAC into their teaching methods, ensuring that all children have the opportunity to engage and learn. Additionally, involving families in the AAC process is vital for consistency and reinforcement at home. The use of AAC also fosters an inclusive learning environment, where children with communication challenges can thrive alongside their peers. Research has shown that early intervention with AAC can lead to significant improvements in language development and overall educational outcomes. By prioritizing AAC, teachers can create a more supportive and equitable learning experience for young learners.

Designing Teacher Training Programs and Professional Development

Curriculum needs to be designed in such a way to prepare and support English teachers to young learners in multilingual contexts. This must be the concern in teacher education or training. The aspects in the curriculum should include theoretical foundations, practical implementation, and opportunities for practice and feedback.

To design and develop the training program, it is important to confirm teachers' belief on multilingualism. It comprises nature of language in connection to culture and identity, multilingualism, language demand, dan responsibility for language teaching (Deng & Hayden, 2021). In relation to this, reflecting and appreciating teachers' view on multilingualism also matter (Morea & Fisher, 2023). How they view multilingualism will affect them in teaching.

Incorporating multilingualism theories, such as sociolinguistics, pragmatics, cultural sensitivity, and child development, and learning theories, is crucial in the curriculum of teacher training for several reasons. First, understanding sociolinguistics helps teachers appreciate the complex language dynamics in multilingual classrooms and tailor their teaching strategies accordingly (Le et al., 2024; Andrade González, 2023; Wong & Tai, 2023; Dikilitaş & Mumford, 2020).

Pragmatics equips teachers with the skills to teach language use in context, enhancing students' communicative competence. Cultural sensitivity fosters an inclusive learning environment that respects and values students' diverse backgrounds, promoting engagement and motivation. Knowledge of child development and learning theories allows teachers to design age-appropriate and developmentally suitable lessons, ensuring effective language acquisition (Bayley, 2024). These theories together enable teachers to address the unique challenges of multilingual settings and support students in navigating multiple languages. Additionally, they provide a foundation for creating curricula that integrate students' first languages, leveraging their existing linguistic knowledge to facilitate English learning. Ultimately, this comprehensive approach prepares teachers to deliver high-quality, culturally responsive, and linguistically inclusive education, benefiting young learners' overall academic and personal growth.

An example of teaching models for multilingual setting is MADE. It stands for e Multilingual Approach to Diversity in Education (Christison et al., 2021). As an instrument of observation and feedback for teacher education and professional development, MADE has eight indicators. They are: classroom as multilingual space, interaction and grouping configurations, teacher language use, learner language use, language and culture attitudes, metacognition and metalinguistic awareness, teaching materials, and multiliteracy. Through the teaching and learning process framed with MADE, students are exposed with learning space

reflecting linguistic and cultural diversity. Also, they are facilitated to experience interactive learning process with the teacher as well as with their classmates enabling translanguageing that help them when to use English and when to adjust to their national or local language. This can lead them to their respect and sensitivity to language and cultural diversity. They develop their learning strategies metacognitively and raise their metalinguistic awareness, supporting their accomplishment in English learning. Teachers help the students by creating the materials that encourage the students' literacy practices across languages.

The professional development must be continued. Teaching in multilingual settings is more challenging. Continuous trainings are in needs. Otherwise; they can feel underprepared (Piller, 2024). EYL teachers should keep up with lifelong learning and stay updated with latest methodologies. Traditional face to face learning and online learning are two to consider. Recent advance in technology provides more opportunity for the teachers to create more networks for peer support and knowledge sharing. It is also good to have roles of mentorship in professional growth and development.

Technology and Innovation in Teacher Training

Indeed, it is important to be skilful in employing digital tools and resources. It means that the teachers need to be able to utilize technology for effective teaching. Bates' SECTIONS model can be applied in selecting and deciding media to use in teaching. It stands for Students, Ease of use, Costs, Teaching functions, Interaction, Organisational issues, Networking, Security and privacy (Huriyah & Hidayat, 2022). Utilizing technology for effective teacher training in multilingual settings offers numerous benefits while also presenting some challenges.

Technology provides access to a wide range of resources and tools that can enhance teacher training programs (Ho et al., 2023; Barros-del Río et al., 2022). Through computer programs and

online resources, the technology shares learning activities including exercises and games to stimulate communication and develop skills in understanding, speaking, reading and writing in different languages, with teachers and students from different countries (Bakhriyeva, 2024). Online platforms, webinars, and virtual classrooms enable teachers to engage in continuous professional development regardless of geographical constraints, promoting a more inclusive and accessible learning environment.

SimInClass is a 3D teaching simulation that facilitate teachers to improve management skill. It is intended to be used by pre- and in-service teachers. Therefore, it can relate teacher training and the teaching practice (Kelleci & Aksoy, 2021). This game starts with preparing the lesson and continues with in-class activities simulation. Such a simulation in teaching education has positive effects in enhancing teachers' self-confidence, time management, behaviour management and classroom management (Yilmaz & Hebebe, 2022; Seufert et al., 2022; Delamarre et al., 2021). Digital tools can simulate real classroom scenarios, providing practical training experiences that help teachers develop their skills in managing classrooms. Furthermore, technology facilitates collaboration and knowledge sharing among teachers from different regions, fostering a global community of practice.

However, there are challenges associated with integrating technology into teacher training. One significant issue is the digital divide, where disparities in access to technology and internet connectivity can limit the participation of some teachers, particularly those in rural or underserved areas. Additionally, the effective use of technology requires a certain level of digital literacy, which may necessitate additional training and support for teachers who are less familiar with these tools. There is also the risk of over-reliance on technology, which can sometimes overshadow the importance of face-to-face interactions and hands-on experiences that are crucial in teacher training (Baskici et al., 2024; Imran et al., 2023). To address these challenges, it is

essential to provide equitable access to technological resources, offer comprehensive training in digital literacy, and strike a balance between online and offline training methods. By doing so, teacher training programs can harness the full potential of technology to support teachers in multilingual settings effectively. It is expected that it will lead to innovative practices in teacher training.

Assessment and Evaluation

Assessment and evaluation are two to take into account in promoting multilingualism in teacher education. Language training programs conducted have to be assessed and evaluated in order to ensure their effectiveness (Beshah & Anshu, 2024; Iftikhar et al., 2022; Soodmand Afshar & Doosti, 2022). Various tools and methods can be employed to achieve this, such as pre- and post-training assessments, which measure changes in knowledge and skills. To respond to questions or requirement of the assessment, the students can use their multilingual repertoires to express their ideas (De Backer et al., 2020). To make the assessment valid and effective, students' language maybe used to ensure that the test takers get the points asked, for example, by finding the synonym of the word/phrase related to certain concepts in the questions.

Further, surveys and feedback forms filled out by participants can be made to provide insights into their experiences and perceptions of the training. Observations and evaluations of teaching practices can be conducted to see how well the training translates into the classroom environment. Additionally, performance metrics, such as student outcomes and engagement levels, can be tracked to gauge the long-term impact of the training. Using a combination of these tools and methods allows for a comprehensive evaluation, highlighting both strengths and areas for improvement in the training programs.

Also, feedback is important in continuous improvement. Constructive feedback from participants helps trainers understand what works well and what needs adjustment, ensuring that the

programs evolve to meet the teacher's and students' changing needs (Imran et al., 2024; Beshah & Anshu, 2024). Reflection training and reflective practices are essential components of this process (Deng & Hayden, 2021; Morea & Fisher, 2023). By encouraging teachers to reflect on their learning and teaching experiences, they become more aware of their strengths and areas for growth. Reflective practices promote a culture of continuous professional development, where teachers are proactive in seeking out new knowledge and strategies to enhance their effectiveness. Regular reflection sessions and peer discussions can foster a collaborative learning environment, where teachers support and learn from each other, ultimately leading to improved teaching practices and better learning outcomes for students in multilingual settings. It is important to hold reflection training and reflective practices (Almusharraf et al., 2022). The assessment and evaluation are to refine and improve training program.

Effective teacher training programs prepare and equip teachers with strategies to support language development, foster inclusive learning environments, and implement culturally responsive teaching practices in teaching English to young learners. They encompass comprehensive language and culture awareness to cater to diverse linguistic backgrounds. Integrating innovative technology in training enhances the learning experience, providing teachers with modern tools and methodologies to address the unique challenges of multilingual classrooms. Foundational elements of teacher training, including robust assessment and evaluation mechanisms, ensure that teachers are well-equipped to deliver high-quality education.

Continuous professional development ensures that teachers stay updated with the latest pedagogical approaches, technological advancements, and research findings, enabling them to enhance their instructional methods and better serve their students learning in multilingual environment in becoming proficient in English while valuing and maintaining their national, and or local language.

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10. Empowering Tomorrow's Educators: Training and Professional Development for TEYL

Megan Jinabe

English is one of the most massively used languages to communicate. Students need to master English to compete in a global world and create a bright future since the language helps the students easily connect to people from all over the world. Moreover, in this digital era, English is necessary to make technology and communication easier. Therefore, many experts believe that the younger the learner, the better they can acquire language. In other words, learning English is best started as early as possible since they have more time to practice it. However, teaching English to young learners (TEYL) is different from teaching English to teenagers or adults. TEYL is complex because children have unique characteristics. They have specific needs, lacks, and wants that should be covered by a particular learning design. Therefore, TEYL teachers should have adequate knowledge and skills to design suitable techniques and methods to support young learners' learning (Stakanova & Tolstikhina, 2014).

Knowing the benefit of learning English at a young age, there is a demand of having English subject in primary schools. However, the government decided that English subject no longer be included as the local content subject for primary school students in Curriculum 2013 (Utami & Suswanto, 2022). However, in the Independent Curriculum (*Kurikulum Merdeka*), the government recently put English back into the classrooms as an elective course.

Nevertheless, the comeback of English subject for primary school students is not parallel with the TEYL professionals' procurement to preschools and primary schools since young

learners need special treatment and learning design. The student teacher and English language education graduates were more concerned about adults and general teaching (Aghni, 2022). Moreover, they did not get an English for preschool or elementary school teaching certificate (Diyanti, Nurhayati & Supriyanti, 2020). In addition, the primary school teachers who teach English to the students are not certified as professional language teachers. Since teachers lack proper pre-service training, the activities developed may not concern young learners' unique characteristics (Zein, 2016). Moreover, they might be overwhelmed and less ready to design and prepare the teaching and learning process for young learners (Mutiah et al., 2020; Mandaria et al., 2022; Olieba & Kikechi, 2021).

Considering the above problems from the perspective of ELT in Indonesia, some ideas could be proposed as solutions. First, young learners' teachers should have sufficient skills regarding TEYL. Second, their knowledge and skills should be maintained. Besides that, the skills and learning should be enhanced as self-development and professional development align with the current era (Yuliani et al., 2019; Fidyaningrum et al., 2021). Those are needed to shape professionals in the field of TEYL who can support the children's academic and non-academic competence learning and development. Finally, the increasing number of qualified teachers will produce a competent generation that can communicate well in English without burdening them. That way, the excellent shifting of English teaching in Indonesia will also continue to improve the regeneration's quality (Wulandari et al., 2020). This book chapter unveils essential aspects related to TEYL teachers training and professional development.

TEYL Pedagogy

It is commonly known that Teaching English for Young Learners (TEYL) is significantly different from teaching teenagers or adults. Young learners' age affects their learning characteristics.

They tend to have short attention span and they are interested in something fun. They also have the power to move a lot. Those characteristics affect not only their learning in general but also their acquisition of language (Stakanova & Tolstikhina, 2014).

Various factors play significant roles in children's language teaching and learning processes, stemming from both internal and external sources. Internally, motivation, physical abilities, and innate skills are key factors influencing children's learning. Although these factors are inherent to the individual, they can be developed to help students achieve their learning goals. On the other hand, external factors include family dynamics, societal influences, and the educational environment provided by teachers and schools.

Therefore, people around the children should be wise in giving them any exposure to the language. Some people believe that learning second or foreign language at young age might hinder their acquisition to the first language (Jinabe & Triastuti, 2023). This belief was the primary consideration for the Indonesian government to banish English course in the elementary schools years ago, in 2013 to be exact. The people believe that the exposure to the foreign language might hinder students' skill in learning their national language and the local language as the first and second languages (Nufus, 2019). However, Buchweitz and Prat (2013) call this phenomenon a mismatch between science and popular opinion.

Commencing as a bilingual or multilingual individual from a young age can yield numerous benefits (Hermanto & Pamungkas, 2023; Poláková & Klímová, 2022; Fox et al., 2019). Utilizing two or more languages can enhance cognitive abilities, including problem-solving skills, multitasking, and mental control. Furthermore, this practice may delay cognitive decline, such as dementia in older adults, as language use is a mental exercise that strengthens neural connections in memory recall. Additionally, being proficient in multiple languages enriches

personal experiences by facilitating deep engagement with diverse cultures and perspectives, fostering a stronger sense of identity and belonging. Moreover, integrating language into daily life routines may alleviate language disorders such as language impairment and slow learning.

The organization of language in the bilingual brain is complex and dynamic. While there may not be separate "illocutionary" compartments for first and second languages, research suggests that bilingual individuals utilize overlapping neural networks for both languages (Navracics, 2019). Early language learning, individual factors such as proficiency and context of language use, as well as brain elasticity, all influence how languages are stored and processed in the brain (Soliday Hong et al., 2023).

While there is not yet a definitive answer on how multilingual storage works, recent research indicates that concepts are distributed throughout the brain, regardless of language. This suggests that the distinction between the storage of two languages may be less relevant than previously thought. Instead, the brain appears to organize language based on semantic meaning rather than linguistic origin. Overall, understanding the complexities of bilingual language processing can shed light on the remarkable adaptability and flexibility of the human brain.

Therefore, TEYL teachers should occupied with a comprehensive understanding of language acquisition theories as the ground aspect to craft effective teaching strategies. This understanding leads to the implementation of the age-appropriate methodologies, which is central to TEYL pedagogy (Widiantari, 2023). The teacher of young learners should keep in mind that there is no single best method, especially in TEYL pedagogy. The best method does not exist due to some factors: (1) learners' diversity, (2) individual learning styles, (3) learners' developmental variability, and (4) flexibility in instruction for effective teaching. Instead of searching for a perfect method,

teachers should focus on employing the most suitable strategies to bridge the gap between learners' needs and instructional objectives, aligning with their language development milestones.

The above elaboration only represents a chunk of TEYL pedagogic comprehension that the teacher should understand. Nevertheless, as mentioned, TEYL teachers might lack sufficient knowledge, resulting in improper language use and teaching. This can lead to young learners' confusion in building their basic language use and language learning. Therefore, TEYL teachers' training and professional development are urgently needed to overcome any deficiencies in understanding how to effectively teach language to children.

Relation Between Student-Teachers

Teaching English to Young Learners (TEYL) holds significant importance as it lays the foundation for young learners to develop proficiency in English. Early exposure to the language in a supportive and engaging environment fosters a positive attitude toward language learning and builds essential language skills. In TEYL classrooms, teachers play a crucial role as facilitators of learning. They create nurturing and stimulating learning environments where children feel comfortable taking risks, making mistakes, and experimenting with the language.

Teachers in TEYL classrooms serve as language models and mentors, demonstrating proper pronunciation, vocabulary usage, and grammatical structures (Borg, 2018). Through interactive and communicative activities, they help children acquire language naturally and intuitively. Additionally, TEYL educators serve as cultural guides, introducing young learners to diverse cultures, customs, and traditions associated with the English-speaking world. This cultural awareness fosters global citizenship and promotes intercultural understanding among young learners.

In addition to language instruction, TEYL educators provide social and emotional support to young learners, nurturing their confidence, self-esteem, and sense of belonging. Positive teacher-student relationships contribute to a supportive learning environment where children feel valued and motivated to learn (Hu & McGeown, 2020). Effective TEYL educators also recognize and accommodate young learners' diverse learning needs, interests, and abilities. They employ various instructional strategies, materials, and activities to cater to individual differences and promote inclusive learning experiences.

Teachers in TEYL classrooms use ongoing assessment and feedback to monitor children's progress, identify areas for improvement, and provide targeted support. Celebrating children's achievements and providing constructive guidance help them overcome challenges and continue their language learning journey effectively.

Given the specialized nature of TEYL instruction, ongoing teacher training and professional development are essential. Teachers benefit from opportunities to enhance their pedagogical knowledge, language proficiency, and classroom management skills specific to teaching English to young learners.

Teachers Development

As indicated previously, teacher development is necessary. Many areas could be enhanced in teacher development. Richards and Farrell (2005) proposed four aspects of teacher professional development.

"Skill learning" refers to acquiring, refining, and mastering specific teaching competencies and techniques. Richards and Farrell's theories emphasize the importance of teachers continually improving their instructional skills to enhance student learning outcomes. It includes learning the key components of the teachers' essential elements in TEYL teacher personal development, such as

curriculum design, lesson planning, classroom management strategies, and assessment techniques.

"Cognitive processes" and "literacy development" refer to two interconnected aspects of teaching and learning that focus on the mental processes involved in language acquisition and literacy skills development.

Cognitive process refers to the mental activities involved in learning, understanding, and using language. In the context of language teaching, cognitive processes encompass a range of activities, including comprehension, memory, problem-solving, critical thinking, and metacognition. Teachers focus on developing students' cognitive processes by engaging them in activities that stimulate higher-order thinking skills, such as analysis, synthesis, and evaluation. By fostering cognitive engagement, teachers help students develop a deeper understanding of language structures, vocabulary, and content.

Meanwhile, literacy development involves the acquisition and refinement of reading, writing, speaking, and listening skills. Teachers support students' literacy development by providing explicit instruction in phonics, vocabulary, grammar, comprehension strategies, writing conventions, and oral communication skills (Schmitt & Schmitt, 2020). Literacy instruction focuses on building students' ability to decode written language, comprehend texts, express ideas coherently in writing and speech, and engage in meaningful interactions with written and spoken texts. Teachers use a variety of instructional approaches, materials, and activities to promote literacy development, including shared reading, guided writing, language games, and interactive discussions, especially in the TEYL context.

It involves empowering educators to engage in systematic inquiry and critical reflection to deepen their understanding of teaching and learning. Teachers develop research skills by conducting action research in their classrooms, exploring teaching issues, and evaluating the impact of instructional interventions. In

addition, reflective practice is central, encouraging teachers to critically examine their teaching experiences and beliefs to refine their instructional techniques and meet the diverse needs of learners. Additionally, routine contemplation for understanding involves deeper reflection and introspection to gain insights into pedagogical theories, societal contexts, and personal beliefs guiding teaching practice.

"Personal construction" refers to the process through which teachers construct their own understanding of teaching and learning based on their experiences, beliefs, values, and knowledge. It involves teachers reflecting on their classroom experiences, examining their beliefs and values about teaching, integrating professional knowledge, and shaping their self-identity as educator. Personal construction empowers teachers to exercise autonomy and agency in their professional development, allowing them to refine their instructional practices, enhance their teaching effectiveness, and contribute to ongoing improvements in education.

Therefore, teachers need to be knowledgeable about how students learn, process information, and develop language skills in order to effectively plan and deliver instruction that meets the diverse needs of learners (Sukarno et al., 2024). Furthermore, Husein (2014) summarizes the indicators of outstanding English for young learners teachers, which aligns with Richards and Ferrell's theories (2005), who at least (1) have creative pedagogical competence by applying various and appropriate English teaching techniques, songs, or games and media for young learners, (2) perform moderate personal competence such as being patient, caring, respectful, fair, enthusiastic, and humorous, (3) perform moderate social competence by interacting and communicating with school communities, and also (4) have good language competence and develop or update professional competence through workshop, seminar, training, or journal/ referential reading.

In conclusion, teachers' development in Teaching English to Young Learners (TEYL) is essential for ensuring effective language instruction. By focusing on the four key areas in teachers' professional development proposed by Richards and Farrell (2005), teachers can enhance their instructional skills, support students' language development, and contribute to ongoing improvements in education. Ultimately, knowledgeable and skilled teachers are better equipped to meet the diverse needs of young learners and create enriching language learning experiences in the classroom.

Approaches To Professional Development

Teachers' professional development could be conducted in various ways. The four key elements elaborated in the previous section could be integrated in that way (Rohqim, 2020). It could also be conducted through some events.

Workshops and seminars offer focused learning experiences with expert presenters, hands-on activities, and collaborative discussions. Online courses provide flexible options for TEYL educators to enhance their knowledge and skills in language development, instructional techniques, and classroom management. Mentorship programs pair experienced teachers with novices, fostering collaboration and sharing of expertise.

Self-reflective practice is fundamental, encouraging teachers to regularly reflect on their teaching practices, student outcomes, and professional growth. Action research projects allow teachers to investigate teaching and learning issues, implement interventions, and reflect on outcomes to improve instructional practices. Professional learning communities offer collaboration, peer learning, and collective problem-solving opportunities among TEYL educators.

In conclusion, teachers' professional development in Teaching English to Young Learners (TEYL) can be pursued through various avenues. These approaches empower TEYL

educators to enhance their teaching effectiveness, enrich learning experiences, and promote the language development of young learners. Furthermore, by engaging in diverse professional development opportunities, teachers can continuously enhance their expertise and effectiveness in supporting young learners' language development and learning journey.

Indonesian Context

In Indonesia, conducting TEYL teachers training and professional development is suggested by *Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi*, commonly referred to *Kemendikbudristek* (Indonesian Ministry of Education, Culture, Research, and Technology). The government stated that the procurement and improvement of TEYL in schools, especially in elementary schools, could be done and supported by various stakeholders (Perubahan Atas Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementrian Pendidikan, Kebudayaan, Riset, Dan Teknoloji Nomor 008/H/KR/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang , 2022). The teachers traning and professional development is one of the ways to improve the TEYL in schools. However, the fact that there is little implementation in the field is far from the government's expectations and the related parties' needs.

In line with that, research done by Sukarno and Jinabe (2024) confirmed the need for competent TEYL teachers. It revealed some challenges faced by the TEYL program procurement-related parties, depicted in the following picture.

Perceived Challenge	Percentage
Syllabus and curriculum are not available	63.5
Language style that differs from Indonesian	60.0
Lack of competent teachers	58.9
Lack of textbook	54.3
Lack of students' motivation	34.6
Lack of support from parents	14.4
Others	3.6

Table 1. *Survey Result on Perceived Challenges in the TEYL area*

The picture illustrates a table of perceived challenges faced by TEYL program-related parties, such as schools and parents. It could be seen that "lack of competent teachers" became the third challenge most participants faced. As many as 58.9% of participants believe that TEYL teachers have inadequate competence due to insufficient training and professional development. Therefore, they need an actual act for teachers' development.

However, a limited platform is available for TEYL teachers to develop their skills and expertise. The *Program Pendidikan Profesi Guru*, or PPG Program (Teacher Professional Education Program), does not adequately address this need. Besides, graduates of English Language Education programs often focus on teaching adults and general English, with little to no experience or training in teaching young learners (Diyanti, B.Y., Nurhayati & Supriyanti, 2020). Additionally, teachers specializing in young learners, such as graduates of *Pendidikan Guru Sekolah Dasar* (Elementary School Teacher Education), as known as PGSD, and *Pendidikan Anak Usia Dini/ PAUD* (Early Childhood Education) programs, do not receive specific training or education regarding language learning, particularly English.

This highlights a gap in professional development opportunities for TEYL teachers, as they may lack the specialized knowledge and skills required to effectively teach young learners, especially in the context of language acquisition. It is essential to

address this gap by providing targeted training and resources tailored to the unique needs and challenges of TEYL education (Ostinelli & Crescentini, 2024). As mentioned earlier, educators can enhance their cognitive knowledge and teaching skills through professional development. Consequently, this can address various challenges within the TEYL field. Capable TEYL teachers are equipped to develop suitable materials for their students, design curricula and syllabi aligned with the Indonesian context, and foster student motivation.

Overall, there is an urgent need for TEYL teacher training and professional development in Indonesia. Moreover, these training and professional development programs should be conducted continuously and periodically to ensure that acquired knowledge is not short-lived. Therefore, educators can implement and evaluate their learning regularly and consistently, namely Continuing Professional Development (CPD).

Case Study

One of the supportive factors for the professional development of TEYL teachers is association. Such associations can assist TEYL teachers in sharing ideas, developing teaching and learning materials, staying updated with current theories and trends, and finding possible solutions to their problems.

However, associations such as *Kelompok Kerja Guru* (KKG/ Teacher Work Groups) or *Musyawarah Guru Mata Pelajaran* (MGMP/ Subject Teacher Councils) for TEYL teachers seem far from meeting the needs and expectations. Most regions in Indonesia have yet to establish such associations. However, if such associations were established, teacher training and professional development activities could be implemented effectively and in a structured manner.

One region in West Java, Majenang, has established an association in the form of KKG for TEYL teachers. This

association operates under the Ministry of Religious Affairs of the Republic of Indonesia (*Kemenag/ Kementrian Agama*). They organize activities every semester focusing on the development of Lesson Implementation Plans (RPP), including learning how to teach materials and apply teaching methods. They work both individually and collaboratively to design materials suitable for young learners in Majenang. This provides insights to TEYL teachers regarding teaching, making them more prepared. These activities facilitate teachers to learn and improve their teaching, feel supported, and teach better. It also enhances their cultural competence as they develop materials based on students' background context.

Although this activity might need improvement to be more comprehensive, it can serve as a model for other regions to start conducting similar activities. This is a concrete example of the development of TEYL teacher training and professional development in Indonesia, especially since it is conducted regularly every semester.

In contrast, in Yogyakarta, the public interest in TEYL programs in schools is very high, but associations such as KKG or MGMP have not been formed. As a result, stakeholders who wish to provide assistance to advance TEYL, such as academics, face challenges. Several TEYL centers owned by prestigious universities in Yogyakarta have also been unable to accommodate the need for teacher training and professional development evenly, considering Yogyakarta's vast area.

Teacher training and professional development must continue to be developed. This is inseparable from the ongoing advancement of time, which evolves alongside changing patterns of student needs. Today's students have entered the Alpha generation era, characterized by being digital natives with their own unique characteristics. This leads to trends in topic interests and needs that follow the times. Not only the learning content itself but also teaching methods and ICT-integrated teaching and learning

continue to evolve. TEYL teachers must understand this and be prepared for the changing times. They must be open to change, ready to adapt to the times, and willing to learn the new characteristics of each generation they teach.

The study emphasizes the critical importance of effective Teaching English to Young Learners (TEYL) pedagogy and the necessity for continuous professional development for TEYL teachers, particularly within the Indonesian context. Despite the acknowledged benefits of early English language acquisition, persistent challenges arise due to inadequate training and resources for TEYL educators. There is an urgent need for TEYL teacher training and professional development programs in Indonesia, stemming from a lack of specialized training in language acquisition and pedagogy for young learners.

Furthermore, the implications of the study extend to teachers, schools, and policymakers. For teachers, it underscores the importance of continuous professional development in TEYL pedagogy to enhance their instructional skills and effectively meet the diverse needs of young learners. Teachers should actively seek out training opportunities, participate in associations, and engage in self-reflective practices to improve their teaching practices continually. Schools play a crucial role in supporting TEYL teachers by providing access to training programs, resources, and collaborative platforms. Schools should prioritize the professional development of TEYL educators, allocate resources for training initiatives, and foster a supportive environment that encourages ongoing learning and growth among teachers. Policymakers need to recognize the significance of TEYL education and allocate resources and support for comprehensive teacher training programs and professional development initiatives.

They should formulate policies that promote the development of specialized TEYL teacher training programs, establish guidelines for quality assurance, and incentivize schools to invest in the professional development of TEYL educators. In addition, further study should be done to find the specific needs of related parties regarding the teachers training and professional development, such as facilities, learning materials, learning method.

In summary, the study underscores the collective responsibility of teachers, schools, and policymakers in addressing the challenges faced by TEYL education in Indonesia. By prioritizing professional development, providing resources, and implementing supportive policies, stakeholders can ensure quality English language instruction for young learners and foster their success in an increasingly interconnected world.

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11. Play-Based Multisensory Learning and Language Acquisition: Leveraging Educational Toys in Early Childhood Education

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Teaching English for Young Learners (TEYL) focuses on the early introduction of the English language to children aged approximately 3 to 12 years. This educational approach leverages the critical period of language development when young minds are most receptive to new languages. TEYL aims to build foundational language skills through engaging, age-appropriate methods that foster a love for learning (Garton & Copland, 2019). During these formative years, children's brains are particularly plastic, making them more adept at picking up new languages than older learners. Hence, the methods used in TEYL are designed to be immersive, playful, and interactive, which aligns perfectly with the natural learning tendencies of young children.

Educational Toys are designed to enhance this learning process by incorporating play-based elements into educational activities. Educational Toys can range from digital applications that teach language through interactive games to physical tools like flashcards and board games that encourage cooperative learning and problem-solving (Huang, Zhang, & Hudson, 2020). These tools are not only engaging but also educational, providing a multi-sensory learning experience that can cater to different learning styles. For instance, digital storybooks can help auditory and visual learners by combining images, sounds, and text to create a comprehensive learning experience.

The urgency of integrating Educational Toys into TEYL settings cannot be overstated. In today's fast-paced digital world, young learners are constantly exposed to technology, and harnessing this interest for educational purposes is crucial. The integration of Educational Toys into TEYL settings transforms the classroom into a dynamic environment where learning and play go hand in hand. Play is a fundamental component of childhood learning, fostering cognitive and linguistic development in natural, enjoyable ways. Research has consistently shown that play-based learning environments encourage children to explore, experiment, and interact meaningfully with their surroundings, which is crucial for language acquisition (Pyle, DeLuca, & Danniels, 2017). Educational Toys, with their interactive and engaging formats, perfectly complement this educational approach by providing opportunities for children to practice language skills in a playful context.

Educational Toys offer a multitude of benefits in the context of language learning. These tools provide a multisensory experience, catering to various learning styles and making abstract language concepts more tangible and memorable (Neumann, 2018). For example, digital storytelling apps can enhance vocabulary acquisition by combining visual, auditory, and kinaesthetic learning modalities, allowing children to see, hear, and interact with new words in meaningful contexts (Herro, Quigley, & Cian, 2019). Such tools can also provide immediate feedback, which is crucial for young learners as it helps them understand and correct their mistakes in real-time.

Teachers play a crucial role in integrating Educational Toys into TEYL settings. They must act as facilitators, guiding children through the use of educational tools and ensuring that the activities align with learning objectives. This requires a balance between structured learning and the open-ended nature of play. Effective implementation also involves selecting appropriate Educational Toys that match the curricular goals and adapting them to meet the

diverse needs of students (Edwards, Cutter-Mackenzie-Knowles, & Moore, 2017). For instance, teachers can design lesson plans that incorporate Educational Toys in a way that addresses different language skills such as listening, speaking, reading, and writing.

Despite the clear benefits, integrating Educational Toys into TEYL settings can present challenges. Limited access to technology, insufficient teacher training, and resistance to changing traditional teaching methods are common barriers. However, these challenges can be addressed through targeted professional development, investment in technological resources, and a gradual, supportive transition to new teaching practices (Blackwell, Lauricella, & Wartella, 2020). Schools can also seek partnerships with educational technology companies to provide the necessary tools and training for teachers.

There are numerous examples of successful Educational Toys integration in TEYL settings. For instance, a study by Zosh et al. (2017) found that children using interactive language learning apps showed significant improvements in vocabulary and language comprehension compared to those who followed traditional learning methods. Another study by Hsu (2019) demonstrated how digital storytelling tools helped young learners develop narrative skills and engage more deeply with the language. These case studies highlight the potential of Educational Toys to transform language learning experiences and outcomes for young learners.

The impact of Educational Toys on language development is profound. Play-based learning with Educational Toys fosters not only language skills but also critical thinking, creativity, and social interaction. These foundational skills are essential for long-term academic success and overall cognitive development (Kangas, 2018). By making language learning enjoyable and interactive, Educational Toys can instill a lifelong love for learning in young children. This holistic approach to education ensures that children are not only learning a new language but are also developing important life skills.

Looking forward, the integration of Educational Toys in TEYL settings is likely to evolve with advancements in educational technology. Future directions may include the development of more personalized and adaptive Educational Toys that cater to individual learning paths, as well as an increased emphasis on collaborative and social aspects of language learning through digital platforms (Marsh et al., 2020). Continued research and innovation in this field will further enhance the effectiveness of Educational Toys in TEYL. For instance, augmented reality (AR) and virtual reality (VR) could offer immersive language learning experiences that bring new dimensions to play-based learning.

Integrating Educational Toys into Teaching English for Young Learners (TEYL) settings represents a significant step towards optimizing play-based learning and enhancing language development. By leveraging these educational toys, educators can create engaging, effective, and enjoyable learning experiences that support the holistic development of young learners. As research continues to validate the benefits of play-based learning, the future of TEYL with Educational Toys looks promising and transformative. The successful integration of Educational Toys into TEYL settings not only benefits language acquisition but also fosters a positive attitude towards learning, preparing young learners for a lifetime of educational success.

The aim of this study is to emphasize the critical importance of integrating Educational Toys into Teaching English for Young Learners (TEYL) settings. By focusing on the early introduction of the English language to children aged approximately 3 to 12 years, this study seeks to enhance language acquisition through immersive, playful, and interactive educational methods. By leveraging the natural receptivity of young minds to new languages, the study aims to foster foundational language skills and cultivate a lifelong love for learning among young learners. Through the integration of Educational Toys such as interactive language apps, digital storytelling platforms, and educational

games, educators can create dynamic learning environments that cater to diverse learning styles and effectively address the challenges of language acquisition in early childhood education.

This study will contribute significantly to education by advocating for the integration of Educational Toys in TEYL settings as a transformative approach to language learning. By highlighting the benefits of play-based learning and the use of interactive educational tools, the study underscores their role in enhancing language development, cognitive skills, creativity, and social interaction among young learners. The findings will also provide empirical support for the effectiveness of Educational Toys in improving language acquisition outcomes and preparing children for academic success.

Key Concepts and Terminology

Integrating Educational Toys into TEYL settings is grounded in a rich theoretical framework highlighting the importance of play and interactive learning. To understand the impact and benefits of this approach, it is essential to explore several key concepts and terminologies that form the foundation of effective language education for young learners. These concepts include play-based learning, Educational Toys, interactive learning, digital storytelling, multisensory learning, facilitation in learning, and cognitive development. Each element creates an engaging, effective, and developmentally appropriate learning environment for children. By examining these key concepts, we can appreciate how integrating play and educational tools can transform language learning, making it more enjoyable and impactful for young learners.

Play-based learning is an educational approach that uses play as the primary learning method. It involves fun, engaging, and structured activities to support educational objectives. This approach is fundamental in Teaching English for Young Learners (TEYL) as it aligns with young children's natural learning processes. Through play, children can develop language and

cognitive skills in a manner that is both enjoyable and effective. By integrating play into language learning, children are more likely to remain motivated and interested, fostering a positive attitude towards education (Pyle, DeLuca, & Danniels, 2017)

Educational Toys are resources designed to facilitate learning through play. These tools can range from digital applications that teach language through interactive games to physical tools like flashcards and board games that encourage cooperative learning and problem-solving. Educational Toys are crucial for integrating play into TEYL, making language learning more engaging and effective. They provide a multisensory learning experience that caters to different learning styles, making abstract language concepts more tangible and memorable (Huang, Zhang, & Hudson, 2020).

Interactive learning is a teaching approach that involves active engagement between the learner and the educational material. In TEYL settings, interactive learning promotes active participation and deeper engagement with the language. Tools that support interactive learning, such as digital storytelling apps and interactive games, encourage children to participate actively in their learning process, fostering better understanding and retention of language concepts. This method aligns well with young children's natural curiosity and exploratory behaviour (Herro, Quigley, & Cian, 2019).

Digital storytelling involves using digital media to create and share stories. In TEYL, digital storytelling tools are valuable for developing language skills through narrative construction and comprehension. These tools combine visual, auditory, and kinesthetic elements to create a comprehensive learning experience. By engaging with digital stories, children can improve their vocabulary, grammar, and comprehension skills interactively and enjoyably. Digital storytelling promotes creativity and critical thinking as children create their own stories (Neumann, 2018).

Multisensory learning is an educational approach that engages multiple senses simultaneously to enhance the learning experience. In TEYL, Educational Toys often provide multisensory experiences, making language concepts more accessible and memorable. For instance, a digital app might combine sounds, images, and text to teach vocabulary, catering to auditory, visual, and kinaesthetic learners. This approach helps children understand and retain new language concepts more effectively by involving multiple sensory pathways (Kangas, 2018).

Facilitation in learning refers to the teacher guiding and supporting students' learning processes rather than directly instructing them. In TEYL settings, teachers use Educational Toys to facilitate learning by guiding interactions and ensuring that play-based activities meet educational goals. The teacher acts as a facilitator, creating an environment where children can explore and learn independently while providing the necessary support and encouragement. This approach helps children develop critical thinking and problem-solving skills as they navigate educational games and activities (Edwards, Cutter-Mackenzie-Knowles, & Moore, 2017).

Cognitive development is the process by which children acquire knowledge and develop thinking and problem-solving skills. In TEYL, cognitive development is supported by play-based learning with Educational Toys. These tools engage children's natural curiosity and promote active learning, helping them develop cognitive skills such as memory, attention, and reasoning. By providing a stimulating and interactive learning environment, Educational Toys support the overall cognitive development of young learners, laying a solid foundation for future learning (Blackwell, Lauricella, & Wartella, 2020).

Understanding Educational Toys In TEYL

Educational Toys encompass a variety of resources designed to facilitate learning through play. These tools include digital

applications, interactive games, flashcards, and board games, all aimed at making the educational process more engaging and effective for young learners. The primary role of Educational Toys in Teaching English for Young Learners (TEYL) is to provide a multisensory learning experience that aligns with children's natural learning tendencies. By incorporating Educational Toys, educators can transform traditional learning environments into dynamic spaces where play and learning coexist, thereby supporting language acquisition in an enjoyable and effective manner (Huang, Zhang, & Hudson, 2020). This shift from conventional teaching methods to play-based learning can profoundly impact young learners, fostering a more engaging and interactive educational experience.

Increased engagement is one of the most significant benefits of using Educational Toys in TEYL. Play-based learning activities capture children's attention and sustain their interest, crucial for maintaining motivation and fostering a positive attitude towards learning. Interactive and playful educational tools support cognitive development by encouraging children to explore, experiment, and interact with their learning environment. This engagement is critical for language acquisition, as it promotes active participation and deeper processing of language concepts (Pyle, DeLuca, & Danniels, 2017). Engaging in activities not only makes learning more enjoyable but also helps children develop a love for learning that can last a lifetime.

Furthermore, Educational Toys cater to various learning styles, making abstract language concepts more tangible and memorable. For instance, digital storytelling apps can enhance vocabulary acquisition by combining visual, auditory, and kinaesthetic learning modalities. This multisensory approach not only makes learning more accessible but also improves retention and comprehension. For example, Neumann (2018) found that using digital apps in early childhood education significantly improved children's emergent literacy skills by providing a rich,

interactive experience. By engaging multiple senses, these tools help children better understand and remember new language concepts, leading to more effective learning outcomes.

Moreover, Educational Toys provide immediate feedback, helping young learners understand and correct their mistakes in real time. This immediate feedback loop is essential for effective learning as it allows children to recognize and address errors promptly, reinforcing correct language use and understanding.

Studies have shown that such real-time feedback is highly beneficial in educational settings, particularly for young learners who benefit from immediate reinforcement (Herro, Quigley, & Cian, 2019). By receiving instant feedback, children can adjust their learning strategies and improve their language skills more efficiently.

In addition to cognitive and linguistic benefits, using Educational Toys in TEYL also supports the development of social and emotional skills. Educational games often involve cooperative learning and problem-solving activities that require children to work together, communicate, and negotiate. These social interactions are crucial for young learners as they help build essential interpersonal skills and foster a sense of community within the classroom (Edwards, Cutter-Mackenzie-Knowles, & Moore, 2017). By creating a collaborative and supportive learning environment, Educational Toys enhance language acquisition and contribute to the development of young learners.

Research consistently supports the effectiveness of Educational Toys in enhancing language acquisition and overall educational outcomes. A study by Herro, Quigley, and Cian (2019) demonstrated that interactive learning tools, such as digital storytelling apps, significantly improve young learners' vocabulary and language comprehension compared to traditional methods. Similarly, Zosh et al. (2017) found that children using language learning apps showed notable improvements in their language

skills, highlighting the impact of technology-enhanced learning in early childhood education.

Another study by Blackwell, Lauricella, and Wartella (2020) emphasized the importance of teacher facilitation in maximizing the benefits of Educational Toys. The study showed that when teachers effectively integrated Educational Toys into their lesson plans and acted as facilitators, children exhibited higher levels of engagement and better educational outcomes. This finding underscores the need for professional development and training for educators to effectively use Educational Toys in TEYL settings.

The integration of Educational Toys into TEYL also supports the overall cognitive development of young learners. Kangas (2018) noted that play-based learning environments encourage the development of critical thinking, creativity, and social skills, which are essential for long-term academic success. By providing a stimulating and interactive learning environment, Educational Toys help lay a strong foundation for future learning and development.

In conclusion, the use of Educational Toys in Teaching English for Young Learners (TEYL) offers numerous benefits, including increased engagement, motivation, and cognitive development. Supported by extensive research, Educational Toys are proven to enhance language acquisition and overall educational outcomes, making them an invaluable component of modern early childhood education.

Integrating Educational Toys into The TEYL Curriculum

Integrating Educational Toys into the TEYL curriculum requires careful consideration of several fundamental principles. Firstly, alignment with learning objectives is crucial. Educational toys must be designed or selected to meet specific language learning goals, ensuring that each activity reinforces the curriculum content. This alignment ensures that play-based activities are not merely

entertaining but also pedagogically sound (Savage, 2020). Additionally, the adaptability of educational toys to diverse learners is essential. Given young learners' varying linguistic backgrounds, learning styles, and developmental stages, educational toys should be flexible enough to cater to individual needs (Al-Qallaf & Al-Mutairi, 2018). For instance, customizable digital apps can offer differentiated instruction, allowing children to progress at their own pace.

Furthermore, incorporating cultural relevance into educational toys can enhance engagement and learning outcomes. Educational toys that reflect the learners' cultural context can make the content more relatable and meaningful, thereby promoting better comprehension and retention (Chou et al., 2021). This principle underscores the importance of context-sensitive materials in language education. Finally, fostering an inclusive environment through educational toys is imperative. This involves ensuring that all learners, including those with special educational needs, can participate fully in play-based activities (Baker, 2019). Inclusive educational toys can provide alternative engagement means, such as visual aids and tactile resources, to support diverse learning abilities.

Various types of educational toys can be integrated into the TEYL curriculum to promote language learning. Interactive apps are one of the most versatile educational toys, offering a range of activities from vocabulary building to interactive story reading. These apps often use gamification elements, such as rewards and progress tracking, to keep children engaged and motivated (Huang & Soman, 2019). For example, apps like "Endless Alphabet" use animated characters and sounds to teach new words, making the learning process both fun and educational.

Digital storytelling platforms are another effective type of educational toy. These platforms allow children to create and share their own stories, enhancing their narrative skills and creativity. By combining visual, auditory, and kinaesthetic elements, digital

storytelling can improve vocabulary and comprehension while fostering a love for reading and writing (Robin, 2016). Language learning games, such as board games and card games, also play a significant role in TEYL. These games encourage cooperative learning and social interaction, which is essential for language development. Games like "Scrabble Junior" and "Boggle" help children practice spelling and vocabulary in a playful context (Garris et al., 2018).

In addition to digital tools, physical educational toys like flashcards and educational toys can support language learning. Flashcards with images and words can help children associate visual cues with language, aiding memory retention. Educational toys, such as letter blocks and phonics kits, provide hands-on learning experiences that are particularly beneficial for kinaesthetic learners (Roskos & Christie, 2019). Educators can address different learning styles and preferences by incorporating various educational toy activities, making language learning more effective and enjoyable.

Teachers are pivotal in effectively incorporating educational toys into their teaching practices to support language development and engage young learners. As facilitators of learning, teachers must be adept at selecting and using appropriate educational toys that align with their educational goals. This involves understanding the strengths and limitations of different educational toy resources and integrating them into lesson plans to maximise their educational potential (Edwards & Cutter-Mackenzie, 2017). For instance, a teacher might use a digital storytelling app to introduce new vocabulary and follow up with a physical board game to reinforce those words in a different context.

Incorporating educational toys also requires teachers to create a balanced learning environment combining structured learning and open-ended play. This balance ensures that children can explore and learn independently while still achieving specific language objectives (Walsh et al., 2020). Teachers should provide

guidance and support during play-based activities, helping children navigate challenges and encouraging them to think critically and creatively. Additionally, teachers need to be skilled in using real-time feedback provided by digital tools to address learning gaps and tailor instruction to meet individual needs.

Professional development is essential for teachers to effectively integrate educational toys into their teaching practices. Ongoing training and support can help teachers stay updated on the latest educational technologies and pedagogical strategies, enabling them to make informed decisions about using educational toys (Blackwell et al., 2020). Collaborative learning among teachers can also foster the sharing of best practices and innovative ideas for using educational toys in TEYL settings. Ultimately, the successful integration of educational toys into the TEYL curriculum depends on the teacher's ability to create a supportive, engaging, and inclusive learning environment that encourages young learners to thrive.

Engaging Strategies with Educational Toys for Teaching English

Interactive language apps are a cornerstone of modern TEYL strategies, offering a rich and engaging platform for young learners to develop their language skills. These apps typically include features such as vocabulary builders, pronunciation tools, and interactive games that make learning both effective and enjoyable. Vocabulary builder apps, for example, use images, sounds, and interactive exercises to help children learn new words and their meanings in context. This multimodal approach caters to various learning styles and has improved retention and comprehension (Kim & Kim, 2020). Pronunciation tools within these apps often use speech recognition technology to provide immediate feedback, allowing learners to practice and refine their pronunciation in a supportive environment (Tsai & Tsai, 2018).

Moreover, interactive language apps are designed to be user-friendly and engaging, using gamification elements such as rewards, levels, and challenges to motivate young learners. Studies have demonstrated that gamified learning can significantly enhance student motivation and engagement, leading to better learning outcomes (Vlachopoulos & Makri, 2017). For instance, apps like "Duolingo Kids" and "Endless Alphabet" use colourful animations and interactive activities to teach English vocabulary and pronunciation, making the learning process enjoyable and interactive. By integrating these apps into TEYL settings, educators can create a dynamic and interactive learning environment that supports language acquisition through play.

Digital storytelling platforms offer an innovative way to facilitate language acquisition in young learners through interactive storytelling experiences. These platforms allow children to create, narrate, and share their own stories, enhancing their language skills creatively and engagingly. Digital storytelling combines visual, auditory, and kinaesthetic elements, providing a comprehensive learning experience that can improve vocabulary, grammar, and narrative skills (Robin, 2016). Tools such as "Storybird" and "Toontastic" enable children to construct their own stories using a variety of digital assets, fostering creativity while simultaneously building language skills.

Interactive storytelling not only aids in language development but also enhances critical thinking and problem-solving abilities. Children learn to organize their thoughts, develop coherent narratives, and express themselves more effectively by engaging with stories. Research indicates that digital storytelling can significantly improve students' narrative skills and language proficiency (Sadik, 2008). Furthermore, these platforms often include collaborative features that allow students to collaborate on storytelling projects, promoting social interaction and cooperative learning. This collaborative aspect is particularly beneficial in

TEYL settings, as it encourages communication and teamwork among young learners (Yamaç, 2020).

Educational games reinforce vocabulary, grammar, and language skills in a playful context. These games are designed to be both educational and entertaining, capturing children's interest and making language learning a fun experience. Games such as "Scrabble Junior," "Boggle," and digital platforms like "Kahoot!" provide interactive and competitive environments where children can practice their language skills. Research has shown that educational games can enhance learning by providing immediate feedback, promoting active engagement, and fostering a positive learning environment (Plass et al., 2015).

Language learning games are particularly effective in reinforcing vocabulary and grammar. For example, word games like "Hangman" or "Crossword Puzzles" help children learn new words and their meanings while improving spelling and phonics. Grammar games, on the other hand, can make abstract grammatical rules more concrete and understandable by embedding them in interactive activities. Studies have found that integrating games into language teaching can significantly improve students' language proficiency and learning motivation (Yang, 2012). By incorporating these games into TEYL settings, educators can create a stimulating and supportive environment that encourages children to practice and improve their language skills through play.

Challenges And Solutions In Implementing Educational Toys

Integrating Educational Toys into Teaching English for Young Learners (TEYL) settings can present several significant challenges. One primary issue is technological barriers. Many schools, particularly in under-resourced areas, may lack the necessary technology infrastructure, such as adequate internet access, up-to-date devices, or sufficient technical support. This can make it difficult for teachers to effectively utilize digital

educational tools in their classrooms (Ritzhaupt et al., 2018). Additionally, the rapid pace of technological advancement can result in a digital divide where some schools cannot keep up with the latest innovations in educational technology.

Another challenge is access issues. Even if schools have the required technology, not all students may have equal access to these resources at home. This disparity can hinder the continuity of learning outside the classroom and exacerbate existing educational inequalities (Hohlfeld, Ritzhaupt, & Barron, 2017). Furthermore, the cost of educational toys can be prohibitive for some schools, especially those in low-income areas. Budget constraints may limit the availability of high-quality educational toys, restricting the benefits these tools can provide young learners.

Teacher preparedness and confidence in using educational toys also pose significant challenges. Many educators may not have received adequate training in using educational toys or may feel uncomfortable integrating new technologies into their teaching practices. This lack of familiarity can lead to underutilizing educational toys and missed opportunities for enhancing language learning through play (Miranda & Russell, 2012). Moreover, some teachers may resist adopting new methods due to a preference for traditional teaching techniques or a lack of awareness of the potential benefits of educational toys (Hsu, 2016).

Several practical solutions can be implemented to address these challenges. Firstly, investing in professional development for teachers is crucial. Providing comprehensive training programs that focus on the effective use of educational toys in TEYL can enhance teachers' confidence and competence in incorporating these tools into their curriculum. Workshops, seminars, and online courses can equip educators with the skills needed to effectively integrate technology into their teaching practices (Trust, 2017). Additionally, ongoing support and mentoring can help teachers stay updated with the latest advancements in educational technology.

Collaboration with IT support can also help overcome technological barriers. Schools can establish partnerships with IT specialists who can assist in setting up and maintaining the necessary infrastructure for using educational toys. This includes ensuring reliable internet access, providing technical support, and managing hardware and software updates (Hew & Brush, 2007). By fostering a collaborative environment where teachers can rely on technical experts, schools can ensure that technological issues do not impede the integration of educational toys into TEYL settings.

Moreover, to tackle access issues, schools can explore funding opportunities and grants to enhance educational technological resources. Engaging with community stakeholders, such as local businesses and non-profit organizations, can also provide additional financial support and resources. Schools might also consider implementing a shared device program where students can borrow tablets or laptops at home, ensuring equitable access to educational toys outside the classroom (Leu et al., 2015). Creating a blended learning environment where digital tools are used alongside traditional methods can also ensure that all students benefit from technology-enhanced learning.

Lastly, schools can foster a culture of innovation and openness to new teaching methods to overcome resistance to change. Highlighting successful case studies and research evidence demonstrating the effectiveness of educational toys can help convince skeptical teachers of the benefits of these tools. Encouraging a collaborative approach where teachers can share experiences, challenges, and successes related to educational toy integration can also build a supportive community that embraces educational innovation (Ertmer & Ottenbreit-Leftwich, 2010).

This study highlights the efficacy of educational toys in improving language skills, illustrating their potential to transform traditional teaching methods into engaging activities that promote social interaction, critical thinking, and problem-solving. It is concluded that integrating educational toys into Teaching English for Young Learners (TEYL) settings offers substantial benefits by enhancing play-based learning and language acquisition.

Looking ahead, future research should explore innovative uses of educational toys in TEYL, particularly focusing on emerging technologies like augmented reality (AR) and virtual reality (VR). These technologies offer opportunities for more immersive and interactive language learning experiences that can captivate young learners' attention and enhance engagement. Further research can also investigate the long-term impacts of integrating educational toys in TEYL settings on language proficiency and academic achievement. Evaluating the scalability and sustainability of these approaches across different educational contexts and cultures will provide insights into best practices for implementation. Moreover, exploring the role of teacher training and professional development in effectively integrating educational toys into TEYL curricula is essential for supporting educators in adopting and maximizing the benefits of these innovative tools.

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12. Technology for Young English Learners: Trouble or Treasure?

Tri Pujiani

Almost all aspects of life are currently affected by the rapid growth of technology, including education. Yet, the use of technology for young learners English training remains a controversy. Does technology enhance education, or does it endanger the growth and development of children? This chapter addresses the crucial question, "Technology for Young English Learners: Trouble or Treasure?" It also provides advice for a secure online space, examines the advantages and disadvantages of integrating technology into early English language training, and assesses helpful educational applications for young learners.

Imagine a classroom where traditional teaching aids like textbooks and chalkboards are supplemented or replaced by interactive tablets, instructional apps, and virtual reality experiences. Young children participate in gamified language exercises, virtual field journeys, and animated character-based phonics courses in such environments. Many schools today actually operate like this (Alshumaimeri & Alshememry, 2024; De Vega & Basri, 2024; Mahayanti et al., 2020; Pujiani, Harsiwi, et al., 2022; Pujiani, Zuhrofillah, et al., 2023; Putu Wulantari et al., 2023; Ropitasari & Rosyad, 2024; Sukmawati & Pujiani, 2023; Syamsinar, 2022). In TEYL, technology has previously undiscovered possibilities for increasing student motivation, facilitating personalized instruction, and supplying a wide range of materials.

However, drawbacks are identified in some practice of technology-based education. Overuse of screens may delay the development and well-being of young learners by resulting in

problems including bad posture, eye strain, and reduced social and attention spans (Nugraha et al., 2019; Ozet, 2024; Ramelan et al., 2019; Sari, 2020; Setiani, 2020). A major problem with the digital gap is that not all kids have equal access to technology (Irdianto et al., 2022; Laila et al., 2023). Furthermore, worries regarding the online safety of young learners have been increased by the unregulated digital ecosystem.

Despite these obstacles, technology has too much potential in TEYL to be ignored. According to research, effectively used technology may support a variety of learning styles and provide quick feedback while assisting with language acquisition across a range of skills (Mahayanti et al., 2020). Additionally, technology encourages teamwork by enabling students to communicate with teachers and classmates outside of the classroom.

In order to fully utilize technology's advantages while minimizing its risks, a safe and encouraging digital environment must be established. In addition to teaching digital literacy and safe online practices, parents and educators must actively monitor and control how their children use technology. It's critical to put safety precautions in place like parental controls and secure browsing software.

Selecting the appropriate tools and teaching resources is also essential. This chapter will list the best apps for learning English and offer helpful tips for incorporating them into the classroom. By critically evaluating the advantages and difficulties of technology in early education, parents and educators may create an effective approach that protects the wellbeing of young learners while improving their experiences. TEYL may prepare students for a digital environment by transforming possible issues into possibilities through purposeful integration.

Young Learners and Second Language Acquisition

Young learners, aged 5 to 12, are in early education, kindergarten, or primary school (Pujiani, Harsiwi, et al., 2023). Teaching English to them requires specific approaches as they are active, imaginative, moody, curious, and have limited attention spans (Oktaria & Putra, 2020; Sari, 2020). Thus, teachers need specialized knowledge and skills in TEYL (Teaching English to Young Learners).

Key theoretical frameworks include Chomsky's Language Acquisition Device (LAD), which suggests an innate ability to process language (Amin et al., 2023), and Skinner's behaviourism, which views learning as habit formation through stimulus, response, and reinforcement (Leeder, 2022). Another important concept is the critical period or golden age, the first five years of life when the brain easily absorbs information (Azieb, 2021), enabling children to learn multiple languages simultaneously with adequate input from native speakers. Therefore, many experts agree that in learning languages “the earlier, the better.”

Achieving native-like proficiency in a second language requires significant exposure, similar to that of the mother tongue (Pujiani, Zuhrufillah, et al., 2023). Without these conditions, acquiring a second language is challenging. Additional challenges in TEYL include students' cognitive development, motivation, discipline, varied English proficiency, teachers' non-English backgrounds, lack of pedagogical skills and professional development, the status of English as a foreign language, school facilities, large class sizes, limited time, cultural differences, non-supportive environments, and low socio-economic backgrounds and parental support (Anggraini, 2018; Kusmaryati, 2020; Pramesty et al., 2022; Prihatin et al., 2021; Widodo & Dewi, 2019).

These challenges indicate the need for a revolution in TEYL practices. Integrating technology is suggested to improve the quality of teaching and learning, addressing students' needs and characteristics effectively.

Technology in Education

In general, technology is the practical application of scientific knowledge, particularly in industry. It includes an extensive variety of equipment, machinery, systems, and gadgets designed to solve issues, boost productivity, and increase quality of life. The use of technical instruments, resources, and procedures to support and improve instruction, learning, and educational administration is known as educational technology. Its components—hardware, software, internet sites, communication tools, and evaluation tools—are designed to help educators and make learning more dynamic, engaging, and accessible. Technology in education helps solve a variety of problems in the classroom, enhances student performance, and gets students ready for a world when technology is everywhere (Dron, 2022).

Piaget and Vygotsky's constructivist and social constructivist theories offer a foundation for comprehending the advantages of digital instruments in education. Constructivism posits that children actively engage with their environment to develop knowledge. This theory is foundational in modern educational research on technology use (Efgivia et al., 2021).

Constructivist learning theory is crucial for understanding how technology can be successfully incorporated into TEYL (Teaching English to Young Learners). Technology supports constructivist education by offering engaging platforms that encourage collaboration and experimentation. Digital tools like interactive software, multimedia storytelling, and educational games enable young learners to experience language in meaningful contexts, promoting deeper learning and retention (Orak & Al-Khresheh, 2021; Ozet, 2024).

The Role of Technology in TEYL

In recent decades, technology in education has significantly advanced. Early technologies in schools included cassette players

and overhead projectors. By the late 20th century, personal computers introduced educational software programs, creating interactive learning environments and paving the way for more advanced tools (Supriya et al., 2024; Ydyrysbayev et al., 2022).

Language learning has benefited from the online multilingual resources, language exchange websites, and online dictionaries, which have transformed access to information and educational materials. Teaching English to Young Learners (TEYL) was significantly impacted by the 2010s smartphone and tablet revolution, which made instructional content portable and interactive with touchscreens (Saxena et al., 2020).

To improve language learning, TEYL now incorporates a variety of tools and applications. With the usage of interactive whiteboards, multimedia instruction and interactive exercises are becoming more common in schools. Access to a wide range of instructional programs adapted to specific learning needs is made possible by tablets and laptops.

Utilizing game elements like ranks, prizes, and points to encourage young learners and make language learning enjoyable and interesting, gamification is a current trend in language learning technology. The application of augmented reality (AR) and virtual reality (VR) in education is another fascinating development. While VR provides immersive language-learning environments that enable students to practice English in realistic, simulated contexts, AR apps improve vocabulary and comprehension (Kustandi et al., 2020; Supriya et al., 2024; Syamsinar, 2022).

The introduction of technology to young learners is still challenging. However, the Covid-19 pandemic has forced academics to, willingly or unwillingly, implement distance learning, which requires mastery of technology and skills to manage online learning. Pujiani, et al. (2022) stated that during emergency learning from home, especially for young learners, there are many challenges, both from teachers and parents. The difficulties faced by teachers included organizing their resources,

managing their online classes, and ensuring that students learned the subject. The learning atmosphere and time management were the parents' main concerns. Subsequently, after the pandemic ended, the integration of technology in classroom is still facing two main problems, the lack of facilities and digital literacy (Puspitaloka et al., 2022).

To address this, Pujiani, et al. (2022) developed animated videos with the aim of assisting teachers in converting offline learning materials into engaging media for young learners. The study's findings demonstrated that using animated videos as online teaching resources for young learners may positively motivate them to learn. Additionally, given that storytelling is the best method to teach new vocabulary contextually as well as instilling moral value to young learners, she also developed an e-storybook, an online-based digital book combining text, visual, and audio (Pujiani, Zuhrufillah, et al., 2022). The results of the study showed a beneficial effect, with young learners' vocabulary mastery and motivation to learn English on their own both improving (Pujiani, Zuhrufillah, et al., 2023).

Other stories come from Syamsinar (2022) utilizing Augmented Reality (AR) to teach English for young learners. The study revealed that young learners are very active and excited to have new learning experience by using AR. Moreover, digital tools like digital storytelling are proven to be effective in enhancing the students' grammar and vocabulary mastery. The media can attract the students' attention and interest (Ropitasari & Rosyad, 2024). Meanwhile, digital game-based learning also seems to be promising media to enhance the young learners' self-regulated learning which is also an important factor for the learning success (Mahayanti et al., 2020).

These case studies promote that though technology integration for young learners faces many challenges, it may be beneficial if being utilized appropriately. Things to consider like the students' characteristics, facilities provided, the potential risks,

and how to create safe environment need to be considered in choosing the right media for young learners.

The Benefits of Technology in TEYL

Using technology in Teaching English to Young Learners (TEYL) offers numerous benefits, such as increased motivation and engagement, tailored learning experiences, interactive opportunities, and access to vast resources. These advantages help young students efficiently and joyfully improve their English language skills.

Technology significantly boosts students' motivation and engagement in learning English. Interactive apps and multimedia tools, featuring vibrant graphics, animations, and gamified components, captivate young learners. Educational games and reward systems, like those in Duolingo, Lingokids, Kahoot! Quizizz, Wordwall, and Educaplay, make language learning enjoyable and engaging. As research by Sukmawati and Pujiani revealed that the use of online games increased the students engagement with 54% agree, 31% strongly agree, and the rest as much as 15% moderately agree (Sukmawati & Pujiani, 2023). This increased engagement can lead to greater motivation for regular language practice.

Technology enables interactive learning experiences essential for language acquisition. Resources like interactive whiteboards and language learning applications allow students to actively participate in speaking, listening, reading, and writing exercises. Apps with speech recognition provide instant feedback on pronunciation, aiding in speaking skills improvement. Digital games and interactive storybooks offer context-rich language practice, enhancing retention and comprehension (Pujiani, Zuhrufillah, et al., 2022).

One of the main benefits of technology in TEYL is its ability to provide personalized learning experiences. Personalized

environments, such as WordWall, Educaplay, Kahoot!, and Quizizz, assess students' skill levels and adapt content to their needs (Pujiani, Sukmawati, et al., 2023). This customization ensures learners are neither overwhelmed nor bored, promoting optimal language development by keeping students engaged and challenged.

Technology provides access to a wide range of educational materials catering to various learning preferences and styles. Websites like Khan Academy and Beelinguapp offer digital books and audiobooks for different reading levels and interests. Language games, interactive activities, and instructional videos enrich the learning process by offering diverse opportunities to engage with the English language, ensuring that all students can find resources that meet their needs (Irdianto et al., 2022; Kurt, 2021).

The Benefits of Technology in TEYL

While there are many advantages to technology in TEYL, there are also threats and obstacles to consider, including as excessive screen time, distractions, equity concerns, and developmental disorders.

Excessive screen time is a major concern with using technology in TEYL. Prolonged screen use can lead to health issues like irregular sleep, reduced physical activity, and eye strain (Ozet, 2024; Sari, 2020). It may also harm cognitive development and attention spans in young students (Prihatin et al., 2021). To ensure children's overall development and well-being, it's essential to balance digital and offline learning. To solve this problem, parents may build a commitment with their children about the screen time, for example limit it for only one hour after they study or finish their homework. Teacher and parents' collaboration is absolutely needed to make sure the teaching method used does not break the rules by the parents at home, it must support each other instead.

While digital devices aid education, they can also be distracting. Young students might engage in off-task activities like watching irrelevant content or non-educational games (Setiani,

2020). If these distractions aren't managed, the effectiveness of technology in education is reduced. Additionally, students face risks like inappropriate content, cyberbullying, and other online threats. To mitigate these risks, strict regulations and parental oversight are essential. Children should be guided by adult in surfing the virtual world.

Another big obstacle to integrating technology in TEYL is the access distribution. Unequal access to devices and high-speed internet hinders learning, especially for low-income or rural students (Laila et al., 2023). This disparity can worsen educational inequalities. Legislators, educators, and communities must collaborate to ensure all children have equal access to technology by providing necessary tools and support (Irdianto et al., 2022).

Critics argue that over-reliance on technology can hinder kids' social and cognitive development, limiting imaginative play and interpersonal skills (Nugraha et al., 2019; Prihatin et al., 2021; Ramelan et al., 2019; Setiani, 2020). To foster social connection and creative thinking, parents and educators must balance traditional learning activities with technology use.

Creating a Safe Digital Environment for Young Learners

To create a secure online learning environment for young students, we must establish safety measures, involve educators and parents, provide digital literacy training, and promote a responsible, balanced approach to technology use.

Creating a safe digital learning environment starts with active participation from parents and educators. Parents should set clear rules for technology use at home, including acceptable content and time limits. Teachers can support this by promoting ethical technology use in the classroom (Hutchison et al., 2020). Regular conversations about internet safety, protecting personal information, and recognizing harmful content are essential.

Teaching digital literacy is essential for helping students navigate the digital world safely. Instruction should cover online privacy, identifying trustworthy sources, and safe communication techniques (Sujarwo et al., 2023). This also includes the knowledge about data privacy restriction, consent and ethical use of online data to make sure that children understand that they should not share private data for public and not copy other's content without permission. By including digital literacy in the curriculum, parents and educators can help students make informed decisions and protect themselves from online risks while enhancing their language studies.

Strong security measures are needed to protect young students from online dangers. Parental controls and safe browsing software can limit screen time and access to inappropriate content. Educational apps and platforms often include safety features like content filters and monitoring tools. Parents and teachers can use these tools, such as Duolingo and Kahoot, to monitor children's activities and progress, ensuring they stay on track with their learning goals (Zucker & Fisch, 2019).

Promoting a balanced approach to technology is crucial for a healthy digital environment. Encouraging a mix of offline and online activities, including physical exercise, social interaction, and creative play, can mitigate the negative effects of excessive screen time (Alisoy, 2024; Ozet, 2024). Educators can support this by creating lesson plans that combine digital resources with practical exercises.

Recommendations for Effective Technology Integration in TEYL

In order to choose safe, engaging, and successful educational applications and tools for teaching English to young learners, there are a few critical factors to take into account. (1) Educational Value: Verify that the software complies with curricular requirements and educational objectives (Nguyen, 2021). Language

proficiency in speaking, writing, listening, and reading should all be supported. (2) Age Appropriateness: The user interface and content must be appropriate for the intended age range. Younger students require interactive features, colourful graphics, and easy navigation (Nguyen, 2021). (3) Engagement: Select apps that use gamification, multimedia, and interactive features to draw in students (Sukmawati & Pujiani, 2023). Retaining motivation and improving learning both depend on engagement. (4) Usability: Children should be able to use the app on their own, since it should have an easy-to-use interface and navigation. It should also offer fast feedback and unambiguous directions (Zucker & Fisch, 2019). (5) Safety measures: To guarantee a secure digital environment for young learners, give priority to apps that have built-in safety measures like content filters, parental controls, and data privacy protections (Ogay, 2020).

Following are some recommended applications for children to learn English based on their age classification: (1) English Apps for Kids – Preschool (2 – 5 years old): Endless Alphabet, Gus on the Go, Bibo Speak English, Lingokids, Studycat: Learn English for Kids, Timmy’s Learning New Skills. (2) English Apps for Young Kids (6-10 years old): Teach Your Monster to Read, Reading Eggs, Monkey Jr., Khan Academy Kids, FunEasyLearn: Learn Languages, Accomplish Reading. (3) English Apps for Older Kids (10+): Beelinguapp, Lingodeer, Duolingo, LearnEnglish Grammar, LearnEnglish Podcasts, Hello Talk, Memrise.

In providing the best practice for integrating technology into young learners’ English learning, consider some tips below: (1) Include Technology in Lesson Plans: Use technology to enhance, not replace, traditional teaching methods. Incorporate digital tools like interactive whiteboards, digital storytelling, and language learning software to meet learning objectives (Pujiani, Zuhrufillah, et al., 2023). (2) Mixed Learning Approach: Combine online and in-person training for a balanced learning environment (Alisoy, 2024). Use instructional videos to introduce concepts and practical

exercises to reinforce them. (3) Encourage Collaboration: Promote teamwork with collaborative tools like Padlet and Google Classroom (Jong & Kim Hua, 2021). Use peer reviews and group assignments to enhance communication skills. (4) Offer Professional Development: Provide training for educators on using instructional technology. Webinars, online classes, and seminars can help teachers stay current on effective technology integration (Ogay, 2020). (5) Monitor and Evaluate: Regularly assess the effectiveness of classroom technology. Collect student feedback, track engagement, and use data from educational apps to identify areas needing support (Nuci et al., 2021). (6) Encourage Safe and Responsible Use: Teach responsible technology use and digital citizenship. Discuss online privacy, cyberbullying, and digital etiquette, and set clear classroom guidelines (Setiani, 2020). (7) Involve Parents: Inform parents about classroom digital tools to encourage involvement. Provide advice on managing screen time and creating safe online environments at home (Hutchison et al., 2020). (8) Employ Diverse Resources: Use a variety of digital resources to cater to different learning styles. Include interactive games, podcasts, videos, and articles to make learning inclusive and effective (Kurt, 2021).

Other thing to consider in adapting technology to EYL learning is ensuring the equity and access due to the wide range of socio-economic geographic background of Indonesian society. Following are some tips to solve the issue (George et al., 2022): (1) Provide Device and Internet Access: Work with legislators and administrators to ensure all students have necessary technology, such as computer labs and community centres with internet access. (2) Provide Training: Offer sessions for parents and students on using digital resources, online safety, and basic tech skills. (3) Assist Low-Income Families: Implement programs providing financial aid or subsidies for devices and internet access. Partner with local businesses to offer discounted services and equipment. (4) Adapt to Local Contexts: Tailor technology integration to

community needs. Use offline apps or download content in areas with poor internet, and include local languages and cultures in digital content to increase relevance.

In summary, careful selection of educational apps, deliberate integration into lesson plans, collaboration, professional development for teachers, assurance of safe and responsible use, parent engagement, and addressing equity and access issues are all necessary for effective technology integration in TEYL. By implementing these suggestions, teachers may establish a vibrant, diverse classroom that takes advantage of technology's advantages while addressing its drawbacks.

Using technology to teach English to Young Learners (TEYL) offers a dynamic and engaging approach, providing benefits like quick access to resources, personalized learning, and increased engagement. However, it also presents challenges, such as excessive screen time, distractions, and equity issues. This chapter highlights the importance of creating a safe digital environment for young learners through proactive parental and educational involvement, strong safety protocols, and comprehensive digital literacy education. For pedagogical implication, teachers are suggested to select appropriate resources, balance the use of technology in lesson plans, foster teamwork, ensure equity access, and continuously develop their professional skills. Further research should explore the long-term impacts of technology on young learners' cognitive and social development to refine best practices and inform policy decisions. By implementing these strategies, educators can transform technology from a potential problem into a valuable asset, fostering a stimulating and secure learning environment that supports the overall development of young English learners.

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13. Assessment and Evaluation in TEYL

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Teaching English to young learners is a dynamic and rewarding endeavour that requires educators to navigate a range of challenges and opportunities within the realm of language education. As teachers strive to create engaging and effective learning experiences for young students, the assessment and evaluation of teaching practices emerge as pivotal components in ensuring meaningful language acquisition and development.

The landscape of teaching English to young learners is multifaceted, with educators facing a myriad of challenges and complexities in delivering language instruction to this unique demographic. From the introduction of English as a compulsory subject at the primary level to the challenges. Understanding the nuances of teaching English to young learners is essential for educators to navigate the intricacies of language instruction effectively. In recent years, there has been a notable shift towards learner-cantered language teaching and self-regulated language learning, with a particular emphasis on promoting self-assessment among young learners.

This shift underscores the importance of empowering students to take ownership of their language learning journey and actively engage in assessing their language proficiency and progress. By fostering a culture of self-assessment, educators can cultivate students' autonomy and motivation in language acquisition. Assessment and evaluation in TEYL extend beyond traditional measures of language proficiency to encompass a holistic understanding of students' multiple intelligences and learning styles (Jian & Pane, 2020). By recognizing and leveraging students' diverse intelligences, educators can tailor their teaching

approaches to cater to individual strengths and preferences, fostering a more inclusive and effective learning environment. This chapter delves into various facets of assessment and evaluation in teaching English to young learners, drawing on a diverse array of research studies and perspectives to offer insights into best practices and strategies aimed at optimizing language learning outcomes.

Understanding Assessment and Evaluation in TEYL

Assessment and evaluation in TEYL are fundamental components of the language learning process, each serving distinct purposes and functions. While assessment focuses on gathering information about students' language skills, understanding, and progress through ongoing methods such as observation, formative assessment, and performance tasks, evaluation typically occurs at the end of a learning period to make judgments or assign grades based on overall performance (Güngör & Fişne, 2020). Assessment in TEYL involves continuous monitoring of students' language development, identifying individual strengths and weaknesses, and providing feedback to guide instructional decisions effectively (H. Liu, 2019, 2021; Q. Liu, 2020). By utilizing methods such as observation and formative assessment, educators can tailor their teaching strategies to meet the diverse needs of young language learners and support their language acquisition journey. On the other hand, evaluation in TEYL often involves summative assessments, such as tests or projects, to measure students' mastery of language objectives or learning outcomes (Nikolov, 2019). These assessments provide a snapshot of students' performance at a specific point in time and are essential for reporting purposes or determining progression to the next level of language proficiency. By employing summative assessments, educators can gauge the overall achievement of young learners in mastering English language skills and competencies, providing a comprehensive overview of their language learning progress. In

the context of TEYL, understanding the distinction between assessment and evaluation is crucial for educators to effectively gauge students' language proficiency and progress. Assessment methods such as language tasks, vocabulary quizzes, and interactive activities allow teachers to gather real-time data on students' language skills and comprehension levels, enabling them to tailor instruction to meet individual learning needs. By incorporating a variety of assessment techniques, educators can create a dynamic and engaging learning environment that supports young learners' language development and fosters a love for English language learning. Moreover, evaluation in TEYL plays a vital role in determining students' overall language proficiency and readiness to advance to higher language proficiency levels. Summative assessments, such as end-of-term exams or projects, provide a comprehensive overview of students' language skills and competencies, allowing educators to make informed decisions about students' progress and achievement in English language learning . By evaluating students' performance against predetermined language objectives, educators can assess the effectiveness of their teaching practices and identify areas for improvement in language instruction. Thus, assessment and evaluation are integral components of TEYL that serve distinct yet complementary purposes in supporting young learners' language acquisition and development. By implementing a balanced approach that combines ongoing assessment methods with summative evaluations, educators can gain valuable insights into students' language proficiency, track their progress effectively, and create a supportive learning environment that nurtures a love for English language learning among young learners.

Types of Assessment and Evaluation

Assessment and evaluation in TEYL are crucial components in ensuring effective language learning outcomes. Various strategies and methods have been explored in the literature to address the

challenges faced by teachers in this context. effective assessment and evaluation in TEYL require a combination of teacher training, the use of appropriate teaching methods, an understanding of young learners' characteristics, the implementation of engaging strategies, and the integration of instructional media and technology (Britton, 2019; Prošić-Santovac & Rixon, 2019; Savic & Prosic-Santovac, 2015). By considering these factors, teachers can create a supportive and effective learning environment for young learners to develop their English language skills. Types of Assessment and evaluation are as follows:

Formative assessment is an ongoing process that teachers use to evaluate students' comprehension, learning needs, and academic progress during a lesson, unit, or course (Schildkamp et al., 2020). This type of assessment is designed to provide continuous feedback to both students and instructors, helping to identify areas that need improvement and to guide future learning activities. Examples include quizzes, class discussions, homework assignments, and observations. Formative assessment is an essential component of the teaching and learning process in TEYL. It involves continuous monitoring of student progress and understanding throughout the learning journey. Teachers utilize formative assessment to collect real-time feedback on students' comprehension, skills, and knowledge through various methods such as observations, quizzes, classroom discussions, and exit tickets(Hansol Lee Huy Q. Chung & Warschauer, 2020). This ongoing assessment enables teachers to adjust their instructional strategies, provide timely feedback, and address learning gaps to enhance student learning outcomes. In short, Formative assessment is focused on improving learning as it occurs, guiding both teachers and students in the educational process.

A summative assessment is an evaluative process used to measure student learning at the end of a specific instructional period, such as a semester or academic year. It is designed to assess the extent to which educational and learning objectives have been

achieved (Ismail et al., 2022; Vero & Chukwuemeka, 2019). Summative assessment in TEYL is carried out at the conclusion of a specific instructional period to assess students' overall learning outcomes and achievement levels. This type of assessment typically includes evaluations such as exams, final projects, and presentations that offer a comprehensive overview of students' language proficiency and understanding (Ahmed et al., 2019; Butler et al., 2021; Ishaq et al., 2020). Summative assessment acts as a tool to measure the effectiveness of teaching strategies, curriculum implementation, and student progress over a defined period. It provides a conclusive judgment of students' learning achievements and aids in making decisions regarding students' progression to the next level or course.

A diagnostic assessment is an evaluation conducted at the beginning of a learning process or instructional period to determine students' existing knowledge, skills, strengths, and weaknesses (Ünal Gezer, 2022). It aims to identify areas where students may need additional support or enrichment and helps instructors tailor their teaching strategies to meet individual needs. Typically administered before the start of new instruction or at the beginning of a course, diagnostic assessments can include pre-tests, quizzes, interviews, surveys, skill inventories, or diagnostic tasks. These assessments provide detailed information about each student's learning needs without usually contributing to final grades, allowing instructors to plan and adjust their teaching strategies and curriculum accordingly. They offer immediate feedback to both instructors and students about areas needing focus or improvement. For example, a pre-test given at the start of an English course can determine students' understanding of prerequisite concepts, helping the teacher identify which students need extra help and which are ready for more advanced material, thereby creating a more effective and personalized learning experience. In TEYL, diagnostic assessment assists teachers in understanding students' language proficiency levels, strengths, and areas requiring

improvement through tools like pre-tests, interviews, and surveys. By diagnosing students' abilities at the outset, teachers can tailor their instruction to meet individual learning needs effectively, ensuring a more personalized and targeted approach to teaching English to young learners. In short, diagnostic assessment is conducted before instruction commences to identify students' existing knowledge, skills, and learning needs.

Performance-based assessment is a type of evaluation that requires students to demonstrate their knowledge, skills, and abilities through active tasks or performances rather than traditional tests or exams (Sarıgöz & Fişne, 2019; Short, 2021). This approach emphasizes the application and integration of what students have learned in real-world or simulated scenarios, providing a more comprehensive understanding of their capabilities. Performance-based assessment in TEYL concentrates on evaluating students' ability to apply their language skills in real-world contexts. This form of assessment involves tasks such as role-plays, portfolios, and projects that necessitate students to demonstrate their language proficiency through practical application. Performance-based assessment encourages students to exhibit their language skills in authentic situations, fostering critical thinking, creativity, and communication skills development.

Peer assessment involves students evaluating the work of their peers, providing feedback, and constructive criticism. In TEYL, peer assessment cultivates collaborative learning environments where students actively participate in evaluating and supporting each other's language learning progress (Brown, 2019). Peer assessment enhances students' critical thinking skills, communication abilities, and self-regulation by encouraging them to reflect on their own work and that of their peers.

Authentic assessment in TEYL entails evaluating students' language skills through tasks and activities that replicate real-world situations. This form of assessment includes projects, community-based tasks, and simulations that require students to apply their

language knowledge in practical contexts(Dwi & Oktariana, 2022; Made et al., 2021). Authentic assessment promotes meaningful learning experiences, encourages student engagement, and assesses students' abilities to use English in authentic settings.

Dynamic assessment (DA) is an umbrella term that refers to various approaches to interactive assessment, including learning potential assessments, learning tests, testing-the-limits, mediated learning experience, and graduated prompts(Le et al., 2023). Dynamic assessment integrates assessment and instruction, focusing on the learning process rather than solely the outcomes. In TEYL, dynamic assessment involves interactive activities, learning conversations, and ongoing feedback to support students' language development. This approach underscores the importance of understanding how students learn and providing tailored support to enhance their language skills progressively.

A standardized test is one that is given and evaluated uniformly. These tests are crafted so that both the questions and their interpretations remain consistent, ensuring they are administered and scored according to established, uniform procedures(Winna & Sabarun, 2023). Standardized tests in TEYL offer a consistent measure of students' language proficiency against common standards. These tests, such as language proficiency exams and benchmark assessments, provide a standardized way to evaluate students' language skills and compare their performance with peers. Standardized tests aid in assessing students' language proficiency objectively and are frequently used for external benchmarking and accountability purposes.

Informal assessments in TEYL encompass methods such as anecdotal records, spontaneous questioning, and educational games that offer immediate insights into student learning in a relaxed and engaging manner. Informal assessments start with students' natural responses, routines, and other forms of feedback. It could be as simple as drawing a happy face next to a homework assignment, or it could be as elaborate as writing, "Great job!" or "It was a nice

idea!". These assessments provide teachers with valuable information about students' progress, understanding, and engagement in a less formal setting (Handoyo et al., 2024). Informal assessments complement formal assessment methods and assist teachers in making timely instructional decisions to support student learning.

Common Tools and Techniques

Assessing and evaluating young learners in language learning involves the utilization of various techniques and tools to gauge their language proficiency and progress effectively (Ramdayanti et al., 2023). These methods play a crucial role in understanding students' language skills, identifying areas for improvement, and guiding instructional practices in TEYL.

Storytelling and Picture Talks are valuable techniques used to assess young learners' speaking skills (Qonita Aulia & Intan Saputri, 2021). By engaging students in storytelling activities and picture discussions, educators can evaluate fluency, comprehension, vocabulary usage, and pronunciation, providing insights into students' oral language abilities. These activities not only assess speaking proficiency but also foster creativity and language expression among young learners.

Oral Presentations and Descriptions are effective tools for evaluating young learners' ability to organize thoughts, use appropriate vocabulary, and maintain fluency in spoken language (Norasiah & Sugirin, 2023; Nugrah Amalia, 2019). Through oral presentations and descriptive tasks, educators can assess students' communication skills, language accuracy, and coherence in expressing ideas, offering a comprehensive evaluation of their speaking abilities.

Formative and Ongoing Assessments are essential for monitoring students' progress in language acquisition throughout the learning process. These assessments, which include quizzes, assignments, and informal observations, enable educators to track

students' language development, identify learning gaps, and adjust instructional strategies to meet individual learning needs (Chandran & Hashim, 2021; Hashim & Noh, 2015). By aligning classroom practices with appropriate assessment tools, educators can provide targeted support to enhance students' language learning outcomes.

Alternative and Technology-Mediated Assessments, such as game-based assessments, offer innovative methods for evaluating young learners' language proficiency. Educational games and technology-enhanced tools provide interactive and engaging platforms for assessing language skills, vocabulary knowledge, and language comprehension among young learners (Saleh, 2022). By incorporating technology into language assessment, educators can create dynamic and interactive assessment experiences that motivate students and enhance their language learning engagement. Integrating technology into the assessment and evaluation of young learners' language proficiency introduces innovative and effective methods that enhance the educational experience. Digital tools and platforms, such as interactive apps and software, provide gamified learning experiences with built-in assessment features that track progress and offer instant feedback, making learning engaging and dynamic. Online learning platforms support continuous assessment and remote learning by allowing teachers to assign tasks, collect work, and provide feedback digitally, ensuring a seamless integration of assessment with everyday learning activities. Technology-mediated assessments, including educational games, engage young learners in language practice in a fun and interactive manner, effectively assessing their vocabulary acquisition, language comprehension, and communication skills. These games offer a low-stress environment for students to demonstrate their abilities, making the assessment process enjoyable and accurate. Additionally, social media and digital resources provide unique opportunities for informal language learning and collaboration, enabling educators to assess language skills in authentic online contexts. Platforms like YouTube, Instagram, and TikTok allow

students to participate in language challenges, share their work, and receive feedback from peers and educators, fostering a collaborative learning environment. By leveraging these technological tools and methods, educators can create more engaging, personalized, and effective assessment practices that support the continuous development of young learners' language skills in a modern, digital world.

Performance-based assessment involves engaging students in activities that require the practical use of their language abilities in authentic scenarios, such as projects, presentations, and role-plays. This method thoroughly evaluates language competency and promotes critical thinking, creativity, and communication skills.

Observational assessment involves teachers systematically monitoring students during classroom activities, recording behaviors, participation, and interactions. This method offers insights into cognitive and social growth that may not be captured by conventional tests.

Portfolio evaluation involves gathering and evaluating students' work over time to demonstrate growth, accomplishments, and areas needing further development. Portfolios provide a comprehensive assessment of abilities and document educational progress.

Innovative Assessment Approaches

Incorporating innovative assessment approaches in TEYL can provide valuable insights into students' cognitive strengths and learning preferences, ultimately informing personalized teaching practices tailored to individual needs. By utilizing multiple intelligence assessment and metacognitive strategies, educators can recognize and leverage students' unique abilities and learning styles, creating inclusive and supportive learning environments that foster language development and critical thinking skills (Saleh & Althaqafi, 2022; Vandergrift et al., 2006). Multiple intelligence assessment allows educators to identify and understand the diverse

cognitive strengths of young learners, such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. By recognizing these varied intelligences, teachers can design instructional activities that cater to students' individual strengths, promoting engagement and enhancing learning outcomes (Citation et al., 2019; Ernawati et al., 2019; Yavich & Rotnitsky, 2020). Additionally, integrating metacognitive strategies, such as self-regulation, planning, monitoring, and reflection, empowers students to take control of their learning process, develop critical thinking skills, and become more effective language learners (Nosratinia et al., 2014). Self-evaluation and peer evaluation are additional innovative assessment approaches that can enhance young learners' metacognitive abilities and promote collaborative learning environments. Self-assessment prompts students to reflect on their learning progress, set goals, and monitor their own performance, fostering a sense of accountability and self-awareness (D. Zhang, 2019; Q. Zhang, 2020).

Peer evaluation involves students providing feedback to their peers on their work, encouraging collaboration, critical thinking, and the development of metacognitive skills such as perspective-taking and constructive feedback (Teng & Wu, 2023). Both self-evaluation and peer evaluation strategies offer students opportunities to engage in metacognitive processes, enhancing their ability to regulate their learning and improve their language skills. By incorporating these innovative assessment approaches, educators in TEYL can gain a deeper understanding of students' cognitive strengths, learning preferences, and metacognitive abilities. This comprehensive insight enables teachers to tailor their instructional practices to meet the diverse needs of young learners, create engaging and supportive learning environments, and foster the development of critical thinking skills essential for language acquisition and academic success.

Tools and Techniques for Effective Assessment

In the realm of TEYL, a variety of tools and techniques are crucial for accurately assessing and evaluating students in language learning processes. These methods are essential for gauging students' language proficiency, tracking their progress, and informing instructional practices to enhance language acquisition effectively. Here we explore some of the key tools and techniques used in TEYL:

Checklists and Rating Scales are valuable tools used in assessing young learners' language skills. Skill-specific checklists focus on specific language competencies such as listening, speaking, reading, and writing. These checklists provide a structured framework for evaluating students' abilities in each area, ensuring a comprehensive assessment of their language skills. Rating Scales allow teachers to assess the degree to which a student has achieved a particular skill. They offer a standardized method for evaluating language proficiency levels, providing a clear and consistent measure of student progress. Language Proficiency Tests are instrumental in assessing young learners' language abilities. Standardized Tests provide benchmarks for assessing listening, speaking, reading, and writing skills. These tests offer a standardized measure of language proficiency, ensuring comparability and consistency in assessment.

Teacher-created tests are tailored to the specific needs and context of students. They focus on recently taught vocabulary, grammar, and language functions, providing a customized assessment experience that aligns closely with classroom instruction (Tavakol, 2023). Interactive Apps and Software offer engaging and interactive assessment experiences for young learners. Educational Apps provide gamified language learning experiences with built-in assessment features. These apps make language learning enjoyable and interactive, promoting sustained engagement and motivation. Digital Platforms facilitate continuous assessment and support remote learning. They offer flexibility and

accessibility in assessing students' language skills, allowing for seamless integration of assessment and instruction (Caruso, 2021; Moorhouse, 2023). Audio and Video Recordings are effective tools for assessing young learners' language abilities. Audio Recordings allow educators to evaluate pronunciation, fluency, and vocabulary usage. They provide insights into students' oral language skills, helping identify areas for improvement. Video Recordings assess overall communication skills, engagement, and non-verbal communication. They offer a comprehensive view of students' language proficiency, capturing both verbal and non-verbal aspects of communication (Karimah et al., 2022; Lenkaitis, 2020). Worksheets and Activity Sheets are valuable resources for assessing language learning. Printable Worksheets focus on various language aspects such as vocabulary practice, grammar exercises, and reading comprehension. They offer structured assessment activities that help reinforce language skills. Interactive Activity Sheets engage students in fun and interactive language activities. These sheets promote active learning and assessment in a dynamic learning environment, fostering deeper language comprehension and usage (Sukaton et al., 2022). Games and Interactive Activities provide low-stress environments for language practice and assessment. Language Games encourage students to practice language skills in an enjoyable setting. They foster engagement and motivation in language learning, making assessment a natural and stress-free part of the learning process.

Classroom Activities involve movement and collaboration. These activities help assess students' understanding and use of language commands in interactive and dynamic learning experiences, promoting active participation and learning (Khatoony, 2019; Lilić, 2019). Storybooks and Picture Books are valuable resources for assessing young learners' language skills. Storybooks assess listening comprehension, vocabulary acquisition, and narrative skills. They provide opportunities for students to engage with language in context, enhancing their understanding

and retention. Picture Books stimulate conversation and language use by providing visual context. They foster language development and communication skills among young learners, making language learning a visually engaging and contextually rich experience (Honaker, 2024).

Assessing and evaluating young learners in language acquisition demands a diverse range of techniques and tools to accurately measure language proficiency, track progress, and inform instructional practices. By incorporating language learning strategies, task-based assessments, educational games, speaking assessments, and technology-enhanced tools into language instruction, educators can assess young learners' language skills authentically and promote meaningful language acquisition in a dynamic and engaging learning environment. Effective assessment and evaluation in TEYL not only measure students' language proficiency and progress but also provide insights into the strengths and areas for improvement in teaching practices. By continually refining assessment and evaluation methods, educators can create more effective and engaging language learning experiences for young learners, ultimately enhancing the quality of instruction and student learning outcomes.

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14. Effective Classroom Management for Young Learners: The Role of Cooperative Learning

Deden Rahmat Hidayat

Effective classroom management is a cornerstone of successful teaching, especially when working with young learners. The ability to create a well-organized, supportive, and engaging learning environment is crucial for fostering academic achievement and social development. Among the various strategies available to educators, cooperative learning stands out as a particularly effective approach, not only for managing classrooms but also for enhancing the learning experience, particularly in the context of teaching English to young learners.

Classroom management involves a range of practices and strategies that teachers use to create a productive learning environment. Effective classroom management is crucial for young learners as it sets the foundation for positive behavior, academic success, and social interaction. According to Bullough Jr. (2024), reimagining classroom management involves viewing it as a process that promotes citizenship and democracy within the educational setting, rather than merely a means of maintaining order.

In the context of young learners, effective classroom management ensures that students feel safe, respected, and engaged. This is particularly important in urban classrooms, where first-year teachers often face significant challenges in managing diverse and sometimes unpredictable classroom dynamics (Kwok & Svajda-Hardy, 2024). Additionally, strong classroom management practices are linked to improved student engagement

and behavior, which are essential for maintaining a positive learning environment (Larson et al., 2021).

Cooperative learning, defined as students working together in small groups to achieve shared learning goals, is a highly effective strategy for classroom management. It is based on the principle that students learn better when they work together, supporting each other's learning and development. Kagan (1994) developed the PIES principles of cooperative learning, which emphasize Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction. These principles create a structured environment that not only promotes academic learning but also supports social development and positive behavior.

Research has shown that cooperative learning is particularly effective in improving classroom management by promoting student engagement, reducing disruptive behavior, and fostering a sense of community among students (Abramczyk & Jurkowski, 2020). This is especially relevant in English language classrooms, where cooperative learning can help students practice language skills in a supportive, interactive environment (Avellaneda Buñay, 2024).

Cooperative learning offers numerous benefits for teaching English to young learners. It encourages active participation, improves language skills, and helps students develop critical thinking and problem-solving abilities. According to Dendup and Onthanee (2020), cooperative learning significantly enhances students' English communicative abilities, particularly in early grades. Moreover, cooperative learning strategies have been shown to reduce language anxiety and improve speaking performance in young ESL learners (Ha et al., 2022).

The chapter is to explore the intersection of classroom management and cooperative learning, with a focus on teaching English to young learners. The chapter will cover understanding classroom management, principles of cooperative learning, cooperative learning activities for English language learners,

preparing the classroom environment, implementing cooperative learning in the classroom, and addressing behavioral challenges in managing classrooms for young learners by means of cooperative learning.

Understanding Classroom Management

Classroom management refers to the strategies and practices that teachers use to maintain an organized, efficient, and supportive learning environment. According to Mooney and Ryan (2024), effective classroom management involves creating a structured environment that promotes positive behavior and academic success. The primary objectives of classroom management include: (1) Establishing clear expectations for behavior and learning. (2) Creating a safe and supportive environment where students feel respected and valued. (3) Encouraging student engagement and participation in the learning process. (4) Addressing and managing disruptive behaviors in a constructive manner.

Managing young learners presents unique challenges, as children at this age are still developing their social, emotional, and cognitive skills. Young learners often have shorter attention spans, a limited ability to regulate their emotions, and a strong need for physical activity. These factors can make it difficult for teachers to maintain order and keep students focused on their tasks (Bullough Jr., 2024).

First-year teachers, in particular, may struggle with classroom management as they navigate the complexities of working with young learners in diverse and challenging environments. Kwok and Svajda-Hardy (2024) highlight the importance of providing classroom management coaching for new teachers to help them develop effective strategies for managing young learners.

Consistency is crucial for effective classroom management. When teachers consistently apply rules and expectations, students better understand and adhere to them, reducing ambiguity and

fostering a sense of security. This stable approach leads to fewer behavioral issues and a more focused learning environment, as students are clear about boundaries and consequences (Foecking, 2024).

Positive reinforcement effectively shapes student behavior and creates a supportive classroom atmosphere. By acknowledging and rewarding desirable behaviors—through verbal praise, tangible rewards, or peer recognition—teachers encourage repetition of those behaviors. This practice boosts self-esteem and motivates students to meet expectations (Wills et al., 2019).

Proactive strategies involve anticipating and addressing potential behavioral issues before they escalate. Effective teachers are observant and understand classroom dynamics, allowing them to foresee disruptive behavior. Proactive measures, such as setting clear expectations, designing engaging lessons, and arranging seating to minimize distractions, help maintain a smooth, orderly classroom environment conducive to learning (Mooney & Ryan, 2024).

Involving students in establishing classroom rules fosters a sense of ownership and responsibility. When students have a voice in creating rules, they are more likely to understand and respect them. This student-centered approach cultivates cooperation and harmony, motivating students to follow the rules they helped create (Larson et al., 2021).

Principles of Cooperative Learning

Cooperative learning is a teaching strategy where students work together in small groups to achieve shared learning objectives. Kagan's (1994) PIES principles—Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction—form the foundation of effective cooperative learning. These principles ensure that all students are actively engaged in the learning process and that each student's contribution is valued.

Positive interdependence is essential for successful cooperative learning, as it fosters a shared sense of responsibility among students. When students recognize that their success depends on their peers, collaboration becomes crucial. For instance, one student's contributions may rely on others, creating a supportive environment that encourages mutual assistance and deepens understanding. Effectively implementing positive interdependence transforms the classroom into a community committed to collective goals.

Individual accountability ensures that each student takes responsibility for their learning and contributions to the group. This principle prevents reliance on others and encourages active participation. Methods such as quizzes, peer assessments, or individual presentations can reinforce accountability, helping students understand that their efforts are vital to the group's success. This balance prepares students for real-world scenarios where teamwork and individual contributions are both valued.

Equal participation is crucial in cooperative learning, ensuring all students actively engage in the process. Traditional classrooms often see a few students dominate discussions, but cooperative structures promote input from everyone. For example, in a "RoundRobin" activity, each student shares their ideas in turn, ensuring all voices are heard. This inclusivity fosters a democratic learning environment, motivating students to engage fully and enriching the exchange of ideas.

Simultaneous interaction characterizes cooperative learning, allowing multiple students to engage at once, unlike traditional settings where one student speaks at a time. Activities like "Quiz-Quiz-Trade" enable pairs to quiz each other, maximizing participation and reducing idle time. This dynamic environment enhances engagement and maintains student motivation, making it especially beneficial for young learners who thrive in lively settings.

The theoretical foundations of cooperative learning are rooted in social constructivism, which emphasizes the importance of social interactions in the learning process. Vygotsky's theory of the Zone of Proximal Development (ZPD) is particularly relevant, as it suggests that students learn best when they work with peers who are at a slightly higher level of understanding (Ghaith & Awada, 2022). This peer interaction helps students to scaffold their learning and move beyond their current abilities.

Research by Yoshimura, Hiromori, and Kirimura (2023) has shown that cooperative learning can lead to dynamic changes in students' perceptions of learning, as well as improved academic outcomes. Additionally, cooperative learning supports the development of key social and emotional skills, such as communication, collaboration, and empathy (Riera et al., 2022). Cooperative learning offers a wide range of benefits for young learners, which can significantly contribute to their academic and personal development.

Cooperative learning environments naturally foster social skills in young learners. Group work encourages effective communication, idea sharing, and active listening, helping students build essential teamwork skills like collaboration, negotiation, and conflict resolution. Navigating group dynamics also promotes strategies for maintaining positive relationships both in and out of the classroom (Abramczyk & Jurkowski, 2020).

Unlike traditional classrooms, which can lead to passive learning, cooperative learning is dynamic and interactive. Group activities require active participation, tapping into young learners' curiosity and social nature, making the learning process enjoyable and motivating. Engaged students are more likely to retain information and develop a positive attitude toward learning (Nunan, 2016).

Research shows that cooperative learning enhances academic performance, especially in language learning. The interactive nature of group work allows students to practice new concepts and

language skills in a supportive environment. Peers act as collaborators and sources of feedback, refining each other's understanding and leading to better academic outcomes through multiple perspectives and repeated practice (Namaziandost et al., 2020).

Cooperative Learning Activities for English Language Learners

Cooperative learning cultivates essential cognitive skills by requiring students to solve problems, analyze information, and make group decisions. This collaborative process encourages critical thinking, prompting students to question assumptions, evaluate evidence, and develop reasoned arguments. Such skills are vital for academic success and navigating complex situations in everyday life (Singh et al., 2020).

Cooperative learning is particularly effective in the context of teaching English to young learners. It provides opportunities for students to practice their language skills in a supportive and interactive environment. According to DelliCarpini (2009), cooperative learning enhances language acquisition by allowing students to engage in meaningful communication with their peers. This interactive approach helps students develop fluency, improve pronunciation, and build vocabulary. To fully leverage the benefits of cooperative learning, teachers should strategically integrate language skills into cooperative activities, enhancing language proficiency and enriching the learning experience.

Effective communication is central to cooperative learning. Teachers can design activities that promote speaking and listening in English, essential for language development. For instance, group discussions encourage students to articulate thoughts, ask questions, and respond to peers, honing their speaking abilities. Role-plays simulate real-life scenarios for practicing conversational English, while peer interviews provide structured opportunities for

active listening and spontaneous dialogue, building fluency and confidence (Nunan, 2013).

A strong vocabulary is vital for language acquisition, and cooperative learning offers a dynamic platform for enhancement. Teachers can create engaging activities like word matching games, where students pair words with meanings. Flashcards can facilitate quizzing among students, reinforcing new words. Additionally, vocabulary-themed word searches or crossword puzzles make learning fun and interactive, promoting teamwork and collaborative problem-solving (Ismail & Al Allaq, 2019).

Writing and reading, often solitary activities, can be effectively incorporated into cooperative learning to enhance literacy skills. Collaborative writing projects, such as group essays or stories, enable students to share ideas and learn from each other. Reading circles, where students read aloud and discuss texts, promote comprehension and critical thinking. Shared reading activities allow students to tackle complex texts together, benefiting from diverse strengths and perspectives within their group (Yusuf et al., 2019).

When implementing cooperative learning with young learners, adapting activities to the students' proficiency levels is crucial to ensure that each student benefits from the experience. By tailoring tasks and support to meet the diverse needs within the classroom, teachers can foster an inclusive and productive learning environment. To accommodate varying language proficiency levels, it's essential to assign tasks that are tailored to the abilities of different students within the group; this differentiation can take many forms. For instance, students with lower proficiency might work on simpler language tasks focusing on basic vocabulary or sentence structures, while more advanced students might be given more complex assignments requiring critical thinking or the use of more sophisticated language. By ensuring that tasks are appropriately challenging for each student, teachers can help all students engage meaningfully with the material without feeling

overwhelmed or under-challenged. This approach not only supports individual learning but also ensures that the cooperative activity remains effective and inclusive (Ismail & Al Allaq, 2019).

Scaffolding, a key instructional strategy that involves providing temporary support to students as they develop new skills, can help students who might struggle with certain tasks by offering them the necessary tools to succeed. In a cooperative learning setting, this support can take various forms, such as providing sentence starters to help students begin their responses, using visual aids like charts or diagrams to clarify concepts, or offering extra practice opportunities to reinforce learning. Teachers might also model tasks or demonstrate how to approach a problem before asking students to work on it independently. As students become more confident and proficient, the level of support can be gradually reduced, allowing them to take greater responsibility for their learning (Cameron, 2001).

Grouping students with varying levels of language proficiency can be highly beneficial in a cooperative learning environment. In mixed-ability groups, more advanced students can serve as peer tutors, helping their less proficient classmates by explaining concepts, modeling language use, or providing feedback. This peer teaching not only aids the learning of the less proficient students but also reinforces the knowledge and skills of the more advanced students, as teaching others often deepens one's own understanding. Additionally, working in mixed-ability groups exposes students to a range of perspectives and problem-solving approaches, enhancing the collaborative learning process and fostering a supportive learning environment where all students feel valued and motivated to contribute (Fedeli & Taylor, 2024).

Preparing the Classroom Environment

The physical setup of the classroom plays a crucial role in the success of cooperative learning. A well-organized classroom layout facilitates group work and minimizes distractions. Teachers should

arrange desks or tables in clusters to encourage collaboration and ensure that all students have easy access to materials and resources (He, 2024).

In addition to the physical setup, assigning roles and responsibilities within cooperative groups is essential for effective classroom management. Roles such as group leader, recorder, timekeeper, and materials manager help students understand their responsibilities and contribute to the group's success (Kagan & Kagan, 1998).

Developing and reinforcing cooperative behavior norms is essential for creating a positive and productive classroom environment. Teachers can use class-building activities, such as team-building games, icebreakers, and cooperative challenges, to promote positive behavior and encourage students to work together effectively (Kagan, 1989).

Regularly reinforcing these norms through discussions, modeling, and positive reinforcement helps students internalize the importance of cooperation and respect in the classroom (Watson & Reigeluth, 2024).

Forming and managing heterogeneous groups is a key aspect of successful cooperative learning. Heterogeneous groups, which include students with different abilities, backgrounds, and interests, provide a rich learning environment where students can learn from each other's strengths and perspectives (Riera et al., 2022).

Thoughtful strategies for forming and managing groups in cooperative learning can significantly enhance their effectiveness, ensuring that groups are balanced, inclusive, and dynamic for optimal learning outcomes.

Randomly assigning students to groups promotes diversity in abilities, backgrounds, and perspectives. This method creates balanced group dynamics, prevents biases, and helps students develop a broader range of social and collaborative skills, ensuring everyone feels valued (Völlinger & Supanc, 2020).

In some cases, intentional grouping based on specific criteria, such as language proficiency or academic abilities, can be more effective. For example, pairing advanced students with peers who need support fosters peer learning and creates well-balanced teams capable of working together effectively. This approach can also address specific classroom dynamics and provide targeted assistance (Fedeli & Taylor, 2024).

To prevent cliques and encourage collaboration, regularly rotating group members is essential. This practice allows students to build new relationships, develop various teamwork skills, and gain different perspectives, fostering adaptability and collaboration—key skills for academic and real-world success (Singh et al., 2020).

Silent signals, such as hand gestures, visual cues, or sound signals, are effective techniques for maintaining positive authority in the classroom and ensuring smooth transitions between activities. These signals allow teachers to manage the classroom without interrupting the flow of instruction or cooperative activities (Bullough Jr., 2024). For example, a teacher might use a specific hand signal to indicate that it's time to stop talking and listen, or a bell to signal the end of an activity. These non-verbal cues help maintain order and focus, while also minimizing disruptions (Mooney & Ryan, 2024).

Implementing Cooperative Learning in the Classroom

Several cooperative learning structures are particularly effective for language learning. These structures provide a framework for organizing group activities and ensuring that all students are actively engaged. Key cooperative learning structures provide frameworks that encourage student engagement, interaction, and equitable participation in the classroom. These structures are particularly effective in language learning contexts, as they promote active use of language skills while also fostering collaboration.

The RoundRobin structure involves students taking turns to share their ideas, answers, or responses with the group. This structure is especially beneficial for practicing speaking skills because it requires each student to participate actively. In a RoundRobin, students might be asked to respond to a prompt, solve a problem, or share their thoughts on a topic, with each student taking a turn in a clockwise or counterclockwise order. This ensures that all voices are heard, and no one dominates the conversation. RoundRobin is an excellent way to build confidence in speaking, as it provides a low-pressure environment where students can practice formulating and expressing their thoughts in front of their peers (Kagan, 1989).

The StandUp-HandUp-PairUp structure combines movement with interaction, making it particularly engaging for younger learners. In this structure, students first stand up and raise their hands to signal that they are looking for a partner. They then pair up with another student and engage in a brief discussion or collaborative task based on a question or prompt provided by the teacher. After completing the task, they may return to their seats or find a new partner to continue the activity. This structure is highly effective for energizing the classroom and breaking up the monotony of sitting still for long periods. It also encourages students to interact with a variety of classmates, which helps build a more inclusive and socially dynamic classroom environment (Kagan & Kagan, 1994).

Quiz-Quiz-Trade is an interactive structure designed for reviewing content in a fun and engaging way. In this structure, each student is given a card with a question or problem on one side and the answer on the other. Students pair up, and each quizzes the other using their card. After both students have answered, they trade cards and then find a new partner to repeat the process. This continues until students have interacted with several different partners. Quiz-Quiz-Trade is particularly effective for reviewing vocabulary, grammar, or other language skills because it allows

students to repeatedly practice and reinforce their knowledge in a social context. The structure also helps develop both questioning and answering skills, which are crucial for language proficiency (Kagan & Kagan, 1994).

Implementing cooperative learning structures in the classroom requires a systematic approach to maximize student understanding and engagement. Key steps include:

Begin by explaining the purpose and benefits of the cooperative learning structure, using clear language suitable for all proficiency levels. Concrete examples and visual aids can help illustrate how the structure works in practice, such as explaining the RoundRobin method, where each student speaks in turn to ensure everyone's voice is heard (Cameron, 2001).

Demonstrate the structure through a small group or class-wide activity, allowing students to see the expected interactions in action. For instance, when modeling the StandUp-HandUp-PairUp method, the teacher can pair with a student to showcase finding partners and engaging in discussion, thereby building students' confidence (Nunan, 2016).

Provide students with opportunities to practice the structure in a low-stakes environment, such as a review game or introductory discussion. This phase helps students become comfortable with the method while allowing teachers to offer guidance and feedback, like encouraging effective questioning during a Quiz-Quiz-Trade activity (DelliCarpini, 2009).

During implementation, the teacher should observe student interactions, provide feedback, and address any confusion or disengagement. Moving around the classroom helps ensure active participation, and timely interventions, such as reminding students of the importance of turn-taking in RoundRobin discussions, can enhance engagement (Singh et al., 2020).

Managing group dynamics and ensuring active participation is crucial for successful cooperative learning. Teachers can create an engaging environment by implementing several strategies:

Designating specific roles such as "facilitator," "recorder," "timekeeper," and "reporter" helps distribute responsibilities and promotes equitable participation. The facilitator leads discussions, the recorder notes ideas, the timekeeper manages the schedule, and the reporter shares findings with the class. This structure prevents dominant students from overshadowing quieter ones and rotating roles fosters skill development (Kagan & Kagan, 1998).

Clearly communicating behavior, participation, and collaboration expectations before activities is essential. Outlining how students should interact, contribute, and resolve conflicts helps prevent issues like unequal participation and off-task behavior. Providing examples of positive group interactions clarifies expectations and creates a focused learning environment (Foecking, 2024).

Continuous feedback during cooperative activities reinforces positive behaviors and addresses challenges. For instance, praising effective communication can motivate students, while constructive feedback can help struggling groups stay on task. Regular feedback encourages reflection and improvement in collaboration and participation (Mooney & Ryan, 2024).

Addressing Behavioral Challenges

Win-Win Discipline is a proactive approach to classroom management that focuses on preventing and managing behavioral issues by addressing the underlying needs of students. This approach involves creating a classroom environment where students feel valued, respected, and supported, which, in turn, reduces the likelihood of disruptive behavior (Kagan, 1985). Implementing Win-Win Discipline in the context of cooperative learning involves adopting proactive and positive strategies that emphasize collaboration, mutual respect, and problem-solving. Setting clear, consistent expectations for behavior and participation is essential. Teachers should outline what is expected from students before they engage in group activities, using visual reminders or

class contracts. This helps students understand their roles and responsibilities, reducing misunderstandings and conflicts. By establishing these expectations upfront, students are better equipped to work together harmoniously, and teachers can hold students accountable for their behavior (Bullough Jr., 2024).

A key component of Win-Win Discipline is the development of positive, trusting relationships between teachers and students. When students feel respected, valued, and understood, they are more likely to exhibit positive behavior and engage fully in cooperative activities. Teachers can build these relationships by showing genuine interest in their students' lives, being approachable, and consistently treating them with fairness and respect. In cooperative learning, positive relationships create a supportive classroom environment where students feel safe to express their ideas and take risks. Additionally, when students observe their teacher modeling positive behavior, they are more likely to emulate those behaviors in their interactions with peers, leading to smoother group dynamics and fewer behavioral issues (Foecking, 2024). Even with clear expectations and positive relationships, behavioral issues can still arise. Addressing these issues promptly and constructively is crucial, focusing on finding solutions that meet the needs of both the individual student and the group (Mooney & Ryan, 2024).

Social-emotional learning (SEL) is an integral part of cooperative learning, as it helps students develop the skills needed to work effectively with others. SEL involves teaching students how to manage their emotions, build positive relationships, and make responsible decisions (Riera et al., 2022). To effectively integrate SEL into cooperative learning, it is essential to teach SEL skills explicitly within the curriculum, designing lessons that focus on key competencies such as empathy, active listening, and conflict resolution. Teachers can also model these behaviors and provide structured opportunities for reflection, encouraging students to internalize the SEL skills they practice. By differentiating

instruction, fostering a sense of community, and closely monitoring student progress, teachers can create a cooperative learning environment where all students are supported and no one is left behind, contributing to a more inclusive and effective learning experience (Yoshimura et al., 2023).

Cooperative learning is a powerful tool for managing classrooms and enhancing the learning experience for young learners. By implementing cooperative learning strategies, teachers can create a supportive, engaging, and inclusive classroom environment where all students have the opportunity to succeed. Teachers are encouraged to explore and experiment with different cooperative learning structures and techniques, adapting them to meet the unique needs of their students and classroom. With practice and persistence, cooperative learning can become an integral part of a teacher's classroom management toolkit, leading to improved student outcomes and a more positive classroom environment.

Future research should focus on exploring the long-term impacts of cooperative learning on various aspects of young learners' development, including academic achievement, social-emotional growth, and language proficiency. Studies could investigate the effectiveness of different cooperative learning structures in diverse educational settings and among learners with varying linguistic and cultural backgrounds. Finally, longitudinal studies tracking the sustained benefits of cooperative learning as students progress through different educational stages would provide valuable insights into the enduring impact of these methods on students' academic and social development.

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15. Creating Engaging and Interactive Activities for Young Learners

Dian Indrianis Fitri

Teaching English should be fun and practical. Since young learners are very active, and imaginative. Young learners love fun, entertaining and playing activities while they are moving easily. Teaching young learners is not like teaching adults because children have their own way of learning (Mardasari, 2020). They have short attention span so that teachers or instructors or facilitators should give their best ways to educate them while showing the best use of English language. For non-native English-speaking countries such as Indonesia, young learners have great motivation to ask or practice what they are listened or watched. Overall, this study highlights the importance of addressing perceptions and employing effective strategies when teaching English to young learners in Indonesia (Mulyah, 2023).

In 21st century, education should follow certain curriculum by developing higher order thinking skills, effective communication, collaboration, and other skills needed. There are some factors for successful teaching and learning activities such as maintaining educational standard, helping young learner to use English, enabling teachers to professional development, adapting flexible newest technology, engaging interactive response and concerning beneficial strategies. The ideas that the teacher can create communication contexts that support language learning, that language learning progresses naturally, that affective filters exist that hinder language learning, especially for adults, and that input is of utmost importance are all implications for the language classroom (Purba, 2024).

Young Learners' Characteristics

Young learners are students of elementary school between 6-12 years old. Based on the level, the lower-class students are 1, 2 and grade 3 and upper-class students are 4, 5 and 6 grade. At those ages, they have specific characteristics in learning a language. While that might be true, engaging young learners online is possible with a combination of interactive digital tasks and a set of hands-on tasks (Vukadin, 2022). Especially those who learn English as foreign language, young learners still have low level of language learning experience. There are so many games or visual objects to play to motivate young learners to study English at regular lessons at school. In the young learners, age is extremely important to encourage their intellectual, physical, emotional, and social development (Saputra, 2017).

There is one thing that the teacher could implement to make the students engage in the class which is by using movement activities (Iswandhary, 2021). Nadia et. al (2019) say it is due to the unique characteristics of young learners which require the teacher to live up the classroom's atmosphere to engage them during the lesson. Gualtieri and Finn (2022) say that although they may remember less overall, children's memories appear to be more grounded in their lived experience because they are less likely to falsely recall semantically related elements and sometimes even more detail of particular items. Understanding the characteristics of kids is essential for effectively engaging and teaching them. Ortiz, Franquiz & Lara (2021) say that children's reading identities were examined across years and across children to describe areas of development in how children expressed reading identities.

Here are some characteristics commonly observed in children, such as: (1) Curiosity: Children are naturally curious and eager to explore their environment. They ask lots of questions and seek answers to satisfy their curiosity. (2) Playfulness: Play is central to a child's development. They learn through play, which can be imaginative, creative, and spontaneous. (3) Energetic: Kids

have high energy levels and may find it challenging to sit still for long periods. Physical activity and movement are often integral to their learning and engagement. (4) Imaginative: Children have vivid imaginations and enjoy pretending and role-playing. They can create elaborate imaginary worlds and stories. (5) Short Attention Span: Attention spans vary by age, but generally, children can focus intensely on activities that interest them but may quickly lose interest in tasks that are too challenging or repetitive. (6) Emotional Sensitivity: Children experience a wide range of emotions and may have difficulty controlling or expressing them. They often need guidance in understanding and managing their emotions. (7) Social Learning: Kids learn a lot from interacting with others, including peers, siblings, and adults. Social skills such as sharing, taking turns, and empathy develop through these interactions. (8) Developmental Stages: Children go through various developmental stages, each characterized by specific cognitive, social, emotional, and physical milestones. Understanding these stages helps in tailoring activities and expectations accordingly. (9) Language Development: Language skills develop rapidly during childhood. Children may go through phases of rapid vocabulary expansion, grammar acquisition, and pronunciation refinement. (10) Individual Differences: Every child is unique with their own personality traits, strengths, and challenges. Recognizing and respecting these differences is important for effective teaching and interaction. By understanding these characteristics, educators and caregivers can create environments and activities that support children's natural tendencies and developmental needs and foster optimal learning and growth.

Creating an engaging and attractive English class for kids involves incorporating activities that are interactive, visual, and tailored to their interests and developmental stage. In the realm of language education, creating lessons that captivate and actively engage learners is crucial for effective learning outcomes (Rahman, 2024). Creating activities are very important for teachers during

English class hours. It can avoid boredom and stimulates creative and analytical thinking of learners. To empower students and reinforce knowledge, teachers should maintain young learners' focus and interest during the class. Methods and strategies to overcome difficulties in teaching English, namely by using games, increasing vocabulary, and English songs for children (Hulu, 2024).

Interactive teaching methods are teaching methods that involve collaborative learning, i.e. collaborative learning: both students and educators are subjects of learning as stated by Mashrabjonovich and kizi (2022). At school, activities are a crucial part of the English language class. The variety of teaching techniques will help learners to get higher motivation to learn English easily (Herawati and Misrohmanawati, 2022). School facilities and learners background are some factors which involve the success of the English language learning as well as parents' supports at home. Learning a language can be meant that learning life skill that will useful in future life. Many regular practices are needed to increase more basic understanding about the skill. Learning how to ride bicycle or swimming may need hard effort at the beginning for young learners as well as learning a language. They need certain motivation and support to strengthen the comprehension progress.

Promoting interactive activities such as forcing students' engagement in group discussion and presentation seem to be alternative ways to aid students to learn English in a meaningful way and make them communicate effectively in English during teaching and learning process (Ayu, 2018). Andayani (2018) says storytelling is one of the effective ways in developing young learners' language skills. Next, games are not only reinforcing English language skills such as vocabulary, grammar, and pronunciation but also promote teamwork, critical thinking, and creativity in a fun and engaging way.

Teachers can adapt them to suit the age and proficiency level of young learners for maximum enjoyment and learning. Purnami

(2022) says that based on library research, teachers can implement nine kinds of fun activities: singing/listening to a song, watching videos, playing games, listening to a story/storytelling, conversational activity, study tour/outdoors, coloring, and using pictures and flashcards. The result of this study is improved students' grades and understanding of English after using the new learning method, singing, flashcard, Questions and Answer, and Quizzes (Labaika and Purwanto, 2023). Ambarwati, et.al (2024) say that to help pre-service teachers create appealing lessons to young English learners' styles and strategies in digital era, technology cannot be taught separately. Insani et.al. (2024) state the findings reveal that teachers perceive Wordwall as an engaging, effective means for both instruction and assessment of vocabulary, highlighting its user-friendly interface and positive impact on student learning outcomes.

Key Concept of Teaching

Fitri and Ginting (2021) says that EFL teachers have different kinds of reading strategies applied in the classrooms. It is a fact that teachers as the most important factor who can offer many strategies and methods used. English teachers should create lessons which connect with real-life situations, encourage physical movement, know the interests of learners, use of technology, incorporate playful activities and games. From the findings and discussions, it can also be concluded that the key factor determining the success of an activity is the teacher (Puspitasari, 2016). The findings show that one of the appropriate media used to teach the current 4.0 generation is interactive learning or known as learning, which uses interactive multimedia with interesting materials to motivate students to learn when and anywhere (Novia et. al., 2022). Joachim and Shah (2024), teachers should be educated of the different LLS and use more effective strategies that are appropriate to the learners' learning styles.

Bhattarai (2021) says that teacher, methods and techniques, teaching materials and learner themselves are such factors that are responsible for effective English language teaching. To empower students and reinforce knowledge, teachers should maintain young learners' focus and interest during the class. There is one thing that the teacher could implement to make the students engage in the class which is by using movement activities (Iswandhary, 2021). Some key concepts to be concerned as teachers should be smart and nice while creating enjoyable activities and applying basic strategies in classroom planning.

Moreover, focused lesson plan, beneficial documents or learning materials can develop more on teacher's professional work or research during the learning hours. Then, teachers should improve many movement activities in various game-based learning using digital stories, creative speaking activities, cartoon videos, warming up activities and many more. Teachers shall apply focus lesson plan so that the materials shall be easily understand by young learners. Suarmi and Fatimah (2019) say then, the young learners will easily organize their ideas and feel confident with their writing because students write a text by the teacher's help beside them.

Contextual teaching concept is really useful to be considered because of the students' readiness and their background knowledge. Early years students usually move a lot so that teachers need to be flexible and applying suitable strategies during the teaching hours. Kurniasih (2008) says that teaching English for children requires thoughtful considerations of what and how to teach. It needs full considerations such as what components of the language should be taught, what method should be applied, and what teaching technique should be employed. What and how the pupils learn from the story-based lessons is related to how the teacher uses the story in the classroom and what he/she expected his/her pupils to learn from listening to the story (Ying Li, 2010).

During the learning of English skill and components, activities that can be applied are icebreaking, recalling memory, brainstorming, discussion, game, listen and read, listen and match, draw and write, write a paragraph, filling the blank, vocabulary writing, concluding material, police of English, reading time, English camp, and assembly. As Lestari, Asrori and Sulistyawati in 2019 says that the students' responses toward the implementation of the teaching strategies are their participation, understanding, memory, interest, and motivation increased during the learning process. Creating enjoyable interactive activities involves focusing on several key concepts to ensure engagement and effectiveness. Questioning strategy can be done to young learner to boost their critical thinking. The activities can be applied to the elementary school students, and the result is expected the students' characters become better by showing their ability in answering questions more polite, asking the teachers in turns, and respect opinions of other people (Sari, 2021).

In addition, game-based learning shows positive perceptions in learning by being able to increase students' motivation in learning English (Ningsih, 2023). Aminah, et. al. (2023) say that on the other hand, the teacher's capability was high, although they lacked confidence in using English in the classroom, and it was found that the teacher's background of education became one of the reasons. Teacher should adapt activities based on the age and developmental stage of the children while ensuring they are safe, enjoyable, and educational. Some essential principles such as: (1) Relevance: Activities should be relevant to the interests, experiences, and developmental stage of the participants. When content relates to their lives or interests, participants are more likely to be engaged and motivated. (2) Interactivity: Encourage active participation rather than passive observation. Activities should involve hands-on experiences, discussions, problem-solving, and decision-making, allowing participants to actively contribute and shape the learning process. (3) Variety: Incorporate a

variety of activities to cater to different learning styles and preferences. Mix up games, discussions, role-plays, creative projects, and physical activities to keep participants engaged and excited. (4) Clear Goals and Instructions: Clearly communicate the objectives of each activity and provide clear instructions on how to participate. Participants should understand what is expected of them and how the activity contributes to their learning goals. (5) Collaboration and Communication: Promote collaboration among participants through group work, pair activities, or team challenges. Encourage effective communication skills such as listening actively, expressing ideas clearly, and providing constructive feedback. (6) Creativity and Fun: Incorporate elements of creativity, imagination, and fun into activities. Use storytelling, games, humor, and unexpected twists to capture participants' interest and make learning enjoyable. (7) Feedback and Reflection: Provide opportunities for feedback and reflection after activities. Discuss what participants learned, what went well, and areas for improvement. Encourage self-assessment and celebrate achievements. (8) Adaptability: Be flexible and adaptable to the dynamics of the group. Adjust activities based on participants' responses, interests, and energy levels to maintain engagement and momentum. (9) Inclusivity and Respect: Ensure activities are inclusive of all participants, considering their diverse backgrounds, abilities, and preferences. Foster a supportive and respectful environment where everyone feels valued and included. (10) Real-World Application: Relate activities to real-life contexts whenever possible. Help participants see the relevance and practical applications of what they are learning, motivating them to actively participate and apply their knowledge. By integrating these key concepts into your planning and implementation of interactive activities, you can create meaningful and enjoyable learning experiences that promote engagement, participation, and positive outcomes for participants of all ages.

There are some interactive and engaging activities for young learners, such as: (1) Storytelling: Use puppets, toys, or pictures to tell stories. Encourage children to participate by acting out parts of the story. (2) Scavenger Hunt: Create a list of items for children to find either indoors or outdoors. This encourages observation skills and physical activity. (3) Sensory Play: Set up sensory bins with materials like rice, beans, or water beads. Add scoops, funnels, and containers for children to explore textures and develop fine motor skills. (4) Art and Craft: Provide materials for painting, drawing, or crafting. Themes can be related to seasons, animals, or favorite stories. (5) Music and Movement: Play music and encourage children to dance, hop, or move like different animals. Incorporate simple musical instruments like shakers or tambourines. (6) Nature Exploration: Take children on a nature walk to observe plants, insects, and animals. Collect items like leaves or rocks to discuss later. (7) Cooking or Baking: Choose simple recipes that children can help prepare. This teaches following instructions, measuring, and promotes understanding of food. (8) Pretend Play: Set up a role-playing area with costumes and props (e.g., kitchen, doctor's office). Children can take on different roles and act out scenarios. (9) Science Experiments: Conduct simple science experiments like mixing colors, making slime, or observing the growth of plants from seeds. (10) Games with Numbers and Letters: Use educational games that involve counting, sorting, matching, or identifying letters and numbers. (11) Outdoor Play: Arrange for outdoor activities like a mini obstacle course, ball games, or playground time to promote physical development and social interaction. (12) Technology-Based Activities: Use child-friendly educational apps or websites that offer interactive games and puzzles.

There are exciting ideas specifically for teaching English to young learners such as: songs and chants, picture Books and Story Time, Language Games, Role-Playing, Interactive Worksheets and Activities, Creative Writing, Use of Technology, Show and Tell,

Themed Lessons, Cultural Exploration, Group Projects, Field Trips or Virtual Tours.

By incorporating a variety of these activities, children feel motivated to participate actively and develop their English language skills naturally. As Story Cubes enhances storytelling skills and vocabulary usage, Board Games adapt popular board games like Scrabble (using simpler words), Snakes and Ladders (with English questions or challenges), or Pictionary (drawing vocabulary words), Guess the Word, and Memory Game, Spelling Bee, Scavenger Hunt, Alphabet Relay, Role-Play Games, Think-Pair- Share.

Best practices in EFL classroom

Recently, the awareness of digital literacy plays mutual effects on the characteristics of young learners. Fun English classes always apply physical games, musical instruments and many relaxing activities while learning happened. In EFL classroom, gestures, visuals and realia are important to promote creativity. It is useful to avoid boredom during class hours while it is common for teachers to use online tools to motivate young learners. Pujiani et al (2022) concludes that storytelling using an e-storybook is effective to improve young learners' engagement in English class.

To be applied, interactive activities are beneficial to encourage students' participation, stimulate response or hands-on experience, capture students' attention, set up a workgroup environment and involve all classroom members. There are many strategies in debates, quizzes and ice breakers while taking learners participation in scavenger hunt, jeopardy, audience polling, bingo, hot potato, alphabet relay, simon says, hangman or Pictionary. While some interactive activities such as role play, word game, surveys, memory, story-telling, adverb mime, show and tell, two truths and a lie, decoding games and questions show collaboration among class members.

Routinely, teachers can prepare natural techniques as the need of learning steps for young learners such as brainstorming, think pair share, jigsaw activities, puzzle, pictures, music, cooking procedure, boardgames, puppets, crafts, comics, birthday message, letter for pen pals, descriptive writing game, etc. Some engaging activities are applied by teachers to make enjoyable classroom so that young learners can be more creative, actively engaged, motivated and involve in all process of acquiring the language skill and knowledge.

Best methods and techniques can give inspiring and challenging lesson while learners' readiness and understanding can promote the pleasure of education progress. Teachers who promote hands on experiments, creative projects, educational games and opportunities for collaboration and exploration, really know what students' needs and wants. They should follow their heart and intuition in order to pleased young learners in studying. If young learners are smart and happy, they can feel the benefit of learning English and be more independent. By engaging activities, young learners can understand to achieve more progress in their lives. The best activity is the most fun, fit and robust activity for young learner for their growth.

Here are some innovative classroom activities that promote creativity, teamwork, and analytical thinking. For reading and speaking exercises, options include engaging with song lyrics, performing poetry with gestures, playing short text games, crafting stories, dressing up, enjoying board games, and more. Writing and listening practices can include dictation sheets, creating imaginative products, drawing and guessing words, among others. Vocabulary remains a core focus in English lessons, while proper pronunciation is crucial for demonstrating language proficiency. Pictionary is an excellent activity for building vocabulary by using a whiteboard, markers, and word lists. Students draw while others guess the word, helping them associate visuals with learned

concepts. Each participant takes turns drawing, showcasing their artistic and competitive skills.

Encouraging students to write notes is another excellent way to help them articulate their thoughts. Fostering creativity in language use boosts both confidence and fluency. To guide young learners in creative writing, teachers can provide a framework by assigning themes and settings related to classroom topics. By explaining the essentials of crafting an engaging story and setting a minimum word count, teachers can inspire students to write compelling pieces. Though they might hesitate initially, young learners are often brimming with creativity and imagination.

Art provides another avenue for students to express their English language knowledge. Through drawing or painting based on vocabulary or concepts learned in class, students can make their learning tangible. Presenting their artwork to peers further builds speaking confidence. Additionally, creative art activities foster a stronger bond between teachers and students. Teachers can engage with students by discussing their artwork and sharing their thoughts about it.

Movement-based activities, such as singing songs, playing interactive games, and incorporating total physical response (TPR) strategies, bring energy to the classroom. Activities like coloring, cutting, and sticking can be done both inside and outside the classroom to create a dynamic learning environment (Iswandhary, 2021). Hangman, a classic whiteboard game, reinforces vocabulary. Teachers choose a word, draw blank spaces for each letter, and students guess letters or the word itself. Incorrect guesses lead to parts of a hangman being drawn, and the student who guesses the word before the hangman is completed takes the next turn.

Word Bingo is a timeless game that fits perfectly into an ESL classroom. This activity sharpens reading and listening skills while being entertaining. Students receive bingo sheets with English words written on them, and the teacher reads words randomly

drawn from a hat. The first student to complete a bingo pattern wins the round.

Music plays a vital role in language learning, as it helps students connect with the rhythm and sounds of English. Singing is particularly effective with young learners. Teachers can enhance the experience by pairing songs with simple movements to keep students actively involved.

Hot Potato is a lively vocabulary game ideal for smaller classes. Students sit in a circle and pass an object while music plays. When the music stops, the student holding the "potato" picks a flashcard, reads the word, and constructs a sentence using it. Mistakes lead to sitting out for the round, and the last student remaining wins.

Alphabet Relay is a team-based, competitive game that engages students in an exciting way. The teacher writes the alphabet on the board and assigns a topic, like countries. Team members take turns naming a country and erasing its initial letter. For instance, if "Mongolia" is mentioned, the letter "M" is wiped off the board.

Flashcards are a cost-effective and adaptable tool for fostering creative thinking in the ESL classroom. They support interactive and engaging lessons, capturing students' attention while enhancing language acquisition. This research emphasizes the significance of incorporating technology into education to make learning more efficient and cater to students' needs and achievements (Narlis and Nepi, 2020). Above all, integrating creative activities allows students to step away from screens, enriching their physical and mental development. Encourage children to explore a variety of creative activities to promote holistic growth (Singh, 2023).

Creating engaging and interactive activities for young learners in English language teaching is essential for fostering motivation, participation, and language acquisition. Young learners have unique characteristics, such as high energy levels, curiosity, and short attention spans, which require educators to implement creative, dynamic, and age-appropriate teaching strategies.

Interactive activities, such as storytelling, role-playing, educational games, songs, and technology-based learning, not only make language learning enjoyable but also enhance vocabulary, comprehension, and communication skills. Incorporating movement, visuals, and hands-on experiences ensures that students remain engaged and actively involved in their learning journey. Additionally, using real-world applications and collaborative tasks strengthens students' confidence and language proficiency.

Best practices in TEYL classrooms emphasize the importance of integrating fun and meaningful learning experiences. Digital tools, art, music, and kinesthetic activities enrich lessons and provide multiple pathways for students to develop their language skills. Teachers play a vital role in designing these activities, ensuring that they cater to diverse learning styles and developmental needs.

Ultimately, effective English teaching for young learners requires a balance of structured lesson planning, interactive teaching techniques, and engaging learning materials. When educators create an enjoyable and inclusive classroom environment, they inspire young learners to develop a lifelong love for English while equipping them with essential communication skills for the future.

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16. Creative Projects for Young Learners: Engaging Activities in The Classroom

Soviyah

In today's rapidly evolving educational landscape, the demand for innovative teaching methodologies has never been more urgent. As educators strive to prepare learners for success in an increasingly complex and interconnected world, traditional instructional approaches often fall short in equipping learners with the necessary critical thinking, problem-solving, and collaboration skills (Bas, 2019; Fathi & Rahimi, 2022; Kusuma & Setiawan, 2022). In response to these challenges, Project-Based Learning (PJBL) has emerged as a transformative pedagogical approach adopted in various fields of learning, including language (Ahmad & Aslam, 2019; Li & Yuan, 2023, Fogarty, 1997). Designed to immerse learners in real-world challenges and promote deeper learning through active engagement (Thomas, 2000), PJBL offers a variety of advantages such as engaging learners in meaningful, hands-on projects that require them to investigate complex problems, apply critical thinking, and synthesize knowledge. This approach helps learners not only gain content knowledge but also develop key 21st-century skills such as communication, collaboration, and creativity (Larmer & Mergendoller, 2015; Aldabbus, 2020; Bai, Wang, & Song, 2022). Furthermore, PJBL has been shown to help learners become more motivated to learn, enhancing their capacity for self-directed learning, effective problem-solving, and collaboration (Dewi, 2020; Jaya, 2020; Sunardi, 2019). Additionally, PJBL has proven effective in helping young learners become more proficient speakers (Fadilah, 2019).

In Indonesia, the need for innovative educational approaches like PJBL is particularly pressing. Being a country with one of the

largest education systems in the world, with over 50 million learners and more than 250,000 schools (UNESCO, 2020), Indonesia continues to face challenges in improving student outcomes, particularly in areas such as critical thinking, creativity, and problem-solving (Pratama, 2022; Saputra & Sari, 2023). These skills are crucial in a rapidly changing global economy, where Indonesia aims to position itself as a key player. In response to these challenges, the Indonesian government has launched the *Merdeka Belajar* (Freedom to Learn) initiative. Officially introduced by the Ministry of Education, Culture, Research, and Technology, the *Merdeka Belajar* initiative reflects a shift toward greater flexibility in curriculum design and a focus on developing learners' critical thinking and problem-solving skills (Nugroho, 2020). PJBL fits naturally within this reform agenda, as it encourages learners to take ownership of their learning and engage in projects that are relevant to their communities and real-world challenges (Astuti & Dewi, 2021; Darmawan & Putra, 2021).

In the context of TEYL in Indonesia, where traditional English teaching methods often emphasize rote memorization, the demand for learner-centered approaches has grown more intensively (Hartini, 2020; Ertugrul, 2021). The emergence of the *Merdeka Belajar* initiative, which features PJBL, sparks hope and offers a fresh alternative for English teaching to young learners. PJBL aligns perfectly with the *Merdeka Belajar* agenda, as it motivates young learners to engage with projects that are relevant to their communities (Anugrah, 2021; Widodo & Dewi, 2023). Moreover, with its dynamic pedagogy emphasizing learner-driven inquiry, PJBL enables young learners to collaborate to solve real-world problems and produce tangible outputs such as presentations or performances (Irawati, 2023; Dewi, 2020).

In the realm of TEYL, the PJBL approach offers a promising future for several reasons. Firstly, PJBL emphasizes collaboration, creativity, and contextual relevance, which provide a more engaging and effective way to teach English, particularly for young

learners (Kartini & Sari, 2021; Ahmad & Aslam, 2019). Secondly, due to its process- and product-oriented approach (Stoller, 1997), PJBL is particularly effective because it connects language input with real-world application, helping young learners become more proficient speakers from an early age (Choi & Lee, 2020). Additionally, their reading and writing skills improve because of the literacy activities involved in project work (Ekawati, 2022). Thirdly, PJBL enables young learners to develop their cognitive and critical thinking skills to the fullest. It also improves young learners' communication and interpersonal skills through learner-based engagement activities (Bas, 2019; Sunardi, 2019). By engaging in such activities, young learners not only gain knowledge of English but also enhance their self-directed learning, problem-solving, and collaboration skills. Fourthly, in PJBL teachers act as facilitators, guiding learners through hands-on projects that bridge theoretical understanding and practical usage that fosters critical thinking, as learners analyze, synthesize, and articulate their ideas, which is the form of essential cognitive processes for mastering a language. Lastly, the integration of PJBL in TEYL encourages young learners to communicate, collaborate, and think critically, skills essential both academically and professionally (Markham, 2011; Hamid, 2021). By adopting PJBL, educators in Indonesia can transform English classrooms into dynamic, inquiry-driven spaces that not only improve language proficiency but also equip learners with the skills needed to thrive in an increasingly interconnected world.

This chapter will explore the principles, practices, and impacts of PJBL, with a specific focus on its implementation in the Indonesian context. Drawing on both theoretical foundations and a practical case study, we will examine how PJBL can bridge the gap between theoretical knowledge and practical application, and provide educators with the tools to integrate this approach into their teaching practices.

Historically, Project-Based Learning (PJBL) has evolved over the past century, rooted in key educational theories (Kolb, 1984). Started its emergence in the early 1900s, PJBL has a root in John Dewey's *Democracy and Education* (1916) which emphasized "learning by doing," advocating for hands-on, real-world experiences in education. In 1918, pursuing and further building on Dewey's ideas, William Heard Kilpatrick (1918) introduced the "Project Method", which promoted purposeful, student-led projects to foster critical thinking and problem-solving. In the 1950s and 60s, Maria Montessori (Lillard, 2005; Newell, 2003) then came in to the route by further contributing with her child-centred, inquiry-based approach, emphasizing autonomy and experiential learning. During the 1980s and 90s, constructivist theories by Jean Piaget (1970), Piaget (1980) and Lev Vygotsky (1978) reinforced the importance of social learning and knowledge construction through experience. In the language education context, in 1997, Stoller (1997) formalized PJBL as a process - product oriented approach. By the 2000s, PJBL gained widespread adoption as a strategy for developing 21st-century skills, with institutions like the Buck Institute for Education promoting its integration into global curricula. Today, PJBL remains a dynamic, student-centred pedagogy that develops learners' skills of critical thinking, collaboration, and real-world problem-solving.

By definition, there are several definitions of PJBL formulated by the great names of education experts. Experts in Buck Institute for Education (BIE) defined PJBL as a teaching method in which learners learn by actively engaging in real-world and personally meaningful projects (Buck Institute for Education, 2019) which emphasize the hands-on and practical learning focusing on the relevance and personal connection of the projects to learners' lives. The same basic concept is conveyed by Patricia M. Murphy (1997) who describes PJBL as a learning environment where learners engage in projects that are designed to be relevant and authentic, which provides opportunities for learners to apply

knowledge and skills in real-world contexts. This definition clearly highlights the authenticity and real-world application of the learning experiences. The keyword ‘real world’ also appears in the other definition of PJBL conveyed by Larmer (2015) who defines PJBL as a dynamic classroom approach in which learners actively explore real-world problems and challenges and acquire a deeper knowledge. This, once again, highlights PBL’s focus on exploration and the acquisition of deep, contextual knowledge through addressing real-world issues. Markham (2011) and Krajcik & Blumenfeld (2006) also express the same point stating that PJBL is a comprehensive pedagogical approach that helps learners develop skills and knowledge by working on complex, real-world projects as well as an instructional method that encourages learners to gain knowledge and skills by working for an extended period to investigate and respond to a complex question, problem, or challenge. This definition explicitly underlines the integration of skills development with the project-based methodology and acknowledges that the extended, in-depth nature of the learning process are involved in PJBL. To sum up, PJBL is an instructional approach where learners actively engage in extended, real-world projects that foster deep, contextual understanding and practical skill development. This method involves investigating and addressing complex, authentic problems, allowing learners to apply their knowledge in meaningful ways to enhance both educational outcomes and personal growth.

In terms of basic characteristics, there are several distinctive features about PJBL that are commonly agreed upon both theoretically and practically, including: (1) *Authenticity*: Projects are designed to address authentic, real-world problems, making the learning experience meaningful and applicable beyond the classroom. This relevance helps engage learners by connecting their work to real-life issues (Blumenfeld et al., 1991). (2) *Learner-centered*: In PJBL, learners take an active role in their learning process. They make decisions about how to approach problems,

conduct research, and present their findings. This autonomy encourages deeper engagement and ownership of their learning (Thomas, 2000). (3) *Extended duration*: Projects typically span an extended period, allowing learners to delve deeply into the subject matter, conduct thorough research, and develop their ideas over time. This extended timeframe supports sustained inquiry and comprehensive understanding (Krajcik & Blumenfeld, 2006). (4) *Collaboration*: PJBL involves teamwork, allowing learners to develop interpersonal skills and learn from one another. (5) *Communication*: In PJBL, as learners work in teams, naturally, communication process occurs. Through intensive and effective communication while working together on projects, it enables learners to share ideas, divide tasks, and learn from each other's perspectives (Barron & Darling-Hammond, 2008). (6) *Critical thinking and problem solving*: Learners are required to use critical thinking and problem-solving skills to navigate complex challenges. This process involves analyzing information, making decisions, and developing solutions, thereby enhancing critical and higher-order thinking skills (Wiggins, 1990). (7) *Public product*: The culmination of a PJBL experience is usually a final product or presentation that is shared with an audience beyond the classroom, such as peers, experts, or community members. This public aspect provides real-world feedback and increases the relevance of learners' work (Larmer, 2015). (8) *Authentic assessment*: PJBL involves assessing learners through methods that reflect real-world tasks and challenges. This includes evaluating learners' final products, presentations, and their processes. Authentic assessments measure not just knowledge but also the application of skills, creativity, and problem-solving abilities (Wiggins, 1990). (9) *Formative feedback*: Throughout the project, learners receive ongoing, formative feedback from both peers and teachers. This continuous feedback helps learners refine their work, improve their skills, and address issues as they arise, rather than waiting for a final evaluation. (10) *Teacher as facilitator*: In PJBL, the teacher's

role shifts from being the primary source of knowledge to a facilitator of learning. Teachers guide learners through the project, provide resources, and support their inquiry process rather than directly delivering content. They help learners navigate challenges, ask guiding questions, and ensure that the project stays on track (Krajcik & Blumenfeld, 2006). (11) *Student autonomy and responsibility*: Learners in PJBL are responsible for managing their own learning and making decisions about their projects. This autonomy includes setting goals, organizing their work, and determining how to approach problems. Learners take ownership of their learning process, which fosters independence and self-motivation (Thomas, 2000).

From a TEYL practical standpoint, the understanding of PJBL characteristics is crucial for teachers to enhance their teaching strategies and improve young learners' engagement. Moreover, by incorporating these basic characteristics, teachers are able to design more impactful and engaging learning experiences that cater to diverse young learners' needs and styles. In sum, knowledge of PJBL characteristics enables teachers to foster a more engaging, skill-building, and relevant educational environment, ultimately better preparing young learners for future academic and professional success.

Implementing Project-Based Learning

In TEYL context, to apply PJBL among young learners, there are several steps that need to be considered carefully. The following are basic procedural steps for applying PJBL in the context of TEYL which are adapted from several key educational sources and frameworks (Larmer & Mergendoller, 2015; Patton, 2012; and Stoller, 2006): (1) Define the learning objectives. Clearly outline what language skills or knowledge young learners should acquire and align them with the curriculum standards to ensure the project covers necessary learning outcomes. For example, the objective could be improving vocabulary, understanding narrative structure,

retelling events, or developing oral presentation skills. (2) Select a relevant project topic. Choose a topic that is meaningful and engaging for the young learners. It should be connected to real-life situations or interests (e.g. creating a class storybook, producing a short video, or making a class newspaper), and integrate various aspects of the English skills (e.g., reading, writing, speaking, and listening). (3) Introduce the project and context. Introduce and explain the project and its purpose to young learners in simple terms. In this step, teachers need to make sure they understand why they are doing the project and how it will help them learn English. (4) Facilitate inquiry and research. Guide young learners in exploring the topic through inquiry. Teachers should ask questions that promote critical thinking, such as “What makes a good story?” or “How can we communicate ideas through a video?”. In this step, teachers should allow them to gather information through books, videos, or other sources and help them with reading comprehension and vocabulary development. (5) Plan and design the project. Have young learners brainstorm and organize their ideas. This can be done as a group or individually depending on the project. During this step, teachers need to help them create a thorough plan of the project covering what to do, when, and who. During this step, collaboration and communication among them will appear and improves. (6) Create the project. This is the hands-on step where young learners actually create the project (e.g., writing the story, making video, or putting together the class newspaper). Teachers should provide guidance on the language aspects and give constructive feedback throughout to help them improve. (7) Present the project. Encourage young learners to present their final project (a storytelling session, performing a play, or displaying a written project) to the class or even a wider audience (e.g., parents or other classes). This step will improve their public speaking and confidence in using English. (8) Reflection and feedback. After the project presentation, have students reflect on what they learned and how they applied their English skills. In this step teachers should

provide constructive feedback, focusing on both the content and the language use. Encouraging peer feedback is highly recommended. (9) Assess the learning outcomes. In this step, teachers should do evaluation based on how well young learners met learning objectives. This can be through a rubric that assesses both the project content and their use of English. It's important to note that teachers should also consider assessing their collaboration, creativity, and critical thinking along with language skills like grammar, vocabulary, fluency, and comprehension.

Types of projects

In the context of TEYL, when selecting appropriate projects for young learners, teachers need to be aware of the basic principles and key considerations of PJBL for young learners, such as ensuring that projects are age-appropriate, engaging and aligned with young learners' language proficiency. In addition, teachers need to ensure that projects have the potential to spark curiosity, are meaningful to them, and have real-world relevance. It's also important to consider their developmental level and interests in order to develop and maintain their motivation to learn. Last but not least, teachers need to ensure that projects are feasible in terms of resources, time and available support, so that they can work together and express their creativity while practicing essential English skills such as reading, writing, speaking and listening. And, most importantly, projects should be aligned with the learning objectives which are designed to achieve. There are actually a variety of projects that can be selected and assigned to young learners, teachers just need to choose based on considerations and the basic principles of PJBL. The followings are 10 popular types of projects which can be conducted in TEYL context:

Table 1. 10 popular types of projects in TEYL context

Types of projects	Description	Language skills
Class storybook project	Pupils create their own storybook. Each pupil can contribute a story, or they can work in groups to write and illustrate stories.	Writing, reading, creativity, vocabulary building, storytelling.
Class newspaper	Pupils produce a class newspaper with different sections like news, interviews, and opinion pieces. They can report on class events or create fictional news.	Writing (articles, headlines), reading, interviewing, organizing information.
Pen pal letter exchange	Pupils exchange letters with pen pals from another class or school (locally or internationally). They can write about themselves, their culture, or shared projects.	Writing, reading comprehension, sentence structure, cultural exchange.
Vocabulary picture dictionary	Pupils create a personalized class dictionary by compiling words they've learned throughout the semester or specific period of time. They can include definitions, example sentences, drawings, and pictures.	Vocabulary, writing, reading, collaboration.
Short movie or video	Pupils write a script, act out scenes, and film a short movie based on a story or original idea. They can use simple technology like smartphones.	Writing (script), speaking, listening, collaboration, technical skills.
Comic strip	Pupils create their own comic strips, developing a short story with dialogue and illustrations. It can be based on a story they've read or an original idea.	Writing (dialogue), creativity, sequencing, reading comprehension.
Field trip report	After a real or virtual field trip (e.g., to a museum or	Writing, vocabulary, speaking (if presented),

	historical site), Pupils write a report or create a presentation describing their experience.	observation, listening.
Class play	Pupils write, rehearse, and perform a short play or skit. It can be based on a book they've read or an original idea.	Speaking, listening, writing (script), collaboration, public speaking.
Book review	Pupils read a book or short story and write reviews. They can present their reviews as a blog, vlog, or in a classroom presentation.	Reading comprehension, critical thinking, writing, speaking (if presented).
English board game	Pupils design and create their own board game that helps them practice English skills, such as vocabulary or grammar. They can create rules and materials for the game.	Critical thinking, vocabulary, creativity, collaboration, writing instructions.

Case Study. The project was conducted in one of the private elementary schools located in Yogyakarta, Indonesia. Lasting for four weeks, twenty fifth-grade pupils participated in this Project-Based Learning (PJBL) initiative as part of their English language curriculum. The project, spanning from early August to early September 2023, focused on pupils creating videos that showcased their daily activities. This allowed them to practice English in a meaningful and practical way over the course of four weeks. The pupils were responsible for narrating and documenting their daily routines, applying vocabulary and grammatical structures learned in the class. The project was designed to foster an interactive learning environment where pupils could connect classroom knowledge to real-life experiences. The learning goal was to enhance pupils' communicative competence in English by allowing them to use the language in real-life contexts. Learning Objectives: (1) Pupils were able to describe their daily activities using appropriate vocabulary and grammar in their videos with 75%

accuracy. (2) Pupils were able to demonstrate improved speaking ability in their videos with minimal hesitation, achieving at least 75% fluency based on a teacher-assessed rubric. (3) Pupils were able to give constructive peer feedback on two other pupils’ videos, using a checklist provided by the teacher. (4) Pupils were able to create a video, with 90% of them completing the project independently and collaboratively as assessed by project submission and video quality.

Table 2. Week-per-week project development

Week 1	<p>Project introduction and Planning</p> <p>The project began with the teacher introducing the topic of daily activities as the part of the class syllabus. In introducing and explaining the topic, in addition to the textbook, she used pictures, flashcards, and videos to back up her teaching and familiarize the pupils with essential vocabulary and phrases like “wake up,” “brush my teeth,” “go to school,” and “do my homework.” To ensure every pupil understood the vocabulary, she incorporated interactive activities like matching games and role-playing where pupils practiced the phrases in short dialogues with their classmates.</p> <p>Once the vocabulary foundation was laid, the teacher explained the project: each pupil would create a short video showcasing their daily routines, using English to narrate their activities. To make the project less intimidating, the teacher gave them examples by showing videos of some children narrating their routines in simple English. This helped the pupils visualize the expected goal and ignited their excitement.</p> <p>The pupils were then divided into small groups where they discussed their ideas and shared their daily routines. The teacher guided the groups, helping them to plan their videos. Each pupil wrote a simple script, outlining the parts of their day they wanted to record, such as getting ready for school, eating breakfast, playing after school, or helping with chores at home. The teacher encouraged the pupils to personalize their videos by including unique aspects of their lives, which made the project more engaging for them.</p>
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Project execution and Language development

In the following days, the pupils worked on their scripts and practiced speaking the lines in English. The teacher emphasized pronunciation, intonation, and clarity, holding practice sessions where she provided individual feedback to each student. She helped the pupils simplify complex sentences, making sure their English was grammatically correct but easy enough for them to feel confident.

The video creation process itself was a combination of fun and learning. The pupils used their mobile phones or the ones of their parents to record their daily activities. Some chose to film in their homes, while others filmed parts of their activities outside the house. The teacher also encouraged them to be creative, incorporating props or even music in the background, but the focus remained on their use of English.

As the pupils filmed, the teacher closely monitored their progress, offering suggestions on how to express certain activities more naturally in English. She encouraged them to use descriptive language—such as “I am brushing my teeth” instead of just “brushing teeth”—to give them more opportunities to practice sentence structures.

Collaboration and Feedback

Though the videos were primarily individual, collaboration was a crucial part of the project. The pupils helped each other with filming, editing, and narrating, reinforcing a sense of teamwork. Some pupils with more advanced technical skills took on leadership roles, assisting classmates with simple video editing tools. The teacher facilitated this process, fostering an environment where pupils could learn from each other.

Once the videos were completed, a presentation day was organized where each pupil presented her video to the class. This presentation was an important aspect of the PJBL process, as it encouraged public speaking and allowed the pupils to showcase their work. The teacher used this opportunity to focus on listening skills, asking the class to pay attention and later discuss what they observed in their peers’ videos.

In addition to in-class presentations, product video presentations were also conducted outside of the classroom, where pupils were encouraged to share the videos they created with as many people as possible. They could choose to upload it to a social media account if they had one, or shared it with friends and family through the Whatsapp application. In this way, the pupils

got wider feedback from the general public, which was very good to support enhance their English learning journey.

Week 4

Reflection and Assessment

After the presentations, the teacher led a reflection session where the pupils discussed what they had learned throughout the project. Many of them expressed how much more comfortable they felt using English in a real-life context. They also shared how the process of making the videos helped them improve their speaking and writing skills. The teacher encouraged them to reflect not only on their language progress but also on the collaborative aspect of the project—what they enjoyed about working with their peers and what they found challenging.

In terms of assessment, the teacher evaluated the pupils based on multiple criteria: their use of English vocabulary, grammar, pronunciation, creativity in presenting their daily activities, and their effort in completing the project. Rather than focusing solely on linguistic accuracy, she placed importance on their engagement with the project and their improvement throughout the process.

The Products

The Products. Below are some snapshots that show the products of the projects that the children have done. This picture is a video project where the pupils were given the task of interviewing foreign tourists that they meet every day around the school as the school is located in the middle of a foreign tourist destination. The pupils worked in groups, interviewing in English and recording the interview process. From this picture, it seems that both the pupils and the foreign tourists had a lot of fun during the interview, laughing and smiling a lot. Under this PJBL implementation, the pupils not only learn the practice of speaking English in real life, but also learn many other things such as teamwork, interpersonal relationships, and self-confidence.



Figure 1. product 1 of the projects



Figure 2. Product 2 of the projects

The second pictures show a screenshot of the product in the form of a thumbnail of a video created by one of the girl pupils in class 5A. In this project, the pupils were tasked to independently record their daily activities. The language of the video was English. In this video, the girl managed to record very well, of course with the guidance and help of her parents, the activities she did in a day starting from waking up in the morning to sleeping again at night. From the video, it can be seen that she was able to practice speaking in real English naturally. It also shows the confidence and joy of learning English in her own way.

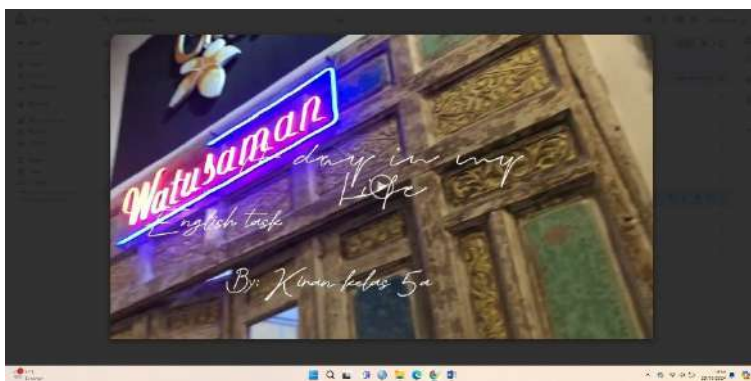


Figure 3. Product 3 of the projects



Figure 4. Product 4 of the projects

Outcomes and Impact

The video-making project proved to be highly successful in achieving the expected learning goals. The pupils were able to practice and improve their English in a way that was both fun and relevant to their lives. By using PJBL, the teacher transformed a standard language lesson into an interactive, learner-centred experience that allowed her pupils to take ownership of their learning. The project helped develop key language skills—speaking, writing, and listening—while also fostering creativity, collaboration, and critical thinking.

Moreover, the project boosted the pupils' confidence in using English. Many of them, who had been shy or hesitant to speak in class, became more comfortable and enthusiastic about speaking English for the project they did and during the video presentations too. Moreover, the teacher also noticed that some pupils began incorporating more English into their everyday conversations in the class even after the project ended, which was a clear sign that the PJBL approach had a lasting impact on the pupils.

In sum, by applying PJBL through a simple yet engaging project like video creation, the teacher was able to create a meaningful learning experience that extended beyond the classroom, blending language learning with real-world skills.

Lesson Learned

From the case study of implementing project-based learning with young learners described earlier, there are some valuable lessons that we can use as a basis as well as guidance to learn more about having projects with young learners. In general, in terms of the benefits of implementing PJBL in the classrooms of young learners, it can be said that the use of PJBL can bring many positive things to young learners. In detail, the lessons learned that we can highlight from the experience of implementing PJBL among young learners are as follows:

Engagement through real-life context: The project demonstrates that when young learners are given tasks that connect directly to their daily lives, such as creating a video about their daily activities, they become more engaged. This real-world relevance makes language learning more meaningful and helps young learners see the practical applications of what they're learning.

English skills development: The project effectively integrated speaking, listening, writing, and even a bit of reading in a natural, cohesive way. It highlights how PJBL can facilitate holistic language development rather than focusing on isolated skills.

Moreover, the project shows that when young learners are given the opportunity to use English in a familiar context, their confidence grows. This helps overcome language anxiety and leads to more spontaneous use of English, even outside the classroom.

Collaboration boosts confidence: The collaborative nature of the project allows young learners to support one another, creating a cooperative learning environment. This teamwork not only improves their technical and language skills but also boost their confidence, especially for young learners who may have been hesitant to speak English in a traditional setting.

Creativity and critical thinking: PJBL allows young learners to use creativity and critical thinking by encouraging them to decide how to present their ideas. These skills, which go beyond language learning, are vital for overall cognitive development and future success.

Reflective learning encourages growth: Reflection sessions helps young learners process what they learn, both in terms of language and their overall project experience. This reflection not only solidifies learning but also helps them recognize areas for improvement and growth.

Learner-centered learning enhances ownership of learning: By allowing young learners to plan, create, and present their own projects, the teacher encourages them to take ownership of their learning. This autonomy fosters greater motivation and responsibility, which is the primary strength of the Project-Based Learning approach.

Teacher's role as a facilitator: The teacher in this case acted as a guide and facilitator rather than a mere teacher. This shift in the teacher's role is crucial in PJBL, where the focus is on learner-driven learning. The teacher's support and feedback throughout the project were key to its success.

This study highlights the theoretical knowledge and practical application of Project-Based Learning (PJBL) in TEYL context. Theoretically, PJBL is well known as an effective approach to teaching English to young learners as it emphasizes learner-centered learning and fosters the development of communication, collaboration, critical thinking, and creativity skills. Moreover, with its specific basic principles, such as real-world relevance and active learning, PJBL is believed to be able to engage young learners in an authentic language use atmosphere, which is fundamental in English learning.

In practice, under PJBL, projects like video creation, role-playing, and collaborative storytelling allow Indonesian young learners to apply English in a more meaningful way. Teachers act as facilitators, guiding them through inquiry, project planning, and presentation. This method promotes language development through active participation, improving children's communication skills and confidence in using English. Furthermore, PJBL nurtures problem-solving abilities among children as well as builds a deeper connection to language learning, motivating them by integrating real-life contexts. To fully harness the benefits of PJBL in Indonesian TEYL classrooms, it is recommended that teachers receive adequate training and access to necessary resources.

For future research, it is important to explore the long-term effects of PJBL on language retention and its impact on different learner demographics. Additionally, studies could investigate effective strategies for teacher training and resource accessibility to ensure successful implementation of PJBL in diverse TEYL settings.

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17. Creative Language Learning: TEYL with Arts and Crafts

Ikhfi Imaniah

Incorporating arts and crafts into English language teaching for young learners is a highly effective strategy that enhances language acquisition through creativity. Craft projects within the curriculum significantly motivate students and reduce anxiety, fostering a conducive learning environment (Rizkyka, 2022; Shiobara, 2022). Activities such as drawing, coloring, and creating are not only enjoyable but also offer numerous language learning opportunities when designed with language outcomes in mind (Ahsan et al., 2020; Pérez, 2022; Umida Khadjimuratova, 2021). These activities can be tailored to include vocabulary learning, phonological awareness, and structural understanding of English, making them ideal for primary and pre-primary school settings (Shiobara, 2021). Using recycled objects as teaching materials enhances engagement and cost-effectiveness, encouraging students to interact with their environment creatively (Avezova, 2022; Dewantari, 2021; Stoll et al., 2022). This approach is supported by Krashen's Affective Filter hypothesis, which posits that a low-anxiety environment, facilitated by enjoyable activities like arts and crafts, improves language learning by lowering emotional barriers (Bravo & Cisterna, 2020; Octaviana, 2017; Pérez, 2022). Furthermore, a creative teaching approach that includes self-directed learning and problem-solving promotes deeper engagement and positive attitudes towards learning (Shiobara, 2022). Teachers play a crucial role in this process by designing activities that align with children's cognitive development stages and keeping them motivated through play and imitation (Avezova, 2022; Rizkyka, 2022). Teachers must carefully plan these activities

to ensure they are not only fun but also pedagogically sound, incorporating best practices for teaching English to young learners (Bergil et al., 2020; Malokhat, 2022). By integrating arts and crafts into English lessons, teachers can create a dynamic and effective learning experience, helping students develop their language skills in a meaningful and enjoyable way (Lestari, 2015). In conclusion, arts and crafts are powerful tools in language education for young learners, providing a holistic approach that combines creativity, engagement, and effective pedagogy to foster language development in a supportive and enjoyable environment (Lasisi et al., 2022; Malik et al., 2022).

The primary purpose of this chapter is to explore and demonstrate how integrating arts and crafts into English language teaching can significantly enhance the learning experience for young learners. This chapter aims to provide educators with a comprehensive understanding of the theoretical foundations, practical strategies, and benefits of using arts and crafts as a medium for teaching English. It seeks to: (1) **Illuminate the Benefits.** Highlight the cognitive, emotional, and social benefits of using arts and crafts in language education. (2) **Provide Practical Strategies.** Offer actionable insights and methods for effectively incorporating arts and crafts into English lessons. (3) **Showcase Real-world Examples:** Present case studies and examples that illustrate successful implementation of arts and crafts in teaching English. (4) **Address Challenges.** Discuss common challenges and provide solutions for overcoming them in the classroom.

For educators, this chapter is highly relevant because it: (1) **Enhances Teaching Effectiveness:** Provides innovative methods to engage young learners, making language lessons more dynamic and interactive. (2) **Supports Diverse Learning Styles:** Addresses multiple intelligences and learning styles, allowing teachers to cater to the diverse needs of their students. (3) **Promotes Creativity in Teaching:** Encourages teachers to integrate creativity into their pedagogy, which can lead to more enjoyable and effective teaching

experiences. (4) Offers Practical Tools and Ideas: Supplies practical activities and detailed examples that can be readily implemented in the classroom, saving teachers time and effort in lesson planning. (5) Encourages Professional Development: Inspires educators to adopt new approaches and continuously improve their teaching practices.

For young learners, the chapter is relevant because it: (1) Enhances Engagement and Motivation: Makes learning English more fun and engaging through hands-on, creative activities. (2) Supports Holistic Development: Contributes to cognitive, social, and emotional development by combining language learning with creative expression. (3) Facilitates Better Language Acquisition: Provides a context-rich environment that helps learners acquire new vocabulary and language structures more naturally and effectively. (4) Develops Cultural Awareness: Introduces learners to diverse cultures and traditions, promoting cultural understanding and empathy. (5) Builds Confidence and Communication Skills: Encourages learners to express themselves creatively and communicate in English through collaborative projects.

By addressing both the theoretical and practical aspects of teaching English through arts and crafts, this chapter serves as a valuable resource for educators seeking to enhance their teaching methods and for learners to experience a more enriched and engaging language learning journey.

Detail of material. Thesis statement: teaching english through arts and crafts can enhance language acquisition, cultural awareness, and creative expression in young learners. Enhancing language acquisition: (1) Contextual learning. Arts and crafts provide a meaningful context for language use. When children are engaged in creative activities, they are more likely to understand and remember new vocabulary and language structures because they are associated with concrete actions and visual elements. (2) Multi-sensory engagement. Involving multiple senses (visual, tactile, auditory) helps reinforce language learning. Young learners

can see, touch, and manipulate materials while hearing and using new words and phrases, which solidifies their understanding and retention. (3) Interactive communication. Arts and crafts activities often require children to follow instructions, ask questions, and discuss their work with peers and teachers. This interactive communication practice improves their speaking and listening skills in a natural and enjoyable setting. (4) Repetition and Reinforcement. Creative projects allow for repetition of language in varied contexts. For example, describing colours, shapes, and actions repeatedly during a craft activity helps reinforce these words and phrases. (5) Emotional Connection. When children create something, they often feel proud and emotionally connected to their work. This emotional engagement can make language learning more memorable and meaningful.

Enhancing Cultural Awareness. (1) Exposure to Diverse Cultures: Arts and crafts can introduce children to different cultures through traditional art forms, materials, and techniques. For example, making masks for a cultural festival or creating crafts inspired by traditional folk art exposes learners to diverse cultural practices. (2) Understanding Cultural Symbols and Traditions: Through arts and crafts, children learn about the significance of various cultural symbols and traditions. This understanding fosters respect and appreciation for cultural diversity. (3) Connecting Language and Culture: Language and culture are deeply intertwined. When children engage in culturally relevant arts and crafts, they learn language in the context of cultural practices, which enhances their cultural awareness and language skills simultaneously. (4) Empathy and Perspective-Taking: Creating art from different cultures helps children develop empathy by imagining life from another cultural perspective. This can be particularly powerful in building a global mindset and understanding.

Enhancing Creative Expression. (1) Encouraging Imagination and Creativity. Arts and crafts activities provide an open-ended

framework where children can express their ideas and creativity. This freedom to create fosters divergent thinking and problem-solving skills. (2) Building Confidence. Successfully completing arts and crafts projects can boost children's confidence in their abilities. This confidence can transfer to their language use, encouraging them to take risks and try new things in their language learning. (3) Facilitating Emotional Expression. Art is a powerful medium for expressing emotions. Children can use arts and crafts to convey their feelings and thoughts, which helps them develop emotional intelligence and language skills to describe their experiences. (4) Developing Fine Motor Skills. Many arts and crafts activities require precise movements and coordination, which help develop fine motor skills. These skills are important for writing and other language-related tasks. (5) Collaborative Creativity. Group arts and crafts projects encourage collaboration and communication. Working together to create something fosters social skills and teaches children to articulate their ideas and listen to others, enhancing both their creative and language abilities. By integrating arts and crafts into English language teaching, educators can create a rich, engaging, and holistic learning environment that supports language acquisition, cultural awareness, and creative expression, leading to well-rounded development in young learners.

Theoretical Foundations. Constructivist Learning Theory: Piaget's Theory of Cognitive Development: Jean Piaget's theory of cognitive development suggests that children move through four distinct stages of mental development, each characterized by different ways of thinking and understanding the world. These stages are:

Sensorimotor Stage (Birth to 2 years): Characteristics: Infants learn about the world through their senses and actions. They develop object permanence and begin to understand that objects exist even when they are not seen. Relevance to Hands-on Activities: Although this stage is before formal education, hands-on

activities are crucial as infants explore objects through touch, sight, and movement, laying the foundation for later learning.

Preoperational Stage (2 to 7 years): Characteristics: Children in this stage are able to use symbols (like words and images) to represent objects but do not yet understand concrete logic. They are egocentric and struggle to see things from perspectives other than their own. Relevance to Hands-on Activities: Hands-on activities such as arts and crafts are highly effective because they engage children in symbolic play and help them make connections between objects and their symbolic representations. For example, making a paper flower helps them understand the concept of a flower even if they can't see a real one.

Concrete Operational Stage (7 to 11 years): Characteristics: Children begin to think logically about concrete events. They understand the concepts of conservation, reversibility, and cause-and-effect relationships, and can classify objects. Relevance to Hands-on Activities: At this stage, hands-on activities that involve sorting, classifying, and constructing are beneficial. For instance, building models or creating timelines helps children understand relationships and logical sequences, reinforcing their concrete operational thinking.

Formal Operational Stage (12 years and up): Characteristics: Adolescents develop the ability to think abstractly and reason logically. They can formulate hypotheses, consider possibilities, and use deductive reasoning. Relevance to Hands-on Activities: While this stage is beyond early childhood, it's worth noting that hands-on activities involving experiments and abstract projects continue to be effective as they foster higher-order thinking skills. Hands-on activities align with Piaget's theory by providing tangible experiences that children can manipulate and explore (Roundtree, 2021; Tsuruta, 2022). These activities help bridge the gap between their existing knowledge and new concepts, facilitating cognitive development through direct interaction with their environment (Chinn & Iordanou, 2023).

Lev Vygotsky's Social Development Theory emphasizes the fundamental role of social interaction in the development of cognition. Vygotsky believed that community and culture play a critical part in the process of making meaning and that learning is inherently a social process.

Zone of Proximal Development (ZPD): Definition: The ZPD is the range of tasks that a child can perform with the help and guidance of others but cannot yet perform independently. It represents the potential for cognitive development. Relevance to Hands-on Activities: Hands-on activities within the ZPD allow children to accomplish tasks they could not do alone. For instance, a child might not be able to create a complex art project independently but can do so with some guidance and assistance, thereby learning new skills and concepts.

Scaffolding: Definition: Scaffolding is the support given to a child that is tailored to their needs and gradually removed as they become more competent. Relevance to Hands-on Activities: In arts and crafts, teachers or more knowledgeable peers can provide scaffolding by demonstrating techniques, offering tips, and giving feedback. As the child becomes more proficient, this support is gradually reduced, fostering independence and confidence.

Social Interaction: Importance: Vygotsky argued that learning occurs through social interaction, as children engage in dialogue and collaborate with others. Relevance to Hands-on Activities: Arts and crafts projects often involve group work and collaboration. Children discuss ideas, share materials, and help each other, which enhances their language skills and understanding through social interaction.

Cultural Tools: Definition: Vygotsky emphasized the importance of cultural tools (language, symbols, and tools) in learning. These tools are passed down through social interactions and are essential for cognitive development. Relevance to Hands-on Activities: Arts and crafts often incorporate cultural elements, such as traditional patterns, stories, and symbols. Engaging with

these cultural tools helps children understand and internalize cultural knowledge and practices, enhancing their cognitive and social development.

In summary, Piaget's theory underscores the importance of hands-on, experiential learning aligned with developmental stages (Roundtree, 2021; Tsuruta, 2022), while Vygotsky's theory highlights the critical role of social interaction and scaffolding in learning (Long, 2023). Combining these theories, hands-on arts and crafts activities can effectively support cognitive development and language acquisition by providing meaningful, socially interactive learning experiences tailored to children's developmental levels.

Howard Gardner's Multiple Intelligences Theory proposes that intelligence is not a single, unified ability but rather a collection of distinct types of intelligences (Qasserras & Qasserras, 2023). Gardner originally identified seven intelligences, later expanding the list to nine. Each individual possesses a unique combination of these intelligences. Here's how arts and crafts activities can engage multiple intelligences, focusing particularly on spatial, linguistic, and interpersonal intelligences.

Spatial intelligence involves the ability to visualize and manipulate objects and spaces in the mind. It includes skills related to understanding shapes, colours, patterns, and the relationships between objects.

Engagement through Arts and Crafts. Visualizing and Designing: Arts and crafts projects often require students to visualize the final product and plan the steps needed to create it. For example, designing a collage or a 3D model helps students develop their spatial awareness. Manipulating Materials: Working with different materials such as clay, paper, or fabric involves understanding how these materials can be shaped and combined, enhancing spatial skills. Pattern Recognition: Activities like creating mosaics or symmetrical designs help students recognize and create patterns, which is a key component of spatial intelligence.

Linguistic intelligence involves sensitivity to spoken and written language. It includes the ability to use language to express oneself and to understand others. Engagement through Arts and Crafts. Descriptive Language: When students describe their art projects, they practice using descriptive language, expanding their vocabulary and improving their ability to articulate ideas. Storytelling: Incorporating storytelling into arts and crafts, such as creating puppets for a play or illustrating a storybook, helps students use language creatively and effectively. Instructional Language: Following and giving instructions during arts and crafts activities helps students understand and use procedural language, which improves their ability to comprehend and convey detailed information.

Interpersonal intelligence involves the ability to understand and interact effectively with others. It includes skills such as communication, empathy, and teamwork. Engagement through Arts and Crafts. Collaborative Projects: Many arts and crafts activities are done in groups, requiring students to work together, share materials, and exchange ideas. This collaboration enhances their ability to communicate and cooperate. Peer Feedback: Students often give and receive feedback on their work, which helps them develop empathy and the ability to understand others' perspectives. Social Interaction: Arts and crafts activities provide opportunities for social interaction, helping students develop their social skills and build relationships with their peers.

Arts and crafts activities can be designed to engage multiple intelligences simultaneously, providing a holistic learning experience. Here's an example of how a single activity can engage spatial, linguistic, and interpersonal intelligences: (1) Activity Example: Creating a Story Quilt. (2) Spatial Intelligence: Students design and arrange different fabric pieces to create a visually appealing quilt pattern, enhancing their ability to visualize and manipulate shapes and spaces. (3) Linguistic Intelligence: Each fabric piece represents a part of a story. Students write and share

the stories associated with their quilt pieces, using descriptive and narrative language. (4) Interpersonal Intelligence: Students work in groups to combine their quilt pieces into a larger quilt, requiring collaboration, communication, and the ability to understand and integrate others' ideas. (5) By incorporating activities that engage multiple intelligences, educators can create a rich, supportive learning environment that caters to the diverse strengths and preferences of their students. This approach not only enhances individual skills but also fosters a more inclusive and engaging educational experience (Aguayo et al., 2021).

Stephen Krashen's Input Hypothesis is a key component of his Second Language Acquisition Theory. It suggests that language learners acquire language most effectively when they are exposed to language input that is slightly beyond their current level of competence. This input is often described as "i+1," where "i" represents the learner's current level of language proficiency, and "+1" represents the next stage of language that the learner can understand with some assistance (Bailey & Fahad, 2021).

Key Concepts of Krashen's Input Hypothesis. (1) Comprehensible Input. Language input must be understandable to the learner but also contain elements slightly above their current proficiency level. This helps the learner stretch their understanding and gradually acquire more complex language skills (Lichtman & VanPatten, 2021; Pan, 2022). (2) Natural Order. Language acquisition follows a predictable order. Learners acquire certain grammatical structures earlier than others, regardless of their native language. (3) Acquisition vs. Learning. Krashen distinguishes between acquisition (an unconscious process similar to how children learn their first language) and learning (a conscious process involving formal instruction). He argues that acquisition is more effective for developing language fluency. (4) Affective Filter. Emotional factors such as motivation, anxiety, and self-confidence can influence language acquisition. A low affective filter facilitates better language acquisition because learners are

more open to receiving and processing language input (Kasap & Peterson, 2018; Patrick, 2019).

Comprehensible input is crucial because it provides learners with language data that they can understand and build upon. When learners are exposed to language that is slightly above their current level, they can use context and prior knowledge to infer the meaning of new words and structures. This process enables natural language development and helps learners progress through the stages of language acquisition.

Arts and crafts activities are excellent for providing context-rich language input that aligns with Krashen's Input Hypothesis. Here's how: (1) Visual and Tactile Context. Arts and crafts offer visual and tactile contexts that make language input more comprehensible. When learners see and manipulate materials, they can better understand the language associated with those materials. (2) Interactive Instructions. Teachers can give step-by-step instructions for an arts and crafts project, using language that is slightly above the learners' current level. The context of the activity helps learners infer the meaning of new words and phrases. (3) Descriptive Language. Arts and crafts activities involve describing colours, shapes, textures, and actions. This provides rich, contextualized language input that is easy for learners to understand and use. (4) Storytelling and Narrative. Many arts and crafts projects can be tied to storytelling. For example, creating puppets for a puppet show involves listening to and understanding a story, which provides a meaningful context for language input.

Example of an Arts and Crafts Activity Providing Comprehensible Input: Activity: Making a Collage of a Favourite Animal. Objective: To create a collage of a favourite animal while learning and using new vocabulary and language structures. Steps: Introduction and Context: The teacher shows pictures of different animals and discusses their characteristics (e.g., "This is a lion. It has a mane. It is strong and brave."). New vocabulary words related to animals and their features are introduced (e.g., mane, fur, tail,

claws). **Instructions and Modelling:** The teacher demonstrates how to make a collage. For example, "First, cut out the shape of your animal from the coloured paper. Then, use glue to attach pieces of fur or fabric to represent the animal's skin or fur." During the demonstration, the teacher uses language that is slightly above the learners' current level, providing comprehensible input (e.g., "Now, carefully place the mane around the lion's head. See how it looks like real fur?"). **Guided Practice:** Learners follow the instructions to create their collages. The teacher circulates the room, providing assistance and using targeted language input (e.g., "Your elephant's trunk is very long. Can you add some more details to its ears?"). The teacher uses questions and prompts that encourage learners to use new vocabulary and structures in context (e.g., "What colour is your tiger's stripes? How many legs does your spider have?"). **Sharing and Describing:** Once the collages are complete, learners present their work to the class, describing their animals and the materials they used (e.g., "My panda is black and white. It has fur made from cotton balls."). The teacher facilitates a discussion, prompting learners to ask and answer questions about each other's collages, reinforcing the new language in a meaningful context (e.g., "Why did you choose to make a zebra? What do zebras eat?"). In this example, arts and crafts provide a rich, contextually meaningful environment for language input that is comprehensible and slightly beyond the learners' current level, aligning with Krashen's Input Hypothesis.

Benefits of using arts and crafts in language teaching are:

Enhanced Engagement and Motivation. Creative activities like arts and crafts are inherently engaging and enjoyable for young learners. They capture children's interest by allowing them to explore, experiment, and express themselves in a non-threatening environment (Lasisi et al., 2022; Shiobara, 2022). **Example:** When students are tasked with creating a mural depicting a story they have read, their excitement and enthusiasm are visibly increased. The tactile nature of painting, the colours, and the ability to

contribute to a collective project make the activity more appealing. This heightened engagement translates into increased participation and attention during the lesson, making the language learning process more effective.

Holistic Development. Arts and crafts support the holistic development of children by fostering cognitive, emotional, and social growth (Shiobara, 2022; Umida Khadjimuratova, 2021; Wright, 2001). These activities stimulate various aspects of a child's development, creating a well-rounded educational experience. Example: Cognitive development is supported as children plan and execute their art projects, enhancing problem-solving and critical thinking skills. Emotionally, arts and crafts provide an outlet for self-expression and creativity, helping children process and communicate their feelings. Socially, working on group projects fosters collaboration, communication, and empathy as children learn to share materials, ideas, and give constructive feedback.

Cultural Awareness. Arts and crafts projects can introduce learners to different cultures and traditions, fostering cultural understanding and empathy. By creating culturally inspired art, students gain insights into the customs, values, and artistic expressions of various cultures (Giraldo et al., 2018; Rizkyka, 2022). Example: A project involving the creation of traditional masks from different cultures can help students learn about the significance and history behind these masks. As they work on their masks, they discuss the cultural context, learn new vocabulary related to the culture, and develop a deeper appreciation for cultural diversity. This activity not only teaches language but also promotes global awareness and respect for different traditions.

Language Skills Development. Vocabulary Acquisition: Arts and crafts activities introduce new vocabulary in a meaningful context, helping students understand and retain new words more effectively (Ahsan et al., 2020; Lappalainen, 2011). Example: While creating a seasonal collage, students learn and use

vocabulary related to seasons, weather, and nature (e.g., "spring," "blossom," "breeze"). The hands-on nature of the activity ensures that the vocabulary is linked to tangible items and actions, making it easier for students to remember and use the new words.

Listening and Speaking: Interactive arts and crafts projects encourage listening and verbal communication as students follow instructions, ask questions, and describe their work. Example: During a group activity to build a model town, the teacher gives instructions that students must listen to carefully (e.g., "Cut out the square for the house's base"). Students then discuss their progress with peers, ask for help, and describe their contributions to the project (e.g., "I'm working on the park area with trees and benches"). This interaction boosts their listening comprehension and speaking skills in a natural, engaging context.

Reading and Writing: Arts and crafts activities can incorporate reading and writing tasks that enhance these language skills in a creative and meaningful way. Example: Before starting a project to create illustrated storybooks, students read simple stories or instructions on how to create certain illustrations. They then write their own stories, incorporating new vocabulary and grammar they have learned. As they illustrate their stories, they write captions or short descriptions, integrating reading and writing with their creative work. This approach ensures that students practice literacy skills in an enjoyable and purposeful manner. By incorporating arts and crafts into language teaching, educators can create a dynamic and enriching learning environment that supports various aspects of children's development and language acquisition (Shiobara, 2021).

Practical Implementation Strategies. Activity Design. Guidelines for Designing Age-Appropriate and Language-Rich Arts and Crafts Activities. Understand Developmental Stages: Young Learners (Ages 4-7): Activities should be simple, hands-on, and short in duration to match their limited attention span. Focus on basic vocabulary and concepts (e.g., colours, shapes, animals).

Older Learners (Ages 8-11): Activities can be more complex, involving multi-step processes and more detailed work. Introduce more sophisticated vocabulary and concepts (e.g., habitats, cultural traditions). Language Objectives: Clearly define the language objectives for each activity. This could include specific vocabulary, sentence structures, or language functions (e.g., describing, comparing, narrating). Ensure that the language goals align with the students' proficiency levels and the overall language curriculum. Interactive and Engaging: Design activities that require interaction, such as group projects or partner tasks, to encourage communication and collaboration. Incorporate elements that capture students' interest, such as themes related to their interests or current events. Multi-sensory Learning: Use materials and tools that engage multiple senses (e.g., texture, color, shape) to reinforce language learning through sensory experiences. Include auditory elements, like songs or stories, related to the crafts. Clear Instructions and Demonstrations: Provide step-by-step instructions using simple, clear language. Demonstrate each step visually to ensure comprehension. Use visual aids, gestures, and examples to clarify instructions and expectations. Scaffold Learning: Offer support through guided practice before expecting independent work. Gradually reduce assistance as students become more confident. Use sentence frames or word banks to support language use during the activity. Example : Designing a "Seasonal Collage". Objective : Learn vocabulary related to seasons and weather. Materials : Coloured paper, scissors, glue, markers. Instructions : Introduce and practice new vocabulary (spring, blossom, snowflake, sunny). Demonstrate how to cut out and glue shapes representing different seasons. Have students create their collages, using the new vocabulary to describe their work.

Integration with Language Curriculum. Strategies for Aligning Arts and Crafts Activities with Language Learning Objectives and Curriculum Standards. Identify Curriculum Goals: Review the language curriculum to identify key learning objectives

and standards. Ensure that arts and crafts activities are designed to meet these objectives, such as vocabulary acquisition, grammar practice, or language functions. Thematic Units: Integrate arts and crafts into thematic units that align with curriculum topics (e.g., animals, weather, cultures). Use the themes to reinforce language learning through related crafts (e.g., creating animal masks for a unit on animals). Cross-curricular Connections: Design activities that integrate language learning with other subjects (e.g., science, social studies). For example, a craft project on building a simple weather station can reinforce vocabulary related to weather and measurement. Assessment and Feedback: Use arts and crafts projects as informal assessments to gauge students' understanding and use of new language. Provide constructive feedback focused on language use as well as the creative aspect of the project. Example: Aligning with a Unit on "Habitats". Objective: Learn vocabulary and structures related to different habitats. Activity: Create a diorama of a chosen habitat. Integration: Introduce vocabulary (desert, rainforest, ocean) and sentence structures (e.g., "The rainforest has many tall trees"). Students research and discuss the habitat, then create their diorama using materials provided. Incorporate a writing task where students describe their habitat in a few sentences.

Classroom Management. Tips for Organizing and Managing Arts and Crafts Sessions to Maximize Learning Outcomes. Preparation: Gather and organize all materials before the session. Prepare any templates or examples in advance. Arrange the classroom to facilitate easy movement and access to materials. Clear Expectations: Set clear expectations for behaviour and participation. Explain the goals and rules of the activity. Use visual aids to illustrate steps and expected outcomes. Group Management: Organize students into small groups or pairs to encourage collaboration and peer support. Assign roles within groups to ensure everyone is involved (e.g., material manager, presenter). Time Management: Plan the activity with a clear timeline,

including time for instructions, work, and cleanup. Use timers or signals to keep students on track and aware of remaining time. Monitor and Support: Circulate the room to monitor progress, provide assistance, and ensure students are on task. Offer encouragement and positive reinforcement to maintain motivation. Cleanup and Reflection: Allocate time for cleanup and teach students to take responsibility for their workspace. End with a reflection session where students share their work and discuss what they learned. Example: Managing a "Cultural Mask-Making" Session. Preparation : Collect materials (paper plates, paints, feathers, etc.) and pre-cut shapes if needed. Arrange tables in a way that allows easy access to materials. Expectations: Explain the cultural significance of the masks and the vocabulary they will use. Set rules for sharing materials and respecting each other's work. Group Work: Divide students into small groups, each working on a different type of cultural mask. Assign roles such as the artist, materials manager, and presenter. Monitoring: Move around the classroom to offer guidance, answer questions, and provide feedback. Reflection: After cleanup, have each group present their masks and explain the cultural elements and vocabulary they learned.

By following these practical implementation strategies, educators can effectively integrate arts and crafts into their language teaching, enhancing engagement, promoting holistic development, fostering cultural awareness, and supporting language skills development.

WORKSHEETS

Fun with Arts and Crafts!

Name: _____

Date: _____

Activity 1: Weather Wheel

Objective: Learn and use vocabulary related to weather.

Materials Needed:

Paper plates

Markers

Scissors

Glue

Construction paper

Fasteners

Steps:

Learn the Words: Let's learn some new words! Look at the pictures and say the words: sunny, rainy, cloudy, windy.

Draw the Weather: Take a paper plate and divide it into four sections. Draw one type of weather in each section.

Colour and Decorate: Colour your weather pictures. Make them bright and fun!

Make the Arrow: Cut out an arrow from construction paper. Attach it to the centre of your plate with a fastener.

Spin and Describe: Spin the arrow. Where does it stop? Describe the weather it points to using your new words.

Language Objectives:

Learn and use weather vocabulary.

Practice describing weather conditions.

Outcome: You will be able to describe different types of weather using new words!

Activity 2: Storybook Creation

Objective: Develop narrative skills and practice past tense verbs.

Materials Needed:

Blank booklets (or sheets of paper stapled together)

Markers

Coloured pencils

Stickers

Glue

Steps:

Brainstorm Ideas: Think about a story you want to tell. Who are the characters? What happens to them?

Write Your Story: Write your story in your booklet. Use past tense verbs to tell what happened.

Illustrate Your Story: Draw pictures to go with each part of your story. Make it colourful and fun!

Share Your Story: Read your story to a friend or family member. Show them your pictures too!

Language Objectives:

Practice using past tense verbs.

Develop storytelling skills.

Outcome: You will create a storybook and share it with others, practicing your writing and speaking skills!

Activity 3: My Dream House Collage

Objective: Learn and use vocabulary related to homes and rooms.

Materials Needed:

Coloured paper

Scissors

Glue

Markers

Magazines (for cutting out pictures)

Steps:

Learn the Words: Look at the pictures and say the words: living room, kitchen, bedroom, bathroom.

Cut Out Shapes: Cut out shapes from coloured paper to make your dream house. You can also cut out pictures from magazines.

Create Your House: Glue the shapes and pictures onto a big sheet of paper to create your house.

Describe Your House: Show your collage to a friend or teacher and describe your house. Use the new words you learned.

Language Objectives:

Learn and use vocabulary related to homes and rooms.

Practice describing objects and spaces.

Outcome: You will make a collage of your dream house and describe it using new vocabulary!

Activity 4: Animal Masks

Objective: Learn and use vocabulary related to animals and their features.

Materials Needed:

Paper plates

Markers

Scissors

Glue

Feathers, yarn, and other craft supplies

Steps:

Choose an Animal: Think of your favourite animal. What does it look like? What are its features?

Draw and Cut: Draw your animal's face on a paper plate and cut it out. Make holes for the eyes.

Decorate: Use feathers, yarn, and other supplies to decorate your mask. Make it look like your animal!

Wear and Describe: Wear your mask and describe your animal to the class. Use words like fur, feathers, beak, tail.

Language Objectives:

Learn and use vocabulary related to animals and their features.

Practice describing animals.

Outcome: You will create an animal mask and describe your animal using new words!

Reflection

What new words did you learn today?

Which activity did you enjoy the most? Why?

Draw a picture of your favourite project and write a sentence about it.

Great job today! Keep practicing your English while having fun with arts and crafts!

This worksheet provides a structured approach to integrating arts and crafts into language learning, making the process enjoyable and educational for young learners.

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18. Explicit Request Instruction and Its Impact on Young Learners’ Pragmatic Competence: An Exploratory Investigation

Dian Anik Cahyani

The variations in linguistic inputs, contextual influences, general cognitive abilities, and the critical period for language learning may contribute to the differences in language acquisition between children and adults (Andringa & Dabrowska, 2019; Birdsong & Vanhove, 2016; Brooks & Kempe, 2019; Doughty, 2019; Granena & Yilmaz, 2019; Hakuta et al., 2003; Lichtman, 2016; Newport, 2020; Pakuklak & Neville, 2011; Singleton & Munoz, 2011; Zwart et al., 2017). Several researchers (Bley-Vroman, 1990; Hartshorne et al., 2018; Krashen et al., 1982; Singleton & Ryan, 2004) have proposed that fundamental differences exist between how children and adults learn the grammatical structures of a new language.

For adults, most learning occurs through explicit processes, although they are also capable of implicit learning. However, only limited research has specifically examined whether young learners can acquire knowledge through explicit methods (Canbolat et al., 2021). Discussions in the literature about the effects of various instructional approaches on pragmatic development often center around the explicit-implicit dichotomy in pragmatics instruction. Studies have shown that explicit instruction in pragmatics tends to be more effective than implicit instruction, as it enables learners to consciously acquire the target pragmatic features (Ngai & Janusch, 2018). Both explicit and implicit methods can serve as valuable tools for teaching.

Interventional studies, including teachability studies, research comparing different teaching philosophies, and instruction versus no instruction or exposure-only studies, have explored the development of pragmatic competence. A review of the literature on pragmatics instruction revealed that instruction facilitates the acquisition of pragmatic features. Overall, pragmatic traits appear to be teachable. Explicit teaching aligns with the noticing hypothesis, which emphasizes that learners must consciously attend to pragmatic aspects in the L2 classroom rather than merely being exposed to pragmatics-rich input. By emphasizing specific linguistic features and their contextual applications, learners benefit from explicit instruction.

Nevertheless, only a few studies have directly investigated whether young learners can truly learn explicitly. Some theorize that young learners rely solely on implicit learning, but there is limited empirical support for this claim. To address this gap, we explore whether explicit instruction focusing on form awareness is beneficial for young learners. Through an artificial language learning experiment, we examine the effects of explicit instruction on young learners. This study seeks to understand how explicit instruction influences their use of requests in language, particularly examining the speech act of requests and its impact on the pragmatic competence of young learners (YLS).

The explicit instruction model emphasizes an individualized approach by teachers and students, aiming to enhance learners' understanding of the subject matter through guided instruction. Also referred to as the specific direct learning model, this approach helps students acquire declarative and procedural knowledge in a step-by-step manner. It fosters an interactive relationship with teachers, allowing students to seek clarification on unclear concepts (Hidayati & Prasetya, 2018). Explicit instruction has proven particularly effective when students are exposed to both words and implicit information about their meanings (Bowne et al., 2017).

Research consistently demonstrates that both implicit and explicit learning are significant for language acquisition in children and adults, respectively. Studies confirm the positive effects of explicit instruction on learning outcomes (Goo et al., 2015; Norris & Ortega, 2000; Rastle et al., 2021; Spada & Tomita, 2010). Some research has explored the importance of explicit instruction for young children, particularly in vocabulary acquisition (Baker et al., 2017; Vaahtoranta et al., 2018). Meta-analyses of these studies indicate that vocabulary instruction in kindergarten classrooms is beneficial, with more explicit teaching methods producing larger effects (Masrul & Wicaksono, 2023).

Findings on explicit instruction in children suggest that young learners can acquire specific knowledge through this method, though much of this research is limited to vocabulary, reading, and spelling. Explicit instruction enhances the production of explicit knowledge and can also contribute to implicit knowledge. As explicit instruction may affect both implicit and explicit learning, researchers must measure both types to determine its precise impact (Godfroid, 2015; Hamrick & Rebuschat, 2012).

Prior studies on the speech act of requests fall into three categories: (1) monolingual studies focusing on a single language, (2) cross-cultural studies comparing multiple languages, and (3) interlingual studies examining non-native speakers' realization of requests. Qari (2021) explored whether explicit instruction could improve Saudi EFL learners' ability to understand and use appropriate request strategies in English. In this study, thirty Saudi EFL students received targeted instruction on English request methods, with data collected before and after the intervention through written questionnaires.

The results revealed significant improvements in the learners' use and understanding of appropriate request strategies, as students demonstrated progress in both recognizing and employing effective strategies. These findings suggest that explicit instruction has a considerable positive impact on learners' comprehension and use of

request strategies in English. The explicit instruction model is particularly suitable for addressing issues related to the connection between space and time. Its primary aim is to cultivate active learners who can comprehend and internalize knowledge holistically (Hidayati & Prasetya, 2018).

This conclusion aligns with earlier research on instructional pragmatics, which underscores the effectiveness of explicit instruction in enhancing EFL learners’ pragmatic knowledge (Roever, 2022). The framework categorizes request strategies into three levels of directness: (1) direct requests, (2) conventionally indirect requests, and (3) non-conventionally indirect requests (Blum-Kulka & Olshtain, 1984). It also outlines the strategies employed at each level. Notably, the degree of directness correlates with perceived politeness, with more direct requests being considered less polite. This highlights the value of investigating explicit instruction in teaching requests to young learners, as it provides insights into their level of pragmatic competence.

Table 1. Request categories proposed by Blum-Kulka (1984)

Descriptive Category			Examples
Direct level			
1.	Mood Derivable	The grammatical mood of the verb in the utterance marks its illocutionary force as a request.	a. Clean up the kitchen. b. Move your car.
2.	Performative	The illocutionary force of the utterance is explicitly named by the speakers.	a. I’m asking you to move your car.
3.	Hedged Performative	Utterances embedding the naming of the illocutionary force.	a. I would like to ask you to move your car.
4.	Obligation	The illocutionary	a. You’ll have to

	statement	point is directly derivable from the semantic meaning of the locution.	move your car.
5.	Want statement	The utterance expresses the speaker's intentions, desires or feelings vis-à-vis the fact that the hearer do X.	a. I would like you to clean the kitchen. b. I want you to move your car.
Conventionally indirect			
6.	Suggestive Formulae	The sentence contains a suggestion to X.	a. How about cleaning up? b. Why don't you come and clean up the mess you made last night?
7.	Query Preparatory	Utterance contains reference to preparatory conditions (e.g. ability or willingness, the possibility of the act being performed) as conventionalized in any specific language	a. Could you clean up the mess in the kitchen? b. Would you mind moving your car?
Non conventionally indirect			
8.	Strong Hints	Utterance contains partial reference to object or to elements needed for the implementation of the act (directly pragmatically implying the act).	a. We've left the kitchen in a right mess.
9.	Mild Hints	Utterances that make no reference to the request proper (or any of its elements) but are interpretable through the	a. We don't want any crowding (as a request to move the car).

		context as requests (indirectly pragmatically implying the act).	
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Table 2. Examples of artificial Direct Level Strategy of Requests

Level of directness	Strategy	Example
Direct level	Mood derivable	<p>(Data - 1)</p> <p>T: Assalammu'alaikum Wr. Wb S: Wa'alaikumssalam Wr. Wb T: Good morning students? S: Good morning T: <i>Membaca tata tertib!</i> S: (siswa membaca tata tertip sekolah) T: Ok good</p> <hr/> <p>(Data - 2)</p> <p>T: <i>Membaca Surat Al Fatihah!</i> (Read Al Fatihah ...!) S: (siswa membaca Surat Al Fatihah) T: Ok good. <i>Membaca dua kalimat syahadat dan artinya!</i> (Read Syahadat and its meaning!) S: (siswa mengikuti instruksi guru dengan membaca dua kalimat syahadat dan artinya) T: <i>Membaca do'a sebelum belajar.</i> S: (siswa mengikuti instruksi guru dengan membaca do'a sebelum belajar) T: artinya? S: (siswa melafalkan arti dari do'a sebelum belajar) T: <i>Membaca Asma'ul Husnah</i> S: (siswa mengikuti instruksi guru dengan membaca Asma'ul Husnah) T: <i>Membaca Sholawat Burdat</i> S: (siswa mengikuti instruksi guru dengan membaca Sholawat Burdat) T: Alhamdullillah, TK Al Madinah? S: TK – A Ok ok yes</p>

(Data - 3)

T: *Hadap depan!*

S: Siap

T: *Bersyair Pancasila!*

S: (siswa mengikuti instruksi guru dengan bersyair Pancasila)

T: Sila pertama lambangnya?

S: (Siswa menjawab)

T: Bapak Presiden kita ialah?

S: Bapak Joko Widodo

T: Wakil Presiden kita ialah?

S: Bapak Ma'ruf Amin

T: Warna bendera kita ialah?

S: Merah Putih

T: Merah artinya?

S: Berani

T: Putih artinya?

S: Suci

Performatives

(Data - 4)

T: Sekarang kelompok empat yang sudah bikin replika dikumpulkan didepan.

S: (empat siswa mengikuti instruksi guru kedepan kelas)

T: *Bu Lailin bilang bawa replikanya ke depan Dik*

S: (bawa replika burung garuda ke depan kelas)

T: Ok good

(Data - 5)

T: Sekarang kelompok satu silahkan maju kedepan

S: (lima siswa mengikuti instruksi guru kedepan kelas)

T: mau warna apa?

S: Merah

T: Merah Bahasa Inggrisnya?

S: Red

T: Hitam?

S: Black

T: Semuanya pegang kertasnya

	Dik... <i>Bu Guru bilang apa? Bilang pegang kertas!</i>
	S: Gimana Bu Lailin melipatnya?
Hedged performatives	-
Obligation statements	<p>(Data - 6)</p> <p>T: Siapa yang tau ini warna apa?</p> <p>S: Hijau ...</p> <p>T: Bahasa Inggrisnya hijau apa?</p> <p>S: Green</p> <p>T: Siapa yang mau disayang Allah?</p> <p>S: Saya ... (sambil angkat tangan)</p> <p>T: <i>Dik, kalau mau disayang Allah harus duduk yang pinter</i></p> <p>S: (Siswa duduk mengikuti instruksi guru)</p> <p>T: Pinter jempol dua</p>
	<p>(Data - 7)</p> <p>T: Ok, boleh makan dan minum dibangku masing-masing ya Dik ...</p> <p>S: Siap</p> <p>T: Ada yang punya kresek? Buat naruh sampah</p> <p>S: Saya Miss</p> <p>T: Terimakasih ... habis makan dan minum sampahnya tidak boleh dibuang sembarangan ya? Sampahnya buang di kresek hitam ini ya ..</p> <p>S: Iya ...</p> <p>T: <i>Dik, kalian harus menjaga kebersihan kelas lho ...</i></p> <p>S: Siap Bu Guru ...</p>
Want statements	<p>(Data - 8)</p> <p>T: Mbak Rara mau mewarnai warna apa?</p> <p>S: Merah</p> <p>T: Mbak Rara, Bu Lailin <i> minta </i>tolong buat warna ungu ya.</p> <p>S: Ya</p>

T: Warna apa yang dicampur?
S: Biru sama merah
(Data - 9)
T: Pegang kertas origaminya.
S: Ya Bu Guru ...
T: Mana warna oranye?
S: Ini ... (sambil menunjukkan warna orange)
T: <i>Mas Hafiz, tolong ambilkan lem diatas meja Bu Lailin</i>
S: (mengambil lem diatas meja guru)
T: Melipat kertas jadi segitiga
S: (siswa mengikuti instruksi guru)
T: Dilipat dari bawah ke atas, lihat Bu Lailin dulu. Habis itu, kertasnya di lem ya Dik ...

Table 3. Direct Level Strategy of Requests

Requests Strategy	Total	%
Mood derivable	38	52
Performatives	11	15
Hedged performatives	-	0
Obligation statements	9	12,3
Want statements	15	20,5
Total number	73	100

As shown in table 3, the majority of explicit instruction of request on Young Learners' (YLS) under the category "direct request" which represents 73 of the total requests. This category covers the strategy of "Mood derivable" (e.g., *Membaca tata tertib!* (Read the rules!), *Membaca Surat Al Fatihah!* (Read Al Fatihah ...!)), which represents 52%, the strategy of "Performatives" (e.g *Bu Lailin bilang bawa replikanya ke depan Dik* (Mrs. Lailin said bring the replica come forward), which represents 15%, the strategy of "Hedged performatives" represents

0%, the strategy of “Obligation statements” (e.g *Dik, kalau mau disayang Allah harus duduk yang pintar* (*Dik, if you want to be loved by Allah, you have to be smart*) which represents 12,3%, the strategy of “Want statements” (e.g *Mbak Rara, Bu Lailin minta tolong buatin warna ungu ya* (*Rara, Miss Lailin asked for help to make it purple please*) which represents 20,5%. The direct strategy of requests was dominated by the strategy of “Mood derivable”.

This study revealed that explicit request instruction increased young learners’ pragmatic competence. This finding aligns with previous research, which mentioned explicit instruction has proven effective when the students are exposed to word and implicit information about word meaning (Bowne et al., 2017). Regarding this finding, several studies have discussed the same topic. Explicit instruction applied through storybook reading positively affects vocabulary acquisition (Van Den Berg & Klapwijk, 2020). The other research mentioned reading comprehension instruction completed with cultural materials that positively contributed to the learner’s knowledge and attitudes toward English lessons (Altin et al., 2018).

Learners who engage with the explicit instruction model are directed to concentrate fully on the material being taught, allowing young learners to more effectively absorb the knowledge presented. Students who are able to maintain focus and comprehend the material will achieve better learning outcomes. The explicit instruction model aims to optimize student learning time, with the teaching outcomes focusing on the completion of academic content and the development of skills. Additionally, it enhances students' motivation to learn and strengthens their abilities. Through this model, young learners are given the opportunity to learn by selectively observing, recalling, and replicating the actions demonstrated by their teachers.

Consequently, when utilizing the explicit instruction model, it is essential to avoid introducing overly complex or in-depth knowledge. Moreover, this model emphasizes a declarative

approach, focusing on motor skills and conceptual learning, thereby creating a more organized and structured learning environment. Teachers use this model to identify specific learning objectives, the structure of the material, and the foundational skills that need to be taught. Educators also have the responsibility to model or demonstrate the concepts, provide feedback, and allow students to practice applying the knowledge or skills they have acquired. In this strategy, the teacher's role is crucial and highly dominant, as they are the ones who determine and guide the learning process.

This teaching method involves the teacher actively engaging in delivering lesson content and teaching it to all students in the classroom. The explicit instruction strategy utilizes active knowledge as a means of introducing students to the subject matter they will learn. Research findings indicate that applying the explicit instruction model enables students to better understand the material and actively respond to questions posed by teachers. According to Archer and Hughes (2011), implementing the explicit instruction model enhances teachers' teaching abilities, which, in turn, helps students absorb and understand the material more effectively.

This research explores language learning by examining whether children can acquire knowledge explicitly, specifically investigating how explicit instruction on requests affects learning in kindergarten. The findings revealed that young learners instructed explicitly tended to use more direct strategies, particularly in the form of "Mood derivable," more frequently than other strategies. Notably, teachers, as participants, employed significantly more direct request strategies. The explicit instruction of speech acts is also relevant in contexts where extensive exposure to English is unavailable (Qari, 2021; Roever, 2022).

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