



ENGLISH FOR YOUNG LEARNERS

Creative Approaches To Early Language Education

Dr. Pirman Ginting, S.Pd., M.Hum. | Dr. Melvina, M.Ed. | Dr. Yulmiati, M.Pd.
 Khairun Nissa, S.Pd., M.Tesol. | Fitriana Harmaini, S.S., M.A. | Rosmen, S.Pd., M.Hum.
 Dr. Khairun Niswa, S.Pd.I., M.Hum. | Diana Oktavia, S.Pd., M.A.
 Leil Badrah Zaki, S.Pd., M.Pd. | Theodesia Lady Pratiwi, S.Pd., M.Hum.
 Adib Jasni Kharisma, S.Pd., M.Hum. | Dr. Feni Munifatullah, S.S., M.Hum.

Editor

Dr. Yenni Hasnah, S.Pd., M.Hum.
 Dr. Muhammad Arifin, M.Pd.

ENGLISH FOR YOUNG LEARNERS

Creative Approaches to Early Language Education

COPYRIGHT PROTECTED BY LAW

It is prohibited to reproduce or transfer any part of this book in any form, whether electronically or mechanically, including photocopying, recording, or by any storage system, without written permission from the author.

ENGLISH FOR YOUNG LEARNERS

Creative Approaches to Early Language Education

Authors

Dr. Pirman Ginting, S.Pd., M.Hum. | Dr. Melvina, M.Ed.
Dr. Yulmiati, M.Pd. | Khairun Nissa, S.Pd., M.Tesol.
Fitrina Harmaini, S.S., M.A. | Rosmen, S.Pd., M.Hum.
Dr. Khairun Niswa, S.Pd.I., M.Hum. | Diana Oktavia, S.Pd., M.A.
Leil Badrah Zaki, S.Pd., M.Pd.
Theodesia Lady Pratiwi, S.Pd., M.Hum.
Adib Jasni Kharisma, S.Pd., M.Hum.
Dr. Feni Munifatullah, S.S., M.Hum.

Editors

Dr. Yenni Hasnah, S.Pd., M.Hum.
Dr. Muhammad Arifin, M.Pd.



Title

ENGLISH FOR YOUNG LEARNERS

Creative Approaches to Early Language Education

Authors

Dr. Pirman Ginting, S.Pd., M.Hum.

Dr. Melvina, M.Ed.

Dr. Yulmiati, M.Pd.

Khairun Nissa, S.Pd., M.Tesol.

Fitriana Harmaini, S.S., M.A.

Rosmen, S.Pd., M.Hum.

Dr. Khairun Niswa, S.Pd.I., M.Hum.

Diana Oktavia, S.Pd., M.A.

Leil Badrah Zaki, S.Pd., M.Pd.

Theodesia Lady Pratiwi, S.Pd., M.Hum.

Adib Jasni Kharisma, S.Pd., M.Hum.

Dr. Feni Munifatullah, S.S., M.Hum.

Editors

Dr. Yenni Hasnah, S.Pd., M.Hum.

Dr. Muhammad Arifin, M.Pd.

Layouter

Rizki Yunida Br Panggabean, S.Pd.

First Printing; January 2026

(vii + 151); 15 x 23 cm

ISBN : 978-634-236-263-1

: 978-634-236-262-4 (E-book)

Publisher



Redaksi

Jalan Kapten Mukhtar Basri No 3 Medan, 20238

Telepon, 061-6626296, Fax. 061-6638296

Email; umsupress@umsu.ac.id

Website; <http://umsupress.umsu.ac.id/>

Anggota IKAPI Sumut, No: 38/Anggota Luar Biasa/SUT/2020

Anggota APPTI, Nomor: 005.053.1.09.2018

Anggota APPTIMA, Nomor: 01/B/AnggotaAPPTIMA/2023



TABLE OF CONTENTS

TABLE OF CONTENTS	vi
PREFACE	viii
UNIT 1 Setting Up a Positive Language Environment	1
A. The Importance of a Positive Language Environment	2
B. Practical Strategies for Creating a Positive Language Environment	4
UNIT 2 The Characteristics of Young Learners	13
UNIT 3 Learning through Play	25
A. Foundations of Playful Learning	26
B. Classroom Playful Learning through Gamification	28
UNIT 4 Language Acquisition through Songs, Rhymes, and Chants in the Classroom	35
A. Theoretical Foundations of Early Language Acquisition	37
B. Advantages of Using Songs, Chants, and Rhymes	38
C. Practical Implementations	39
UNIT 5 Storytelling as a Teaching Tool	45
A. Storytelling in Education	46
B. Pedagogical Foundations of Storytelling in EFL Classrooms	48
C. Technological and Protocol-Based Storytelling Structures	52
D. Differentiation, Inclusion, and Time-Efficient Storytelling Strategies	53



UNIT 6	Teaching Vocabulary and Grammar to Children	57
A.	Principles for Teaching Vocabulary and Grammar to Young Learners	58
UNIT 7	Motivation and Behavior in Young EFL Learners	67
UNIT 8	Classroom Assessment for Young Learners	79
A.	Principles of Classroom Assessment for Young Language Learners	80
B.	Assessing Young Learners Language Skills	84
UNIT 9	Designing Age-Appropriate Learning Materials	95
UNIT 10	Professional Development of English Language Teachers for Young Learners	105
GLOSSARY		117
REFERENCES		119
AUTHORS		143
INDEKS		149



PREFACE

All praise and gratitude are due to Allah Swt., the Lord of all worlds, for the boundless blessings, guidance, and enlightenment that have enabled the authors to complete this work. May peace and blessings forever be upon our master, the Prophet Muhammad saw., his family, and his companions, who guided humanity from the age of ignorance to the perfect light of Islam.

This book, titled "English for Young Learners: Creative Approaches to Early Language Education," is compiled as a contribution of thought towards strengthening the quality of language education, specifically in introducing English to early-age learners. In this activity, children are invited into a learning space filled with color, movement, and curiosity. Creative and innovative approaches guide every step, turning language learning into an experience that feels playful, purposeful, and full of discovery. Rather than simply practicing words, children explore them laughing, interacting, and finding meaning through joyful and engaging moments in the classroom.

In closing, it is our hope that this book can provide a valuable contribution to understanding, both theoretically and practically, especially for educators, parents, university students in education, and all parties interested in the field of language teaching for children.

The Authors



UNIT 1

Setting Up a Positive Language Environment

Pirman Ginting

Creating positive language environments draws from various theoretical perspectives that come together to create evidence-based practices. Vygotsky's sociocultural theory emphasizes the central role of social interaction in language learning. According to this perspective, learning develops within the Zone of Proximal Development, where children acquire new skills and knowledge through meaningful communication with more knowledgeable individuals. This theoretical basis emphasizes the necessity of cultivating settings where children participate in vibrant, scaffolded interactions that encourage linguistic advancement. Bronfenbrenner's ecological systems theory provides an important perspective for understanding positive language environments. According to this theory, language development occurs within nested systems of influence, from immediate microsystems like home and school to broader macrosystems such as cultural norms and regulations. These influences shape children's learning through everyday interactions, routines, and instructional practices. Furthermore, nurturing classroom atmospheres, defined by positive teacher-student bonds and robust instructional assistance, play a vital role in fostering positive behaviors and language and cognitive enhancement. From this perspective, the bidirectional nature of language learning becomes clear: learners' linguistic abilities grow most effectively when they actively engage in dialogues rather than passively receiving language input. Interactive



communication allows children to experiment with language, receive feedback, and refine their understanding in meaningful contexts. This view advocates for creating environments enabling authentic dialogue, along with meaningful interaction and collaborative meaning-construction endeavors.

In the sphere of English as a Foreign Language (EFL), a positive language environment for young learners refers to an integrated educational system designed to provide constructive emotional support and enhance participation while ensuring full language processing on an affective, cognitive, and social level. This environment is inherently designed to be devoid of psychological threats, where learners can safely navigate emerging linguistic challenges without being shamed or ridiculed. These ideas are strongly influenced by positive psychology, which emphasizes learning and motivation through students' strengths rather than focusing on their weaknesses. Many teaching approaches, including Krashen's Affective Filter Perspective, share the underlying principle of creating positive and supportive language learning environments. The Affective Filter Perspective argues that emotions have a notable impact on the success of language acquisition. Factors like anxiety, high levels of stress, and negative emotions greatly demotivate learners, raising what Krashen termed the "affective filter," thus blocking language input from being processed. In contrast, more positive environments aid in lowering the filter and allowing for more natural language acquisition processes. This is especially important in regard to younger learners, whose emotional state directly impacts their cognitive processing.

A. The Importance of a Positive Language Environment

A positive linguistic environment is essential in promoting effective communication and learning, particularly during the phase of early childhood development. It is marked by the application of positive, supportive, and constructive languages that augment interaction and collaboration among the learners. A positive linguistic



climate not only enhances academic achievement but also plays a significant role in students' social and emotional development. When classrooms foster supportive and encouraging communication, learners are more likely to build confidence, collaborate effectively, and engage meaningfully with the learning process. By establishing an environment where positive language prevails, educators can greatly impact learners' attitudes towards education and their general well-being. Historically, the role of language in learning contexts has been valued for many years. For instance, Vygotsky, one of the early educational theorists, stressed the core role of social interaction in cognitive development, which posits language as an indispensable means of both cognitive processes and communication.

In today's educational discourse, creating a pleasant linguistic environment has become an important element of effective instructional methods. Positive languages, used by teachers, provides an environment that students perceive as welcoming and safe, both of which play an important role in building an optimal learning environment. A positive type of language can occur in various forms, such as praise, encouragement, and constructive feedback. All these elements support building student confidence as well as resilience, ultimately enabling them to participate in learning activities without fear of negative outcomes. Along with that, a positive language environment has effects that go beyond the classroom. Studies show that students who have supportive language interactions are more likely to become emotionally intelligent and good at interpersonal skills (Edutopia, n.d.). These skills are vital for success in academic and professional contexts. By endorsing a positive language environment, teachers not only help students improve their academic outcomes but also prepare them for the challenges they will face in a diverse and connected world.

In the context of early childhood, a positive language environment is significant for developing language skills, which are foundational for later academic success and cognitive development.



High-quality language exposure in early care settings is associated with stronger language development in children. When young learners are regularly engaged in rich, meaningful communication, they tend to develop vocabulary, comprehension, and expressive skills more effectively. Hence, the use of affirmative language by educators fosters a nurturing environment that supports language acquisition and positive behavior in children. When looking into the EFL contexts, a positive linguistic environment is vital for effective language acquisition. This involves creating opportunities for listening, speaking, reading, and writing in the target language. Furthermore, creating positive emotions and a supportive learning atmosphere enhances motivation and readiness to learn, which are crucial for successful language acquisition.

To wrap things up, the significance of a positive language climate cannot be overemphasized. It is a building block for effective communication, learning, and personal growth. As pedagogy continues to develop, prioritizing the establishment of engaging and positive language climates will continue to be an underlying objective for educators who aim to promote all-around development in students. By employing positive language, educators can profoundly influence the direction of their students' academic and personal futures and fashion the school to be a more nurturing and inclusive educational environment.

B. Practical Strategies for Creating a Positive Language Environment

Establishing a positive linguistic environment for young learners is regarded as a pillar of successful early childhood education. Studies consistently demonstrate that the language environment in which children are raised throughout their early childhood significantly contributes to their language acquisition process, cognitive growth, and academic success. A supportive linguistic environment involves not only eliminating negative factors but also actively fostering rich



linguistic interactions, emotional safety, cultural sensitivity, and developmentally appropriate practices that together provide ideal environments for language learning. Despite facilitating language acquisition, it encourages confidence, motivation, and willingness to communicate. The importance of cultivating positive linguistic environments transcends mere immediate linguistic proficiency. Recent developmental psychology and neuroscience investigations show that early linguistic interactions significantly shape neural pathways and affect the development of executive functions. In addition, positive language environments act as mitigating factors against academic challenges and social-emotional issues that may arise in subsequent stages of education. In early language learning, effective strategies for developing such a context are essential for optimum learning gain.

a. Establishing an Emotionally Supportive Climate

A positive language environment begins with an emotionally supportive setting where children feel safe, valued, and eager to communicate. Teachers are crucial for providing affective support by expressing warmth, encouragement, and responsiveness to how children attempt to communicate. Pianta and colleagues emphasize that when teachers demonstrate sensitivity and engage in positive interactions, children's language use and vocabulary development are significantly enhanced. Supportive teacher-student relationships create an environment where learners feel confident to communicate and explore new language skills.

Practical Strategy

Greeting students by their names and engaging them in brief, personalized dialogues each morning cultivates a feeling of inclusion and enhances linguistic self-assurance. For instance, an educator may ask, "Good morning, Maya! Did you see anything noteworthy on your



way to school today?” This individualized attention promotes engagement and exemplifies conversational skills.

b. Providing Rich and Varied Language Input

Exposure to rich and varied linguistic stimuli is essential for the language development of young learners. The number and caliber of linguistic input can directly determine how many words children learn or acquire. It explains that educators must incorporate a wide range of vocabulary, complex syntactic constructions, and diverse genres in communicating with students on a daily basis.

Practical Strategy:

Teachers can conduct read-aloud activities using multicultural, child-appropriate age picture books that expose children to new vocabulary and narrative structures. Teachers can use open questions during and after reading, such as “What do you think will happen next?” or “How do you think that character feels?” encouraging children to use language expressively and critically that impacts the increases in the amount of child talk and, ultimately, in children’s vocabulary knowledge.

c. Encouraging Interactive and Dialogic Communication

Engaging in interactive and dialogical communication establishes the bedrock of rich linguistic environments where children flourish as confident communicators. This shows transforms traditional one-way teaching into lively, two-way interactions that value and nurture children’s thinking and perspectives. Dialogic communication acknowledges that the acquisition of language is inherently social and collaborative. Regardless of merely transmitting information to learners, educators participate in authentic dialogues where meaning or understanding develops through collective inquiry. In its practice, children assume the role of co-creators of knowledge, contributing their insights, inquiries, and interpretations while expanding upon the



contributions of their peers. This method concedes that students contribute valuable viewpoints and experiences to every exchange. When adults view themselves as collaborators in conversation instead of just the ultimate decision-makers or sole figures of authority, they foster an environment for genuine conversations where children feel secure enough to explore, voice their doubts, and articulate their thoughts freely. Consequently, employing interactive and dialogic communication strategies is vital for involving children as proactive participants instead of mere bystanders. Techniques such as dialogic reading, back-and-forth conversations, and peer interactions are assumed to be effective in facilitating the shared creation of understanding and enhancing practical skills.

Practical Strategy:

Implementing the “turn and talk” activities can be employed as practical strategies, which allow students to conduct a dialogue with a partner on a topic or question, fostering their verbal expression and attentive listening skills. When students engage in conversations, teachers can implement the “pause, prompt, praise” method during their interactions. The technique involves brief pauses to let students prepare their answers or responses, provide hints if needed, and praise their attempts to express their ideas effectively.

d. Integrating Play-Based and Experiential Learning

Play provides children with a dynamic workshop to explore and hone their language skills. In a fun atmosphere, students find real-life or authentic opportunities to converse, negotiate, explain, and narrate. Unlike formal learning, play enhances the innate drive to use language that can turn communication into a fun and meaningful experience rather than a chore. As they play, children inherently perform a range of complex language functions, including narrating activities, describing objects and situations, predicting outcomes, working together to address issues, and expressing feelings. This simultaneous



use of diverse languages unfolds alongside their cognitive, social, and physical growth, which results in rich learning experiences that involve the whole child.

Practical Strategy

Setting up thematic play centers, such as a “doctor’s office,” allows children to act out real-life events, negotiate roles, and learn specialized language. Teachers can help by participating in play, modeling new language, and gently directing interactions

For instance:

Dramatic Play and Role-Playing

Dramatic play may offer the richest possibilities for language development. When children act out roles, they need to adjust their language to suit the character, situation, and social context. For instance, a child playing the role of “teacher” uses different vocabulary and sentence structures than when acting as a “baby.” Such a scenario demonstrates an advanced understanding of language variation. Meanwhile, role-playing encourages children to participate in extended discourse, maintain conversations across time, and build stories together. They practice using language for a variety of purposes, such as directing action (“You be the patient, and I’ll be the doctor”), negotiating roles (“No, I want to be the mom this time”), and maintaining pretend scenarios (“Let’s say the baby is sick and needs medicine”).

Constructive Play

Building blocks, art materials, and props provide contexts for descriptive language, spatial vocabulary, and problem-solving discourse. Children effortlessly describe their building process (“I’m going to make it taller”), ask for help (“I need a blue rectangle”), and explain their creations (“This is a castle for the princess”). Constructive play often involves planning language (“First, we need to build the



foundation, then...") and evaluative language ("This isn't working because it keeps falling down"). These language functions support both immediate play goals and long-term academic performance.

e. Integrating Multimodal Resources

Young learners benefit from a language environment that includes multimodal resources (visual, aural, kinesthetic, spatial, and social). Rather than relying solely on verbal instruction, multimodal techniques tap into children's multiple sensory systems and learning preferences, resulting in richer, more accessible educational experiences. This is important to support different sorts of learners with varying capabilities and learning styles. When information or material is delivered through multiple channels, children can learn in their preferred ways or through their strongest modalities while still developing skills in other areas. For instance, the integration of verbal and visual channels is more effectively retained and retrieved.

Practical Strategy:

- Incorporating picture cards, graphic organizers, visual schedules, and environmental print to create supportive contexts for language learning that reduce cognitive load and increase comprehension.
- Using songs, chants, rhythmic activities, and musical games to reinforce multiple aspects of linguistic development, such as phonological awareness, vocabulary acquisition, and linguistic pattern or structure.
- Utilizing interactive whiteboards and educational apps to enhance student participation, such as interactive digital storytelling that allows students to create multimedia stories that integrate photos, drawings, voice recordings, and text. This act can combine multiple literacies and simultaneously support individual expressions.

f. Culturally Responsive and Inclusive Practices

Recognizing and respecting students' language and cultural background is critical for fostering a pleasant atmosphere. In other words, establishing an effective language environment for young learners demands cultural responsiveness and inclusive practices that value children's varied backgrounds and experiences. Gay emphasizes that culturally responsive teaching practices are strong contributors to the learning success of students from diverse backgrounds. Incorporating this responsiveness is especially important for young learners, as they are in the process of developing both their cultural identity and their language abilities. When teachers acknowledge and value students' cultural experiences, learning becomes more meaningful and empowering. Understanding and incorporating children's native language and cultural traditions into the classroom is an essential component of cultural responsiveness. Cummins introduced the concept of an additive bilingual approach, which values and builds upon children's native language as a foundation for further learning. This shows promotes stronger academic and linguistic outcomes compared to methods that overlook or diminish the importance of a child's first language. By recognizing the native language as a resource rather than a barrier, educators can foster deeper understanding and confidence in young learners. Teachers who promote multilingualism deliver a strong message about the importance of children's cultural and linguistic backgrounds.

Practical Strategy:

- Creating a bilingual word wall that includes typical classroom terms in both the children's home language and English.
- Retelling simple folk tales from their cultures in basic English.
- Drawing pictures to support storytelling for beginning English speakers

Establishing strategies to foster positive language development for young learners is a multifaceted goal that can be accomplished



through the coordinated focus on multiple aspects of educational practice. To reach such a goal, there is a notable effect of environmental factors on the outcomes of language development, even factors that extend beyond the scope of early childhood. These focus on the integration of theoretical understanding with practical strategies and individual supports with systemic changes. The described strategies focus on particular educational environments and aim to increase the potential to improve language environments systematically. However, positive language environments are not established through a single intervention strategy, but also take into account the diverse factors that influence a child's language development.

CONCLUSION

The development of positive language environments for children is both a pedagogical method and a philosophical stance that shows respect for children's whole humanity in school. The principles and strategies described in this chapter acknowledge that language learning is social, emotional, and cultural, demanding educational responses attuned to these various dimensions at once. As educational systems globally struggle with burgeoning diversity, technological change, and new understandings of how children learn, the pillars of positive language environments offer a steady framework on which to construct learning experiences to meet the needs of all learners. Emotional safety, cultural responsiveness, linguistic richness, and play-based learning offer a theoretically coherent and practically achievable design.

The long-term aims of positive language climates reach beyond language proficiency to include the creation of confident, culturally responsive, and socially adept individuals who are ready to take an active role in an increasingly interdependent and diverse global community. Such a vision requires ongoing dedication by educators,



school districts, and communities to place the establishment of learning climates that genuinely address the developmental needs of young students while respecting their linguistic and cultural diversity at the top of their agenda.

The path to realizing caring language environments is a continuous process and one that needs ongoing contemplation, revision, and amendment in light of developing study, shifting student populations, and changing educational contexts. The theoretical underpinnings and pedagogical recommendations outlined here, nevertheless, constitute a firm foundation upon which educators dedicated to the holistic development of young language learners can build.



UNIT 2

The Characteristics of Young Learners

Melvina & Yulmiati

As English has become recognized as a global language, the demand for using it as a means of international communication continues to grow. As a result, people around the world are learning the English language. In Indonesia, English has been included in the national education curriculum and is taught as a foreign language starting at the elementary school level. This practice is known as Teaching English to Young Learners (TEYL).

In Indonesia, Teaching English to Young Learners (TEYL) refers to the introduction of English as a foreign language to children at an early age. TEYL involves supporting and guiding young students, particularly those in early childhood education, to learn, become familiar with, practice, and understand English. EYL, or English for Young Learners, typically applies to elementary school students aged 6 to 12. This age group is generally divided into two categories: younger learners (ages 6–8) and older learners (ages 9–12).

Each child learns in their way, with a strong ability to imitate, especially when it comes to language. To support language learning, children need to be immersed in a meaningful environment where the target language is used in context and communicated effectively by the teacher. Before teaching, language instructors should first understand the unique traits of children, such as their thinking patterns, behavior, abilities, and how they acquire language.

Young learners are naturally active and enjoy moving around. It's unrealistic to expect them to remain seated for long periods. They learn



most effectively through physical movement and gestures, as their learning style is often hands-on. They enjoy exploring by touching and playing with objects. For example, if we want to teach them what a ball is, it's best to let them handle, bounce, and throw one. Recognizing these traits helps us create a more effective learning environment. Our teaching strategies and activities should align with children's developmental stages and learning needs. This means tailoring instruction to match both their natural behaviors and the educational goals we aim to achieve. For instance, if our students are kinesthetic learners, we should include movement-based activities that allow them to actively engage with the lesson. This unit explores both the general characteristics of young learners and those that are specific to language acquisition.

A. The characteristics of young learners

The characteristics of young learners in general and in specific to learning language. Young Learners commonly categorized as children aged between 5 and 12 years, are undergoing critical phases of development in various domains, including cognitive, emotional, linguistic, and social aspects. Teaching young learners, particularly in the context of language learning, requires a deep understanding of how they think, behave, and acquire new knowledge. These learners differ significantly from adolescents and adults in the way they perceive the world and approach learning. Therefore, understanding their characteristics is essential for educators to implement effective pedagogical strategies.

Children Have Short Attention Spans

Unlike adults, who are generally able to maintain focus for longer periods, children have a much shorter attention span, particularly when lessons or activities fail to capture their interest. To sustain engagement, teachers need to design learning experiences that are stimulating, varied, and connected to children's natural curiosity. This



has important implications for how we teach young learners. First, teachers should use exaggerated gestures. Slattery and Willis emphasize that using the hands, eyes, and whole body through large, expressive movements helps capture children's attention and make the teacher's actions and intentions clearer. Such physical expressiveness not only supports understanding but also keeps young learners actively engaged and emotionally connected to the learning process. Second, voice variation is essential. A dynamic tone grabs children's attention far more effectively than a flat, lecture-style voice suited for adults. Changing your tone also provides cues about what's being emphasized. Third, incorporate attention-grabbing objects. For example, one teacher wore a small mirror as a necklace, which helped hold her students' attention. Using real-life items, known as realia, during lessons allows children to better visualize concepts and stay engaged. Fourth, include games in your teaching. Even the simplest games are more effective than passive explanation. Labeling an activity as a "game" can spark excitement. Play plays a vital role in children's cognitive growth and helps extend their ability to stay focused. Fifth, avoid lingering too long on one task. Forcing children to complete a dull or repetitive activity like monotone reading can reinforce negative feelings about school or learning. If signs of boredom or restlessness appear, such as yawning or fidgeting, switch to a more energizing task. Once they're re-engaged, you can guide them back to finish the activity.

Children cannot Stay Still for Too Long

Pinter explains that because children find it difficult to remain still for long periods, they are often described as kinesthetic learners individuals who learn best through movement and physical activity. Incorporating actions, games, and hands-on experiences into lessons allows children to explore concepts more naturally and keeps their energy focused on learning. As a teacher, keeping this in mind may require you to come up with learning activities where young learners



stand up, leave their seats, and move around. Another way to deal with this is to channel young learners' energies into games. Games take the natural, active personality of young learners and use it to enable them to learn. You can also bring real stuff, or you can allow them to touch and play with objects as a part of your lesson.

Children are Curious and Imaginative

Children are curious and imaginative. As a teacher, you will need to provide lessons that involve kindling their curiosity. For example, you can let them go out of the classroom and investigate or explore something. This is the rationale behind field trips inside the classroom. You can provide things they can investigate, such as a trunk full of stuff. You also need to ask the right questions that provoke your pupils to think and use their imagination. This is the reason why stories play an important role in imparting lessons to young learners. In conclusion, your teaching should be developmentally appropriate means that as you teach, you take into consideration the current level of young learners in preparing your lessons.

Full of Energy and Movement

Children are naturally energetic and often find it difficult to remain seated for long periods of time, especially in a traditional classroom setting. Their active nature means they are more engaged and responsive when lessons include movement and physical interaction. Rather than trying to suppress this energy, teachers can harness it by designing lessons that incorporate movement-based activities. Interactive games, action songs, and tasks that involve physical participation not only engage students' attention but also help reinforce experiential learning. This idea aligns with the kinesthetic learning style commonly found in young learners, where learning through active participation rather than merely listening or watching helps children understand and remember information more effectively. When children are physically involved in the learning



process, they connect movement with meaning, making learning more engaging and lasting. By creating a dynamic and interactive environment, teachers can maintain student focus, improve classroom behavior, and make learning more enjoyable and effective (Brewster, Ellis, & Girard, 2002).

Inquisitive and Excited to Discover

Young learners have a strong desire to explore and understand the world around them. Their questions and enthusiasm can drive the learning process. Unlike older learners, children are not satisfied with abstract concepts alone, they learn best when they can relate ideas to real-world experiences. This is why lessons that are visually rich, story-driven, or incorporate real-world objects (realia) tend to be so effective in capturing their attention and maintaining their interest.

Easily Distracted

Young learners have shorter attention spans because their ability to focus is still developing. This means they can easily lose concentration if a task is too long or uninteresting, so educators and parents need to adjust activities accordingly. Because their ability to concentrate is still developing, young learners may lose focus quickly if tasks are not engaging. For this reason, lessons should include short, varied activities and smooth transitions to keep them mentally engaged. Interestingly, Students' attention in the classroom often varies greatly, and one of the main factors influencing this difference is the teacher's approach to delivering lessons. Even the most engaging material can feel dull and uninspiring when presented in a monotonous way. As Bradbury notes, a teacher's role goes beyond simply presenting information it involves creating an atmosphere that captures students' interest and encourages active participation. Through clear explanations, dynamic interaction, and meaningful examples, teachers can transform ordinary content into an enriching and enjoyable learning experience.



Learning Through Fun and Play

Play is not just entertainment for children it's a key way they learn. Through playful activities, they absorb language naturally. Using games, imaginative play, drama, or songs makes learning more enjoyable and memorable. Children's communication and vocabulary develop as they talk and interact during play.

Young learners thrive through games and activities that are not only fun but also important for their cognitive, social, and emotional development. Play-based learning helps them develop skills such as problem-solving, creativity, and communication, while encouraging their social and emotional growth.

Strong Mimicking Abilities

Imitation is one of the most effective ways children learn. They closely observe how adults and peers speak and behave, and they try to replicate it. Teachers should provide consistent and accurate language models so that children can develop correct language use through copying. Imitation is a very effective and natural way for children to learn. It allows them to acquire new skills, knowledge, and behaviors quickly and efficiently by observing and imitating others.

Respond Well to Encouragement

Children are emotionally responsive and thrive in environments where they feel appreciated. They are more likely to participate and take risks when they receive praise or positive feedback. Harsh criticism, on the other hand, can discourage them from trying. Praise and positive feedback can motivate young learners to engage actively and take risks in their learning. When they feel accepted and promoted, they are more likely to participate in activities, try new things, and be less afraid to make mistakes.



Naturally Good at Picking up Pronunciation

At a young age, children are especially good at hearing and reproducing new sounds, including those in foreign languages. This ability gives them an edge in developing accurate pronunciation if they are exposed to language early and consistently. Young language learners are quicker to learn languages than adult language learners. They learn a language and acquire native-like fluency, much like they learned to walk. Adult language learners are different; they have to learn the established system of their first language, learn explicit grammar rules, and practice rote learning. Young learners learn naturally, absorbing the sounds, structures, intonation patterns, and rules of a second language intuitively, just as they learned their native language. Young brains are inherently flexible, uniquely wired to acquire language naturally.

The younger the learner, the better they are at imitating new sounds and adopting pronunciations. The brain is exposed to new sounds and patterns during the pre-teen years. At this age, young children have time to learn through activities such as play. Language lessons can be informal, and children's minds are not yet filled with facts that need to be kept and examined. They can try out new languages without fear of embarrassment.

Sensory-Oriented Learners

Young learners process information best when it is presented through multiple senses. Using visuals, sounds, real items, and physical activity helps reinforce what they learn and keeps them engaged. In other words, young learners benefit from multimodal instruction, using multiple senses to enhance learning and engagement. This includes visual aids such as pictures and diagrams, auditory input such as spoken words and music, kinesthetic experiences such as hands-on activities and physical movement, and real-world objects as context. By engaging multiple senses, teachers can cater to different learning styles and enhance the retention of information, making learning more



enjoyable and effective. Learning through multisensory materials has a long-term impact on the learning experience and makes learning more concrete and enjoyable; thus, learning is easier to remember.

Developing Their Reading and Writing Abilities

Many children are still learning to read and write in their first language, and introducing a second language can be challenging. Learning to read in a second language (L2) can be a major challenge for children who previously struggled to read in their first language (L1). Early language lessons should focus more on speaking and listening, while gradually introducing basic reading and writing skills in a fun and supportive way.

Children usually acquire their first language (L1) while actively engaging, surveying their environment, and socializing with others. Through interaction and communication with other members of their culture, they gradually acquire linguistic competence, vocabulary, and rules of grammar, and communicative competence. By the age of about four or five, children have usually developed into skilled communicators in their mother tongue and at the same time have become part of their socio-cultural group.

Thrive on Structure and Routine

Children tend to feel more comfortable when they know what to expect. Clear routines and consistent classroom structures help them feel secure and confident, which in turn supports their learning. The sense of certainty and stability created in the classroom through clear and consistent routines and structures helps young learners feel safe and confident in learning a language. This, in turn, promotes a more positive learning environment and improves their learning abilities.

There are some reasons why routines and structure are important for student learning. They are predictability and familiarity, increased focus, increased self-confidence, a positive learning environment, self-regulation, support for diverse learners, and



improved classroom management. Clear routines and consistent classroom structure create predictability and familiarity. Young learners know what to expect each day, reducing anxiety and allowing them to focus on learning rather than worrying about what's coming next. Clear routines and procedures allow students to quickly adjust and settle into the classroom, minimizing distractions and maximizing learning time. Knowledge of expected behaviors and procedures gives students a sense of control and confidence in the classroom environment. When students feel safe and confident, they are more likely to engage in learning and take risks. Routines help students learn to regulate their behavior and manage their emotions, which are critical to academic success. Routines and structure can be especially beneficial for students who need extra support in regulating their behavior or learning in a structured environment. Consistent routines and procedures make it easier for teachers to manage the classroom and create a safe and supportive environment for all students.

The Characteristics of Young Learners by Experts

John Piaget explains that children are active learners and thinkers. It means that children construct knowledge from actively interacting with the physical environment in developmental stages. They will ask questions, they want to know, and they want to do. Children are sense makers. In this case, they use their five senses to learn. Children learn from the world. They adapt to the environment they experience. Lev Vygotsky argues that children are social learners. Children learn through social interaction. It reveals that children construct knowledge through other people, through interaction with adults. He gives points on the importance of using language as a way to communicate with others, not only as a symbol to memorize. Children learn to use words and understand their meaning by dealing with the diction, using proper words in proper sentences within a certain context. Children learn best in their Zone of Proximal Development. Adults should help the children through steps or



scaffolding, or using their prior knowledge. Also, children learn through internalization. Adults need to help them master certain terms in English, then use them in context by themselves. Jerome Bruner points out that children learn in routines and scaffolding. Children learn effectively through scaffolding by adults. The adult's role is very important in a child's learning process. When we teach young learners, we need to do certain routines. We need to do repeated actions or drilling. We do not need to translate the word to young learners. Young learners are just beginning their educational journey, which gives teachers a unique opportunity to shape the way children perceive school. At this early stage, the interactions, guidance, and encouragement provided by educators can have a lasting impact on students' attitudes toward learning and their overall school experience.

Compared to adults, they often show greater diversity, as they are still strongly connected to their home cultures and have not yet fully adapted to the standardized norms typically promoted by the school system. These children are usually enthusiastic and eager to learn. Their learning is often deeply connected to how they form ideas and concepts, largely because it aligns closely with their initial experiences in formal education. Additionally, they require both mental stimulation and physical activity, and learning is most effective when these two elements are integrated.

Halliwell observes that children have an exceptional ability to grasp meaning even when they do not fully understand every word. They naturally use language creatively, experimenting with words and expressions despite having a limited vocabulary. This instinctive flexibility allows them to communicate effectively and build confidence as they continue to develop their language skills. Their learning often occurs implicitly rather than through direct instruction. Furthermore, children tend to find joy and satisfaction in their activities, actively seeking enjoyment in the learning process. Their vivid imaginations and frequent use of fantasy in communication are not merely for entertainment, but play a significant role in their cognitive and



linguistic development. Young learners possess several distinctive characteristics. They are naturally energetic and explore the world around them through their five senses seeing, hearing, touching, tasting, and smelling. This sensory engagement helps them understand their environment, connect new experiences with prior knowledge, and build the foundation for meaningful learning. Their comprehension of language is closely tied to tangible, concrete experiences, and they are naturally drawn to physical movement and hands-on activities that stimulate cognitive development. These learners tend to be more motivated and responsive when learning is delivered through enjoyable and playful experiences, as they learn most effectively when they are having fun. Young learners, especially those around the ages of five to six, have naturally limited attention spans. They are generally able to focus for only about ten to fifteen minutes at a time before becoming easily distracted. Understanding this characteristic helps teachers design lessons that are dynamic, varied, and engaging, keeping children actively involved in the learning process.

Compared to adult learners, young learners exhibit distinctly different learning characteristics. Their cognitive development and methods of understanding new material differ significantly from those of adults. Young learners are generally more enthusiastic and eager to participate in learning tasks, even when they do not fully grasp the content or procedures involved. Additionally, they are typically less inhibited when using a foreign language, which can facilitate more rapid language acquisition compared to adult learners. Similar ideas, Young learners possess several distinctive characteristics. the characteristics of young learners include: (1) being active learners who benefit from learning through direct experience; (2) demonstrating a strong interest in interesting and stimulating content; (3) having the ability to acquire knowledge indirectly, often through exposure and interaction rather than explicit instruction; (4) lacking the ability to think abstractly, but demonstrating strong imitation skills; (5) being



verbally expressive and imaginative, despite having limited vocabulary and grammatical knowledge; (6) being able to interpret meaning and navigate imaginative contexts; and (7) having a short attention span, a preference for playful learning, and a tendency to learn most effectively when engaged in fun and interactive activities.

In learning English as a second language, children have unique characteristics in their language development. These include stronger emotional responses, greater adaptability in picking up a new language, and more challenges in building social connections with different educational figures. Furthermore, teaching English to young learners is seen as involving its complexities, such as relying more on visual materials than on written text and helping children absorb the material effectively, the dynamics of language acquisition, and specific features linked to skill learning and assessment.

CONCLUSION

Teaching young children can be very rewarding if the teachers understand how they learn best. Their enthusiasm, imagination, and adaptability make them great language learners when guided with the right strategies. Effective teachers of young children are not only knowledgeable but also patient, creative, and sensitive to children's unique needs. By aligning instruction with the developmental characteristics of young children, educators can foster language skills and a lifelong love of learning.



UNIT 3

Learning through Play

Khairun Nissa

Elementary classrooms today are often shaped by academic achievement and standardized testing, a trend that can marginalize play-based approaches. Yet a growing body of study shows that play is not only relevant in early childhood but continues to be vital in elementary years, fostering creativity, problem-solving, and student motivation. When children engage in playful learning, they are not simply entertaining themselves but actively developing higher-order thinking and social-emotional skills necessary for lifelong learning.

Empirical studies in Indonesia demonstrate the benefits of integrating play into elementary education. Role-play game-based multimedia significantly improved students' engagement and learning effectiveness. Similarly, Putriningtyas and Ambarwati explain that educational games enhanced motivation and contributed to more positive learning experiences among elementary school students. Both studies confirm that play can serve as an alternative pedagogical tool that supports active and meaningful learning.

In addition, culturally responsive, play-oriented models have been shown to enrich science learning. Sirjon and Solihatin developed a game-based science learning model grounded in Papuan culture, which effectively promoted conceptual understanding and creative exploration among students. Likewise, Suttrisno demonstrated how miniature traffic-sign role-playing media encouraged student involvement and enriched classroom interactions. Play proves to be not only an effective approach to learning but also a highly adaptable



one, suitable for a variety of subjects and applicable across different cultural contexts.

From a broader perspective, global comparisons further affirm the value of playful learning. In a cross-national study of Indonesia and Finland, highlighted that project-based playful learning promoted hands-on exploration, collaboration, and critical thinking despite contextual differences. Such evidence underscores the universal applicability of play in enhancing elementary education.

In the Indonesian policy context, the Merdeka Belajar curriculum emphasizes student-centered approaches, creativity, and holistic learning. Free play in early childhood settings supported contextual learning strategies, suggesting continuity for integration into elementary education. This aligns national educational reforms with international movements advocating for play as a legitimate learning pathway.

The purpose of this chapter, therefore, is to argue that play deserves recognition not as supplementary but as central to pedagogy in elementary classrooms. Integrating play-based strategies can bridge the gap between rigid academic structures and the natural curiosity of children, thereby creating environments that nurture not only academic outcomes but also creativity, collaboration, and emotional well-being.

A. Foundations of Playful Learning

Play has long been recognized as a crucial aspect of learning and development. Classical learning theories provide strong foundations for understanding why play should not be seen as peripheral but central to education, particularly in the elementary years.

Piaget and Cognitive Development

Jean Piaget emphasized that play functions as a natural mechanism through which children consolidate knowledge and develop logical reasoning. For Piaget, play allows children to assimilate



new information into existing cognitive schemas, and through processes of accommodation, they refine their understanding of the world. In the elementary context, activities such as role-playing, puzzles, or games are not simply recreational but directly contribute to the development of operational thinking. Role-play game-based multimedia in elementary classrooms significantly improved students' engagement and logical problem-solving, aligning with Piaget's assertion that play strengthens cognitive structures.

Vygotsky and the Zone of Proximal Development

Lev Vygotsky extended this perspective by highlighting the social dimensions of play. He argued that play provides opportunities for collaboration, scaffolding, and guided interaction within the Zone of Proximal Development (ZPD). In this context, children perform tasks with support that they could not accomplish independently, thereby extending their competence. a culturally oriented, game-based science model, where students, guided by peers and teachers, advanced their conceptual understanding beyond individual capacity. Role-playing activities using traffic sign miniatures created opportunities for collaborative negotiation and joint problem-solving practical illustrations of Vygotskian scaffolding in action.

Bruner and Discovery Learning

Jerome Bruner emphasized the role of play in discovery learning and narrative thinking. He argued that children construct knowledge best when they actively engage in exploration, guided discovery, and storytelling. Bruner's notion of scaffolding connects strongly with the teacher's role as a facilitator rather than a transmitter of knowledge. In practice the use of educational games encouraged exploration and motivation, confirming that structured play can serve as a medium for discovery and narrative engagement in elementary classrooms.



Contemporary Perspectives

Building on these classical frameworks, contemporary scholarship has expanded the role of play to include gamification, digital play, and experiential learning. Project-based playful learning, applied in both Indonesia and Finland, nurtured hands-on exploration and critical thinking hallmarks of experiential learning theory. In the context of early childhood, further demonstrated that free play fosters contextual learning, suggesting that continuity into elementary classrooms could support holistic development. Such studies illustrate how digital and experiential forms of play extend classical theories into modern pedagogical practice.

Implications

Taken together, these theoretical and empirical perspectives confirm that play is not a trivial diversion but a cognitive and social necessity. From Piaget's cognitive schemas to Vygotsky's collaborative scaffolding, from Bruner's discovery learning to modern applications of gamification and digital tools, the evidence underscores that play fosters both academic achievement and socio-emotional growth. In the elementary school context, where curiosity and structured learning intersect, play serves as a bridge transforming learning into an engaging, meaningful, and developmentally aligned process.

B. Classroom Playful Learning through Gamification

Integrating play into elementary classrooms requires deliberate pedagogical design. Teachers can transform everyday lessons into meaningful experiences by embedding traditional games, digital gamification strategies, role-play, and simulation into their teaching practices. Such as do not trivialize learning but rather make it more engaging, contextual, and student-centered.



Traditional Games as Cultural and Educational Tools

In Indonesia, traditional games such as *congklak* and *ular tangga* have long been part of children's social and cultural life. When incorporated into classroom practice, these games can strengthen numeracy, problem-solving, and collaboration. For example, mathematical concepts can be reinforced through multiplication challenges embedded in *ular tangga* boards, while word puzzles and storytelling circles can expand vocabulary and communication skills. These practices align with Sirjon and Solihatin's emphasis on cultural relevance in game-based learning, demonstrating how games that reflect local culture can support both academic growth and socio-cultural development. By integrating familiar contexts and experiences into playful activities, children engage more deeply and meaningfully with the learning process.

Gamification in the Classroom

Beyond traditional play, gamification offers strategies for making routine learning more engaging. Points, badges, and challenges transform regular tasks into motivating activities. Multimedia role-playing games improved student engagement and focus, indicating that gamified systems encourage persistence and deepen learning. Educational games have been shown to significantly boost student motivation, highlighting how incorporating rewards and challenges can keep children engaged and interested in the learning process. By making lessons interactive and enjoyable, these games help students remain actively involved and foster a positive attitude toward learning.

Role-Play and Simulation

Role-play and simulation can also enrich subject-specific instruction. History lessons can be turned into reenactments where students embody historical figures, while science can be taught as "missions" or discovery-based experiments. Suttriso developed a



role-play activity using traffic sign miniatures, showing that simulations help students internalize abstract concepts by embodying them in lived experiences. These practices align closely with Vygotskian perspectives on social learning, where interaction and collaboration are central to knowledge construction.

Subject-Based Examples

- **Mathematics:** puzzles, multiplication races, or board games designed to reinforce arithmetic.
- **Language Learning:** storytelling circles, vocabulary games, or word bingo to promote communication and literacy.
- **Science:** group experiments framed as collaborative discovery play, fostering curiosity and inquiry.

Project-based playful learning, as implemented in Finland and Indonesia, stimulates problem-solving and critical thinking across subjects. These playful activities prove to be versatile and effective, supporting meaningful learning experiences in diverse educational contexts.

Assessment of Playful Learning

Evaluating play-based learning requires alternative assessment methods beyond standardized tests. Observation, performance-based tasks, and reflective journals provide insights into both academic achievement and socio-emotional growth. Fitry emphasizes that contextual free play allows teachers to observe students and encourages students to reflect on their own learning. This highlights the importance of assessment that considers not only the final product but also the learning process itself.

Teacher as Facilitator

Central to all these practices is the teacher's role. Rather than controlling the learning process, teachers act as facilitators who design, guide, and scaffold playful experiences. This approach allows students



to take ownership of their learning while ensuring that play remains purposeful and connected to curriculum objectives.

Reconciling Rigor and Joy: Overcoming Barriers to Playful Learning in Elementary Schools

Despite increasing recognition of the benefits of playful learning, its implementation in elementary classrooms remains constrained by systemic, cultural, and pedagogical challenges. In exam-oriented contexts such as Indonesia, the dominance of high-stakes testing and rigid achievement benchmarks often limits teachers' flexibility to adopt innovative methods. As a result, rote learning tends to be prioritized over exploratory and creative approaches, leaving little space for play. These structural barriers are compounded by insufficient teacher preparation, as many educators lack practical training in integrating games, simulations, or role-play into core subjects. Classroom management concerns further add to the hesitation, particularly in large classes where playful activities may be perceived as disruptive. Although role-play games enhanced student engagement, teachers required structured guidelines to ensure activities remained purposeful and academically relevant.

Equally significant are the misconceptions surrounding play. Many parents and policymakers continue to view play as "just fun" and devoid of academic rigor. This belief reflects a cultural orientation that equates serious learning with discipline and conventional instruction. However, this perception is being increasingly reconsidered. Putriningtyas and Ambarwati observed that educational games not only boost student motivation but also support cognitive development. In a similar vein, Sirjon and Solihatin highlighted that culturally adapted play activities in science learning enhance students' conceptual understanding, challenging the idea that play is merely superficial.

Play should be understood not only as an enjoyable activity but also as a process that is academically rigorous and socially meaningful. By integrating both intellectual challenge and social engagement, play



can provide children with experiences that foster learning, creativity, and personal growth.

Pathways to overcoming these barriers lie in blending structured learning with guided play. Playful strategies can be deliberately aligned with curriculum objectives, such as role-play in traffic education or project-based playful learning in science. Incorporating local cultural games, such as *congklak* or Papuan-oriented models, not only reinforces learning outcomes but also strengthens cultural identity in the classroom. Professional development is also central to this process. Fitry emphasized that teachers' ability to act as facilitators rather than controllers of play determines its effectiveness, underscoring the importance of training educators in playful pedagogy.

Resource limitations, often cited as a challenge, can be addressed through both low-cost and digital alternatives. Traditional games require minimal materials, while free digital platforms can extend access to playful experiences even in under-resourced schools. Project-based playful learning could be adapted across diverse educational contexts, showing scalability despite constraints.

Ultimately, addressing barriers and misconceptions requires a shift in mindset among educators, parents, and policymakers. Play should not be viewed as a competitor to academic rigor but as a complementary approach that deepens understanding while nurturing creativity, collaboration, and resilience. Such perspectives align closely with Indonesia's *Merdeka Belajar* policy, which emphasizes autonomy, contextual learning, and creativity values that playful pedagogy inherently embodies. By reconciling the demands of the curriculum with the joy of exploration, schools can design balanced learning environments that prepare students for both academic achievement and holistic growth.



Play as a Pedagogical Bridge: Towards Engaged and Holistic Learning in Elementary Schools

Play serves as a pedagogical bridge that seamlessly connects children's natural curiosity with the demands of formal education. This bridge fosters not only academic learning but also supports the holistic development of students.

A Catalyst for Holistic Growth

Play-based learning environments simultaneously nurture **cognitive, social, and emotional** development. Through play, children engage in imaginative problem solving, empathy-building, and emotional regulation. Study in early education highlights how socio-dramatic and cooperative play cultivates negotiation skills, perspective-taking, and social competence—core socio-emotional capacities essential for lifelong learning and collaboration.

Cultivating 21st-Century Competencies

Playful pedagogies are intrinsically aligned with the 21st-century competencies, namely the 4Cs: critical thinking, collaboration, creativity, and communication. A systematic review in elementary settings confirms that emphasizing these skills within literacy and broader learning activities enhances higher-order thinking, student engagement, and mastery of subject matter. Moreover, design-based learning approaches, which mirror playful and inquiry-driven models, further reinforce how learning by doing stimulates creative problem-solving and deeper understanding.

Harnessing Emerging Technologies: AI, VR, Gamified Platforms

The future of playful pedagogy is being shaped by technological innovation. Virtual Reality (VR) enables immersive, spatially rich learning allowing elementary students to explore virtual ecosystems, conduct science experiments, or revisit historical environments, thereby enhancing conceptual understanding and engagement. The



integration of gamified elements within these environments such as levels, points, and virtual rewards further elevates motivation and retention by creating compelling, game-like educational experiences.

A Call to Revalue Play in Education

Play should no longer be marginalized as mere recreation; rather, it must be elevated as a legitimate and essential pedagogical tool. It bridges the joy of exploration with structured learning, preparing students not only for academic success but also for adaptability, collaboration, and innovation in an ever-evolving world.



UNIT 4

Language Acquisition through Songs, Rhymes, and Chants in the Classroom

Fitrina Harmaini

Language acquisition is crucial in the early years of a child's life because cognitive and linguistic functions are developing quickly at this age. English as the most widely used foreign language in the world today should be learned from a young age. Educators and study have underscored the value of language acquisition at early ages and the use of creative and engaging methods in teaching English to younger learners. This study aims to explore the use of songs, rhymes, and chants as pedagogical tools to teach English to younger learners. They are thought to have the potential to develop linguistic skill development, boost motivation, and foster a positive learning atmosphere. In terms of ages, this study defines younger learners as the preschoolers and the first couple of years of the school

Historically proven, songs have been commonly used in language learning. They have facilitated language learning and instruction and cognitive retention. The auditory characteristics and musical rhythms make them attractively potent for language learning because they can assist listening comprehension, speaking fluency and pronunciation and vocabulary acquisition. In addition, the characteristics of songs, rhymes, and chants foster linguistic internalization naturally and joyfully among young learners. This approach is aligned with Krashen's theoretical framework



underscoring the importance of attractive and comprehensible linguistic input.

In an English learning context, songs, rhymes, and chants not only facilitate the enhancement of language acquisition but also elevate students' engagement and motivation. Because younger learners have a natural inclination for music and rhythm which positively affects their cognitive flexibility and inhibitory control, they can transform daunting tasks into enjoyable and memorable learning experiences. Thus, by integrating musical elements into the language acquisition process educators have the potential to create an easygoing learning atmosphere that fosters students' active involvement. This approach is crucial in the education of young learners because some study have proven it significantly influences younger learners' academic performance and cognitive development trajectories.

Acknowledging Howard Gardner's theoretical framework of multiple intelligences such as linguistic, musical, bodily-kinesthetic, it can posited that songs, rhymes, and chants address various different intelligences thereby assisting opportunity to learning more accessible for individuals with diverse cognitive styles. Neuroscientists show thar both musical and linguistics elements are processed in the same part of the human brain. They appeared underwent the same cognitive processing in the human cognitive system. regardless of the intelligence type or learning style employed. Furthermore, music transcends cultural boundaries, and individuals from all cultural backgrounds cherish them. They can create a relaxing and pleasant learning atmosphere, thus integrating musical instrument such songs, chants, and rhymes serves as a good method to promote inclusivity by engaging the diverse intelligence of learners. Music-based instruction overcomes anxiety and shyness in listening and speaking lessons. For bodily-kinesthetic learners, the integration of physical movements such as singing while dancing enhances their learning experience. This dynamic interaction makes them joyfully engage in English activities.



Such activities make them practice English with confidence despite their imperfection in linguistic performance.

Learning incorporating songs, chants, or rhymes into the instructional practices must take into account both the cultural significance and appropriateness. Implementing culturally responsive learning can boost learners' social, emotional, and academic growth. The use of songs or rhymes that relates to students' cultural context establishes a sense of connection and might enhance engagement and render the anxiety-free learning experience. Consequently, the integration of songs, chants, or rhymes in pedagogical strategies aimed at younger learners presents a significant opportunity to augment language acquisition. The approach of English language instruction is continually evolving; thus, educators are compelled to employ innovative strategies that suit to learners' need and background, thereby facilitating their successful acquisition of the English language in this digital era.

A. Theoretical Foundations of Early Language Acquisition

To effectively design learning for younger learners, it is important to understand the cognitive developmental stages of children. It is rooted in Piaget's conception of the egocentric thought of a child. Egocentrism centres on practical instead of logical activity, with play serving as the source of engagement in childhood activity. As a proponent of Piaget's theoretical framework, Vygotsky emphasizes that the most essential moment of early language acquisition occurs when verbal expression is interconnected with practical engagement. Younger learners get through the learning process primarily through playful interactions. Their cognitive level is not adequately equipped to engage in logical activities. It is practical activities with their peers that foster their cognitive development.

In conjunction with egocentric thought, the cognitive developmental process of younger learners lies in Krashen's Input Perspective. This emphasizes the importance of pertinent input for the



learners' learning experience. Acquisition is aided when they comprehend the input presented to them. Teachers must provide input that is comprehensible to learners so they can progress to the next developmental stage. From this it can be stressed that songs, chants, and rhymes are comprehensible input for younger learners. Musical instruments serve as a playful engagement, while the lyrics in songs, chants, and rhymes promote the development of linguistic competencies.

B. Advantages of Using Songs, Chants, and Rhymes

Songs, chants, and rhymes accompanied by musical instruments are multisensory engagements that foster learners' motivation and cognition. Music and language have been historically bound together in learning, as stated by , "Music and language sit comfortably together. They always have. Historically, we can think of storytelling and song being used as an exchange, as entertainment, even as a work aid." The characteristics of song, chants, and rhymes which are characterized by its repetition, full of lexicon, and musicality. Music and language are integrated to support meaningful learning at every stage of learning. Starting from the opening stage, musical instruments can alert learners' moods and attention. At the main activity, it can accompany the text, describe images or video through sound, and give musical aid in learners' physical performance. At the closing stage, it can add an entertaining atmosphere for quiz activities. To sum up, the presence of rhythmical sounds in learning activities supports both emotional enhancement and linguistic development.

Integrating songs, chants, and rhymes into the English language acquisition process for younger learners offers numerous advantages. Firstly, this method can accommodate various intelligences. For auditory-preference students, musical songs, chants, and rhymes can enhance their cognitive development. For bodily-kinaesthetic learners, rhythmic instruments engage learners in practical movement activities while imitating the lyrics of the songs. While linguistics type of learners



has enjoyment from mimicking and reiterating the lyrics. Furthermore, musical-rhythmic learners naturally gravitate toward melodic patterns and beat structures, which help them internalize language rhythms and intonation patterns more effectively. Additionally, interpersonal learners enjoy doing learning activities in collaborative environment settings when singing together with peers or in group chant performances. These dynamic learning atmospheres facilitate the retention of linguistic forms in memory and foster deep acquisition. Secondly, musical playful activities that incorporate songs, rhymes, and chants can promote phonological awareness. The young learners are captivated by the rhythmic and melodic aspects of songs improving focus on sounds and syllables which facilitates word recognition. Neuroscientists have evidenced that musical instrument improved working memory performance. It enables the cognitive function of the younger learners to detect and retain vocabulary.

C. Practical Implementations

Teachers of younger learners might consider the purposeful application of music-based activities in their classroom learning. Within the recent framework of deep learning approach, the application of songs, rhymes, and chants facilitates multi-sensory experiences. Possible models for implementation are suggested here, taken from some experiments done by some studyers.

- **Improving vocabulary retention**

In the Grade 1 of a private elementary school in Bandung Indonesia effectively aided students to acquire vocabulary about body parts. Every stage of learning was song-based activities. The stages are as follows:

1. Introduction

The teacher boosts students focus and motivation by getting students singing together a “*Good Morning*” song.



2. Main Activity

- a. The teacher introduces body parts through picture
- b. The teacher sings a classic song "*Heads, shoulders, knees and toes.*" Singing activities are divided into two stages. At stage 1, the teacher sings line per line and the students follow. The teacher models to modulate the voice volume and touch the body parts when they are singing it.

Stage 1

Heads, shoulders, knees and toes

Knees and toes

Heads, shoulders, knees and toes

Knees and toes

And eyes and ears and mouth and nose

Heads, shoulders, knees and toes

Knees and toes.

At stage 2, the teacher hums at certain parts instead of singing, and he lets the students sing the left-out words. Then, finally the teacher and students sing together again.

Stage 2

*Heads, *****, ***** and toes*

****** and toes*

*Heads, *****, ***** and toes*

****** and toes*

And eyes and ears and mouth and nose

*Heads, *****, ***** and toes*

****** and toes.*

3. Closing

The teacher gets all students to sing a "*Goodbye*" song.

- **Introducing grammatical form**

Rhyming and chanting can assist the acquisition of grammatical form. Within the framework of deep learning approach, this procedure can be incorporated by teachers:

1. Introduction

The teacher bridges the lesson topic to students' personal experience by asking their daily activity in the morning. The question is in students' first language.

2. Exploration

- a. Using visual aid such as flash cards, image slides, video, etc., the teacher chants "My Day" once. Then, the whole class is chanting together with gesture 3 times:

My Day

This is the way I wash my face, wash my face, wash my face

This is the way I wash my face, wash my face in the morning

This is the way I brush my teeth, brush my teeth, brush my teeth

This is the way I brush my teeth, brush my teeth in the morning

This is the way I comb my hair, comb my hair, comb my hair

This is the way I comb my hair, comb my hair in the morning.

- b. Then the teacher chants the rhymes alone and leaves out some phrases. Every time the teacher is humming at the left-out phrase, she points to certain students to chant the left-out rhymes, while showing the corresponding pictures. Finally, the whole class are chanting together.

This is the way I wash my face, wash my face, ___ my face

This is the way I ___ my face, wash my face in the morning



Image 1: flashcard "wash face"

*This is the way I brush my teeth, ___ my teeth, brush my teeth
This is the way I ___ my teeth, brush my teeth in the morning*



Image 2: flashcard 'brush teeth'

*This is the way I comb my hair, comb my hair, ___ my hair
This is the way I ___ my hair, ___ my hair in the morning.*



Image 3: flashcard "comb hair"

- c. The teacher provides two more additional pictures and writes the relevant vocabulary on the whiteboard. Then, the teacher prompts the whole class to replace the rhymes with these new words for chanting it.



Image 4: additional flashcards

Incorporating these music-based activities into early childhood education can create a joyful and effective learning environment that fosters vocabulary and grammatical form acquisition for linguistics skill development.

CONCLUSION

Implementing songs, rhymes, and chants can create relatable and meaningful learning experiences for Indonesian children. This approach has the potential to enhance language acquisition in younger learners. Music-based activities naturally enhance the retention of vocabulary and grammatical form in working memory and amplify phonological awareness. Additionally, they introduce aspects of foreign culture. The theoretical frameworks, in conjunction with empirical evidence supporting the cognitive and motivational benefits, underscore their potential to create a more engaging and effective learning environment.





UNIT 5

Storytelling as a Teaching Tool

Rosmen

Storytelling operates as a transformative pedagogical instrument in English as a Foreign Language (EFL) context, holistically advancing language acquisition by integrating listening, speaking, reading, and writing skills. Its efficacy arises from multimodal meaning-making, wherein digital storytelling synergizes images, sound, and interactive elements to forge sensory-semantic anchors. These anchors contextualize linguistic input within emotionally resonant narratives, facilitating experiential vocabulary retention and reducing cognitive load. Crucially, narrative structures scaffold learning by connecting new knowledge to learners' prior experiences, organizing disjointed information into coherent sequences that enhance memory consolidation and critical analysis. This cognitive alignment enables learners to visualize abstract language rules through story-driven contexts, bridging theoretical input with practical application.

Beyond cognitive scaffolding, storytelling embodies Vygotskian principles of social learning through performative interaction. Gestures, intonation, and collaborative dialogue during oral narration transform language concepts into tangible experiences, fostering authentic engagement and reducing affective barriers. For instance, digital storytelling's interactive platforms encourage learners to manipulate media while co-constructing narratives, reinforcing fluency through embodied practice. Simultaneously, storytelling functions as a cultural conduit: localized folktales embed ethical values (e.g., justice, empathy) within relatable frameworks, serving as living archives that



preserve heritage while cultivating intercultural competence. By situating language within sociocultural narratives, such as myths or personal anecdotes, learners decode social norms and historical contexts, transforming passive vocabulary into active cultural literacy.

Beyond linguistic gains, storytelling nurtures linguistic ownership and psychological resilience by enabling learners to co-create identity-affirming narratives, thereby fostering confidence and reducing language anxiety in supportive environments. Ethically, it humanizes abstract values (e.g., fairness, compassion) through character-driven dilemmas, prompting reflective reasoning and empathetic engagement that extends learning beyond the classroom into real-world contexts. Sensory-semantic integration is pivotal here; non-textual elements (visual/auditory stimuli) deepen emotional connections to content, making vocabulary acquisition more durable and contextually grounded. The evolution into digital storytelling amplifies these benefits through technological adaptability: tablet-based applications and interactive platforms democratize narrative creation, allowing learners to manipulate multimedia elements, influence plot outcomes, and participate in communal meaning-making. This technological shift not only enhances accessibility but also redefines storytelling as a dynamic tool for civic engagement and global citizenship, preparing learners to navigate multicultural societies while preserving storytelling's core role as a bridge between individual expression and collective human experience.

A. Storytelling in Education

Storytelling's efficacy in education is fundamentally rooted in schema theory, which posits that narratives activate learners' pre-existing cognitive frameworks, enabling efficient pattern recognition and integration of new linguistic input. When learners encounter vocabulary or grammatical structures within story contexts, their brains map these elements onto familiar semantic networks, transforming disjointed lexical items into coherent mental models.



This process reduces cognitive load by organizing information into predictable sequences (e.g., cause-effect plots), thereby accelerating retention and recall. For instance, folktales leverage universal archetypes (hero's journey, moral dilemmas) to scaffold comprehension, allowing EFL students to infer meanings through narrative logic rather than rote memorization.

Complementing cognitive mechanisms, storytelling operationalizes Vygotskian scaffolding through collaborative social interaction. Narratives create a zone of proximal development (ZPD) where peers or instructors co-construct meaning, progressively building language skills from shared cultural referents. Simultaneously, stories deliver comprehensible input ($i+1$) by embedding slightly challenging vocabulary within emotionally accessible plots, ensuring linguistic growth aligns with learners' proficiency thresholds. This calibrated exposure regulates lexical load through attentional gating: plot-driven segmentation focuses learner attention on critical linguistic units (e.g., key verbs in climax scenes), preventing cognitive overload while maximizing intake. Digital storytelling tools further enhance this by allowing adjustable scaffolding (e.g., multimedia glossaries for unfamiliar terms).

At a neurobiological level, storytelling exploits mirror neuron systems to facilitate action-language emulation. As learners process character interactions or conflicts, their brains simulate associated gestures, emotions, and speech patterns, forging neural pathways that link auditory input to embodied expression. This mirroring effect enables organic internalization of prosody and syntax. Culturally, storytelling functions as an epistemological bridge, balancing global and local knowledge systems. Localized narratives (e.g., indigenous folktales) encode community-specific values and historical wisdom, validating learners' identities while fostering critical intercultural literacy. Through this biocultural synergy, storytelling transcends mere skill-building to nurture sociolinguistic agency, transforming learners into both inheritors and innovators of language traditions.



Beyond cognitive mechanisms, storytelling leverages cultural epistemology to balance global and local knowledge systems. Localized folktales encode community-specific values and historical wisdom, acting as epistemological vessels that affirm learners' identities while fostering intercultural literacy. Neurocognitively, narrative structures optimize attentional gating, segmenting complex input into manageable units through plot sequencing which regulates vocabulary load and facilitates mirrored emulation of language in action. This mirroring effect allows learners to internalize grammatical patterns and prosody organically, as stories create neural pathways linking auditory input to embodied expression. Consequently, storytelling transcends mere knowledge transfer, functioning as a biocultural scaffold that harmonizes cognitive, social, and cultural dimensions of language acquisition.

B. Pedagogical Foundations of Storytelling in EFL Classrooms

Storytelling significantly improves reading comprehension among young EFL learners by anchoring language in emotionally engaging and contextually rich experiences. When learners engage with stories, they not only decode words but also infer meaning, interpret motives, and connect new linguistic items to familiar frameworks. This dual engagement, cognitive and emotional results in deeper language processing and long-term retention. In parallel, the use of digital storytelling facilitates this process by allowing learners to produce narrative content creatively, which not only consolidates their existing knowledge but also empowers them with a sense of agency in language use.

Furthermore, storytelling stimulates vocabulary acquisition through contextualized exposure. Using a variety of storytelling approaches can help children learn and remember new vocabulary more effectively. This supports the idea that narrative contexts enable learners to intuitively grasp word meaning through thematic reinforcement and situational cues, rather than through isolated word



lists. As such, storytelling supports natural language acquisition models, where frequency, repetition, and meaningful context are paramount.

Storytelling also supports the affective dimension of language learning by fostering emotional connections between learners and the content. Emotional engagement is essential for building learner confidence, especially in EFL contexts where anxiety may inhibit performance. Castillo-Cuesta et al. Digital storytelling boosted learner self-efficacy, with over 83% of participants indicating increased confidence in writing tasks. Similarly, the role of storytelling in promoting peer interaction and social support, both critical in sustaining emotional safety and participation in language classrooms.

Notably, the narrative mode of teaching aligns with the developmental characteristics of young learners, whose thinking patterns are often story-based. As such, storytelling taps into their innate cognitive schemas and imaginative capabilities. This alignment is not merely motivational but structural; by organizing information temporally and causally, stories assist learners in forming mental models that support language understanding. Moreover, this storytelling-as-scaffolding approach fosters a safe linguistic environment where errors become part of a shared communicative journey rather than isolated failures.

Multimodal and Embodied Techniques in Storytelling Implementation

The implementation of storytelling in EFL classrooms is significantly enriched through multimodal and embodied techniques that respond to the developmental, cognitive, and sensory profiles of young learners. These strategies not only enhance linguistic outcomes but also foster engagement, emotional regulation, and conceptual clarity. The effectiveness of storytelling lies not merely in its content but in how it is delivered, through rhythm, gesture, repetition, sound,



movement, and tangible interaction thus transforming passive listening into multisensory learning experiences.

One fundamental technique is **prosodic modulation**, involving the intentional variation of pitch, tempo, and rhythm to emphasize narrative structure, emotions, and meaning. The human voice, when employed dynamically, serves as a semiotic tool that aids comprehension and retention. As Hsieh (2021) notes, multimodal delivery, including vocal expression enhances emotional connection and learner motivation, particularly in digital storytelling contexts. Prosodic variation guides learners' attention highlights linguistic features (such as intonation patterns in questions), and models natural pronunciation in authentic settings.

Complementing this auditory dimension is **echoic repetition**, which supports phonological drilling in a playful and non-threatening manner. When learners are invited to repeat key words or phrases, especially those embedded in rhythmic or rhyming structures, their phonemic awareness improves. This repetition is particularly beneficial for EFL learners with limited exposure to target language sounds, as it reinforces articulation through mimicry. Repeated exposure to target vocabulary within stories improves not only recognition but also productive use during post-storytelling tasks.

Another powerful embodied strategy is the use of **onomatopoeic anchoring** (sound-symbolic reinforcement), where sound-symbolic words (e.g., buzz, crash, whoosh) are paired with story events to concrete abstract language. This method allows children to associate linguistic forms with sensory experiences, thus facilitating mental imagery and memory encoding. The importance of varied storytelling formats for vocabulary acquisition, and onomatopoeia serves as one such scaffold, bridging language and imagination in a form that is universally accessible and enjoyable.

Tangible manipulatives, such as story cards, puppets, or felt boards, further ground storytelling in concrete experience. By physically interacting with story elements, learners externalize their



understanding and extend narrative participation beyond auditory reception. Manipulatives serve as cognitive artifacts that enable sequencing, retelling, and character role-play. Home-delivered storytelling using physical props was found effective in vocabulary retention among preschoolers, illustrating the utility of hands-on engagement, especially in remote or low-tech environments.

Additionally, **gesture lexicons**, sets of meaningful, repeatable hand or body movements mapped to key vocabulary or concepts support learners in connecting abstract language to embodied expression. Such kinesthetic associations are particularly valuable for young EFL learners, who may struggle with decontextualized grammar or lexical items. Gesture serves both as a memory trigger and a communication aid, aligning, who emphasizes peer support mechanisms as central to classroom engagement. Shared gestures build a common semiotic repertoire that facilitates collaborative understanding.

Beyond individual gestures, **role embodiment** allows learners to physically and emotionally step into the story world. This includes taking on characters' voices, postures, and perspectives during enactments. Through embodiment, abstract story events become felt experiences. narrative production through digital tools fosters creative language use and agency. Similarly, analog role-play anchors that process within the learner's body, enabling language acquisition through action, empathy, and reflection. When learners become the story, not just listeners to it, language is no longer a foreign code, it becomes a lived narrative.

The power of these embodied and multimodal strategies lies in their interactivity and inclusivity. When implemented systematically, they address a broad spectrum of learner needs, including those with different cognitive styles, emotional sensitivities, or neurodiverse profiles (e.g., learners with Autism Spectrum Disorder [ASD] or Attention Deficit Hyperactivity Disorder [ADHD]). By layering sound, movement, rhythm, imagery, and physical manipulation onto



language input, storytelling evolves into a whole-child pedagogy, where every sensory and cognitive channel contributes to the learning journey.

C. Technological and Protocol-Based Storytelling Structures

In contemporary EFL classrooms, the integration of storytelling with structured pedagogical protocols and technology-enhanced platforms enables a more accessible, scaffolded, and emotionally resonant language learning experience. These innovations move storytelling beyond mere oral tradition into a space where structure meets creativity and where personalized engagement is supported by digital interactivity and cognitive predictability. A particularly effective framework for classroom storytelling is the **four-phase storytelling protocol**, which scaffolds both teacher delivery and learner engagement in a developmentally attuned sequence. This protocol comprises: **1) Predictive Warm-ups**, **2) Interactive Pauses**, **3) Graphical Reorganization**, and **4) Creative Expansion**.

In the **predictive warm-up** stage, learners are prompted to anticipate elements of the upcoming narrative, characters, setting, or possible problems activating prior knowledge and preparing cognitive schemata for language input. Anticipatory activities can enhance students' engagement and improve reading comprehension by stimulating curiosity and helping them build mental models to make sense of the text. By encouraging learners to make predictions, these activities create a more interactive and meaningful reading experience.

Interactive pauses, the second phase, involve deliberate breaks within the storytelling to pose inferential questions, check comprehension, or invite learners to suggest narrative developments. This strategy transforms learners from passive listeners into co-constructors of meaning. It supports formative assessment and adaptive instruction while reinforcing vocabulary in context. As Castillo-Cuesta et al. student participation in narrative construction,



whether analog or digital enhances motivation and language confidence.

Following the story, learners engage in **graphical reorganization** (e.g., using story maps or sequence chains), where they map story sequences using visual tools such as story maps, character webs, or cause-effect chains. This phase consolidates comprehension and supports the transition from receptive to productive language skills. Visual narrative scaffolds can deepen vocabulary acquisition and help learners reconstruct meaning across modalities. This not only aids neurotypical learners but also supports those with specific learning needs who benefit from spatial and visual support.

The final stage, **creative expansion**, asks learners to extend or transform the narrative through retelling, rewriting, dramatizing, or digital remixing. This encourages ownership and imaginative risk-taking. Students working with tablet-based storytelling tools show increased vocabulary retention and creativity. The creative expansion phase situates language in personally meaningful contexts, allowing learners to express individual identities and experiment with target language output.

D. Differentiation, Inclusion, and Time-Efficient Storytelling Strategies

Effective storytelling for young learners in EFL settings must embrace the diversity of learners' cognitive, emotional, linguistic, and sociocultural profiles. In line with inclusive education principles and universal design for learning (UDL), storytelling should not adopt a one-size-fits-all model but instead offer **differentiation strategies** that provide equitable access and promote meaningful engagement for all learners, including those who are shy, neurodiverse, or linguistically delayed. The literature underscores the importance of socially supportive, multimodal, and adaptable storytelling environments where each learner's unique entry point to language is respected and nurtured.



A widely endorsed technique is the use of **puppet mediation** for children who are emotionally reserved or socially inhibited. Puppets serve as affective intermediaries, allowing learners to speak through a character rather than as themselves. This externalization lowers affective filters, particularly in high-anxiety learners. peer support is a key contributor to classroom engagement, and puppet play enables not only individual participation but collaborative dialogue, especially among learners who might not readily initiate interaction. This mode of mediated expression builds confidence and helps scaffold language production in a psychologically safe space.

Another crucial area is the incorporation of **multisensory access points**, which provide flexible paths to comprehension and expression. These include tactile, visual, auditory, and kinesthetic elements such as textured story props, color-coded vocabulary cards, or gesture-linked phrases. non-textual elements are not mere supplements; they are integral to sustaining motivation and enabling access, particularly for learners with sensory processing differences or working memory challenges. These parts of entry are essential in creating a learning environment where diverse neurological pathways are activated and supported.

Resource alchemy, the imaginative repurposing and cultural adaptation of storytelling materials is another powerful strategy in ensuring contextual relevance and sustainability. Teachers can upcycle classroom materials into story props (e.g., bottle caps as character tokens, fabric scraps as scenery), making the storytelling environment tactile, eco-friendly, and economically accessible. Additionally, educators can adapt **indigenous or local narratives** to fit EFL objectives, thereby validating learners' cultural identities while introducing target language forms. storytelling as a site of cultural exchange and empowerment, not just linguistic transmission.

Time constraints in modern classrooms, especially in contexts where English instruction occupies limited weekly hours, make **micro-segment storytelling**, sessions of less than ten minutes as a practical



necessity. These short segments can include flash stories, character snippets, or episodic narratives that evolve over the days. the effectiveness of condensed storytelling in vocabulary development and learner engagement, particularly during non-traditional learning settings such as lockdowns. When designed well, short storytelling units can include all the essential narrative elements, character, setting, problem, and resolution without overwhelming learners cognitively or temporally.

Moreover, **differentiation through choice** allows learners to engage with stories at their own readiness level. For example, while one group dramatizes the story using gestures, another may draw a scene or retell the story orally in pairs. This tiered participation acknowledges varying language proficiencies while maintaining shared narrative experience. Gao observed that different approaches to storytelling can lead to varied learning outcomes, highlighting the importance of using multiple modalities and providing flexibility in how stories are presented. By offering diverse ways to engage with narrative content, educators can better address students' individual needs and learning preferences.

Lastly, the **relational power of storytelling** fosters a sense of belonging and identity affirmation, which is especially important in multicultural and multilingual classrooms. When students see elements of their own lives reflected in the stories or are given space to co-create and share their narratives, they become emotionally invested in language learning. Storytelling can encourage meaningful use of language when it connects to children's experiences and cultural backgrounds, helping them develop not only fluency but also emotional resilience and cultural understanding.

By integrating these differentiated, inclusive, and resource-savvy strategies, storytelling evolves into a pedagogical practice that is not only linguistically rich but also socially just, neurodiversity-sensitive, culturally responsive, and pedagogically feasible, even within tight schedules. This repositions storytelling not as an 'extra' or



ornamental technique, but as a vital, dynamic, and scalable core of early EFL instruction.

CONCLUSION

Storytelling in EFL classrooms is a powerful teaching method that helps students learn English through engaging, meaningful, and culturally rich experiences. It supports language development by combining listening, speaking, reading, and writing in one activity. When stories are told using voice, body movement, pictures, and physical objects, learners can understand and remember new words more easily because they see, hear, and feel the meaning at the same time. Storytelling also helps learners feel confident and less anxious, especially when they can participate by acting out parts, using gestures, or creating their own versions of the story. It connects language to emotions, culture, and real-life situations, making learning more personal and enjoyable. Teachers can use techniques such as voice changes, repeated phrases, sound words, props, and short story parts to make storytelling effective and inclusive for all learners, including those who are shy, have different learning needs, or speak other languages at home. Digital storytelling tools can further support creativity and participation, especially when time is limited. By using local folktales, visual tools, and flexible activities, teachers can create learning environments where every child feels involved, respected, and motivated to learn. Overall, storytelling is not just a fun classroom activity but a meaningful way to help young EFL learners grow in language, confidence, and cultural understanding.



UNIT 6

Teaching Vocabulary and Grammar to Children

Khairun Niswa

Teaching vocabulary and grammar to children is a fundamental aspect of language education, as these two components form the foundation of effective communication. Vocabulary provides learners with the words they need to express ideas, while grammar equips them with the rules to organize those words meaningfully. In early language learning, children acquire words and grammatical structures more naturally through exposure, interaction, and play-based activities. Therefore, teaching vocabulary and grammar to young learners requires approaches that are engaging, interactive, and developmentally appropriate.

Teaching vocabulary and grammar to children plays a crucial role in developing their language competence and communication skills. Vocabulary provides the building blocks of language, while grammar serves as the framework that organizes these words into meaningful expressions. Without sufficient vocabulary, children may struggle to understand or express ideas; without grammar, their communication may lack clarity and accuracy.

In early childhood education, vocabulary acquisition is often more natural and implicit, as children are exposed to words through play, songs, stories, and everyday interactions. Grammar, on the other hand, requires a more systematic approach but can also be taught in engaging and interactive ways, such as through games, storytelling, and contextualized practice. Study shows that combining vocabulary



and grammar instruction supports not only linguistic knowledge but also cognitive development and critical thinking skills.

Moreover, effective teaching of vocabulary and grammar should consider children's age, learning styles, and motivation. Young learners benefit from activities that are fun, meaningful, and connected to their real-life experiences. Teachers play an essential role in creating a supportive environment where children feel encouraged to experiment with new words and grammatical structures, which in turn fosters confidence and long-term language learning success.

A. Principles for Teaching Vocabulary and Grammar to Young Learners

Teaching vocabulary and grammar to young learners requires approaches that suit their developmental and cognitive characteristics. Unlike adults, children acquire language in a more natural and implicit way, which means that teaching should be engaging, contextualized, and supported by interaction. Several key principles can guide effective instruction.

Contextualized Learning

Contextualized learning emphasizes that vocabulary and grammar should not be taught in isolation, but rather within meaningful and authentic contexts. When children encounter new words and grammatical structures in stories, songs, games, or classroom activities, they can see how language is actually used in communication. This approach helps learners understand not only the form of the language but also its function and purpose. For example, instead of simply memorizing a list of words, children can learn vocabulary through a story where the words naturally appear, making them easier to remember and use. Similarly, grammar rules become clearer when learners see them applied in real-life situations. Presenting language in context makes learning more engaging, meaningful, and effective for young learners.



Play and Interaction

Play and interaction are powerful tools in teaching vocabulary and grammar to young learners because they combine enjoyment with meaningful language practice. Playful activities such as games, songs, role-plays, and storytelling allow children to explore and practice new language structures in ways that feel natural and engaging. When children are immersed in play, they are less conscious of “studying” and more focused on participating, which lowers anxiety and increases their willingness to take risks in using new words and patterns.

Play creates an environment where learning is enjoyable and motivating. Games, for example, provide repeated exposure to target vocabulary or grammar in a competitive yet friendly way, ensuring that children are both challenged and entertained. Role-plays allow learners to act out real-life situations, giving them the chance to use language in authentic communicative contexts. Songs and chants, on the other hand, reinforce grammatical structures and vocabulary through rhythm and repetition, making them easier to remember.

Interaction during these activities is equally important. It is through interaction that children develop both vocabulary knowledge and grammatical awareness. When children negotiate meaning, ask questions, or respond to peers, they are not only practicing forms but also learning how language functions in communication. This interaction promotes active engagement and helps learners see language as a tool for real-life expression rather than as isolated rules.

Moreover, play and interaction foster social development alongside linguistic growth. Working in pairs or groups helps children build cooperation, turn-taking, and listening skills while simultaneously practicing new language. This social dimension makes learning more meaningful and relevant to their everyday lives.

Finally, integrating play into classroom practice sustains children’s motivation. Young learners have shorter attention spans, and playful activities capture their interest while keeping them focused on the task. By combining enjoyment, interaction, and authentic use of



language, play ensures that learning vocabulary and grammar becomes both effective and memorable.

Repetition and Recycling

Repetition and recycling are fundamental in helping young learners acquire and internalize new vocabulary and grammar. Children rarely learn a language item after a single exposure; instead, they need to encounter the same word or structure many times before they can use it confidently. By repeating and recycling language in different activities and contexts, teachers provide learners with multiple opportunities to process, practice, and consolidate what they have learned.

Repetition does not mean simple mechanical drilling. Instead, it should be meaningful and engaging, allowing children to experience the same language in varied and communicative situations. For example, a new word can first appear in a story, then be practiced in a song, reinforced in a game, and finally used in a role-play. This variety prevents boredom and helps deepen understanding.

Recycling also promotes **automaticity**, which means children can use language effortlessly without consciously thinking about the rules. This automatic use of vocabulary and grammar is essential for fluent communication. Furthermore, repeated exposure strengthens long-term memory, ensuring that language items are not quickly forgotten but become part of the learner's active language repertoire.

Frequent and meaningful encounters with language items are crucial for retention and effective use. Therefore, teachers should carefully design lessons that integrate repetition and recycling as natural and enjoyable parts of classroom activities.

Multisensory Input

Multisensory input plays a vital role in teaching vocabulary and grammar to young learners. Children learn best when they are actively engaged and when their senses are stimulated in different ways. By



combining visuals, sounds, gestures, realia (real objects), and physical actions, teachers can create a richer learning environment that helps children connect language forms with their meanings more effectively.

For example, when teaching the word *apple*, showing a real apple, using a picture, miming the action of eating, and saying the word aloud provide multiple channels of input. This not only makes the meaning clearer but also helps learners remember the word for a longer time. Similarly, grammar structures can be reinforced through songs with rhythm and movement, where learners embody the patterns physically as well as aurally.

Multisensory learning is especially important for young children because their cognitive, social, and emotional development is still in progress. Engaging multiple senses helps maintain their attention, makes learning enjoyable, and supports different learning styles. Some children may respond better to visual aids, while others learn more effectively through auditory or kinesthetic experiences. A multisensory approach ensures that all learners have equal opportunities to succeed.

Brewster, Ellis, and Girard emphasize that multisensory input not only enhances comprehension but also improves memory retention. When children associate a word or structure with a visual image, a gesture, or a physical experience, they are more likely to recall it later during communication. This process strengthens the connection between receptive knowledge, which is understanding, and productive knowledge, which is the ability to use the language.

In addition, multisensory input makes the learning process more meaningful and authentic. Real objects, for instance, allow children to experience language in connection with the real world, rather than as abstract concepts. By touching, seeing, and interacting with objects while hearing and speaking the related words, learners build stronger associations that support long-term acquisition.

Therefore, incorporating multisensory techniques into language teaching is essential in fostering motivation, comprehension, and retention among young learners.



Meaning before Form

For young learners, it is essential to prioritize meaning before introducing explicit grammar explanations. Children acquire language most naturally when they first understand and use words, phrases, and expressions in meaningful contexts. This approach allows them to communicate ideas and feelings without being constrained by rules they may not yet fully understand. Grammar, therefore, should initially be introduced implicitly through rich exposure to the target language in stories, songs, classroom conversations, and playful activities.

When children focus on meaning, they develop confidence and fluency in expressing themselves, which motivates them to use the language actively. Over time, as their cognitive abilities mature, more explicit attention to grammatical forms can be provided in simple, age-appropriate ways. For example, teachers might draw learners' attention to patterns in sentences they already understand or use visual aids and gestures to highlight a structure. This balance ensures that grammar does not become a barrier to communication but instead supports it.

Study supports this approach by emphasizing that language learning for children should resemble first language acquisition, where meaning is understood long before formal structures are learned. By focusing first on meaning, teachers create a natural and motivating environment where children can internalize grammar gradually and meaningfully, rather than through abstract explanations.

Scaffolding and Support

Scaffolding is a crucial instructional strategy in teaching young learners, as it provides the necessary support to help them move from dependent to independent use of language. Teachers can scaffold learning by modeling correct usage, offering prompts or cues, and engaging learners in guided practice before encouraging them to produce language on their own. This support helps children gradually



internalize new vocabulary and grammatical structures while building their confidence.

Scaffolding allows children to engage in tasks they could not complete independently, enabling them to make meaningful progress. Similarly, scaffolding in language classrooms involves creating opportunities for learners to practice language in authentic and purposeful contexts, while teachers adjust their support based on learners' needs. Effective scaffolding requires teachers to continuously diagnose learners' development and provide timely assistance that can be gradually withdrawn.

Through scaffolding, learners are not only supported in acquiring vocabulary and grammar but are also empowered to use the language more independently, which contributes to long-term language development and communicative competence.

Positive Learning Environment

Creating a supportive and stress-free environment is fundamental in fostering children's language learning. When learners feel emotionally secure, they are more willing to experiment with new vocabulary and grammar without being afraid of making mistakes. Positive feedback not only motivates learners but also enhances their self-confidence and encourages them to take risks in communication. Reducing anxiety in the classroom allows children to participate more actively in meaningful interaction. Recent studies also highlight the importance of emotional support in language learning. For example, positive classroom climate promotes learner engagement, resilience, and long-term motivation. Similarly, nurturing well-being and positive emotions in the classroom creates a safe space where learners can thrive linguistically and socially. Thus, a positive learning environment is not only beneficial for immediate language practice but also essential for sustaining children's motivation and overall development.



Integration with Skills

Vocabulary and grammar instruction should be meaningfully integrated into the four skills listening, speaking, reading, and writing rather than being taught separately. When vocabulary and grammar are presented in isolation, children may find it difficult to see their relevance and to transfer this knowledge into real communication. By embedding language forms within skill-based activities, learners are given opportunities to use new words and structures in authentic contexts. For instance, vocabulary introduced during a listening activity can be reinforced through speaking tasks, applied in reading comprehension, and extended in writing exercises. This cyclical integration allows children to experience language holistically and naturally.

Study has emphasized that integration fosters deeper understanding and retention. practicing vocabulary and grammar through the four skills promotes meaningful learning and communicative competence. More recent studies also support this perspective, noting that skill-based integration encourages learners to actively engage in using language rather than passively memorizing rules. Such an approach also helps develop learners' confidence, as they continuously encounter and apply language across multiple contexts.

Therefore, integrating vocabulary and grammar with listening, speaking, reading, and writing not only makes instruction more effective but also prepares learners for real-life communication. It enables children to perceive language as a tool for interaction and meaning-making rather than merely as sets of rules to be remembered.



CONCLUSION

Teaching vocabulary and grammar to children is a complex process that requires sensitivity to their developmental needs, learning styles, and motivational factors. Unlike adults, children acquire language more effectively when it is presented in a natural, enjoyable, and meaningful way. Therefore, instruction should avoid focusing solely on abstract grammatical rules or isolated vocabulary lists. Instead, it should provide children with opportunities to encounter and practice language through meaningful contexts such as stories, songs, games, and classroom interactions that serve authentic communicative purposes. By embedding vocabulary and grammar in meaningful use, children are able to internalize patterns more naturally and retain them more effectively.

A supportive and positive classroom environment is also essential for successful vocabulary and grammar teaching. Young learners often feel anxious about making mistakes, and this can hinder their willingness to experiment with language. Teachers therefore need to create an atmosphere where errors are seen as part of the learning process, and where encouragement, praise, and scaffolding are consistently provided. Scaffolding strategies, such as modeling correct usage, guiding learners through practice activities, and gradually giving them more independence, allow children to build both accuracy and confidence in using new language structures.

Furthermore, recent study emphasizes the importance of multimodality, play, and the use of technology in supporting vocabulary and grammar learning. Multisensory and play-based approaches such as role-plays, songs, movement-based games, and visual storytelling engage children emotionally and cognitively, which deepens their understanding and retention of new language. Digital tools and multimedia resources also provide rich, interactive contexts for practicing language, enabling children to connect words and grammar to real-life experiences. These innovations highlight that



effective language teaching for young learners must go beyond traditional methods and embrace approaches that sustain motivation and cater to different learning preferences.

Ultimately, the teaching of vocabulary and grammar to children should aim for balance: prioritizing meaning before form, while still providing age-appropriate explicit focus on grammar when necessary. Instruction should integrate listening, speaking, reading, and writing so that children practice vocabulary and grammar across all skills in authentic and communicative ways. The overarching goal is not only to help children achieve linguistic accuracy but also to foster fluency, creativity, and a lifelong positive attitude toward language learning. With contextualized learning, scaffolding, play, and multimodal approaches, children can acquire vocabulary and grammar in ways that are both effective and enjoyable, laying a strong foundation for their future language development.



UNIT 7

Motivation and Behavior in Young EFL Learners

Diana Oktavia

Young learners have unique characteristics in learning English as a foreign language. Unlike adults and teenagers, young learners tend to approach language learning as the way they wish. They often learn language more intuitively, engaged by their interest. Actually, the young learners perform high curiosity in learning a new thing, including English language. However, their unpredictable mood and characteristic lead them to switch from high motivated to be demotivated in learning. Motivation in learning foreign language is often defined as the encouragement which drives an individual's learning behaviour p-to achieve a certain goal of the learning process.

The behaviour and motivation of young learners in learning English as a foreign language are influenced by a combination of developmental characteristics, teaching methods, and social context. In the context of young learners, motivation can be divided into two main types: intrinsic and extrinsic motivation.

Intrinsic Motivation

Intrinsic motivation refers to the child's internal desire to learn English as the foreign language due to curiosity and enjoyment. It comes naturally from their own selves. In the context of young learners, the intrinsic motivation can be referred as these following:

1. **Curiosity and Enjoyment:** Young children are naturally curious and often enjoy learning new sounds, words, and expressions,



especially through games, songs, stories, and interactive activities. the young learners are naturally curious and eager to explore their surroundings which makes them enthusiastic to have new experiences, including language learning.

2. **Sense of Achievement:** Even small successes, like saying a word correctly or understanding a sentence can be very motivating for young learners.
3. **Desire to Communicate:** Many children are motivated by the desire to interact and be understood, especially if they are in multilingual or multicultural environments.

Extrinsic Motivation

External motivation is defined as the motivation driven by outsider, it is more related to encouragement from the environment such as parents, teachers, and academic grades. The extrinsic motivation can be explained as these following details:

1. **Praise and Encouragement:** Positive reinforcement from teachers, parents, and peers (e.g., praise, stickers, certificates) can significantly motivate young learners.
2. **Parental Expectations:** Children are often influenced by their parents' attitudes. If parents value English, children are more likely to be motivated to learn it. children who receive encouragement and support from their parents are more likely to develop positive attitudes toward learning English. Moreover, parents' attitudes toward English significantly impacted their children's motivation to learn the language.
3. **School Requirements:** In many educational systems, English is a core subject, so learners are motivated to perform well to meet academic expectations.
4. **Peer Interaction:** The desire to be part of a group or to impress friends can drive children to learn English. collaborative learning environments, where students work in groups, fostered a sense

- 
- of community that positively influenced their motivation to learn English.
5. **Media Influence:** Exposure to English through cartoons, games, movies, and the internet can create a natural desire to understand and use the language. teacher support, particularly in technology-enhanced classrooms, is vital for encouraging student participation
 6. **Relationship with the Teacher:** A warm, supportive teacher can inspire and sustain motivation through engaging teaching methods and a positive classroom environment. Children consider the teachers affect them closely, the teachers' enthusiasm and emotional scaffolding strongly encourage classroom atmosphere. when teachers used interactive activities and provided positive feedback, students exhibited higher levels of motivation and participation in English learning
 7. **Short Attention Span:** Young learners need varied, engaging, and fun activities to maintain interest.
 8. **Learning Through Play:** Motivation is often highest when English learning is embedded in playful and imaginative contexts.

As a good teacher, the English for young learners' teacher should have capability to comprehend the characteristics of young learners in learning language. Furthermore, Hammer (2007) also stated some main characteristics of young learners, as following stated:

1. Young learners tend to respond quickly, even though they do not understand.
2. Young learners highly motivated to learn directly and to learn in their surroundings.
3. The young learners can understand faster through their visual, and tech,
4. The young learners find difficulties in understanding the abstract concept.

- 
5. The young learners have big curiosity of the world and the language.
 6. The young learners have short time focus, they feel bored easily.
 7. The young learners like discovering, creating, and drawing. They like doing motoric activity.

Not only that, the young learners have low self-awareness of their role as language learners and of the learning process, they generally more focus and concern about themselves than others and not yet knowledgeable about the world around them, they enjoy activities that involve fantasy, imagination and physical movement. the language learning for young learners should involve enjoyable, interactive, and contextual activities.

By understanding and nurturing these elements, educators can create a positive environment in the classrooms where learning English becomes a joyful and meaningful journey. Therefore, the young learners more motivated in learning in the classroom. Furthermore, to maximize children's involvement and achievement in learning English as a foreign language, the teachers need to implement a holistic approach; 1) Providing emotional and academic support from parents and teachers, 2) Using interactive, creative, and fun learning methods, raising children's awareness of the long-term benefits of mastering English, 3) Facilitating children in building a positive image of themselves as language learners.

Moreover, Teachers are required to apply various approaches and appropriate teaching methods to teach young learners. They have to be able to sort out and to use the appropriate methods and techniques so that learning for young learners will take place comprehensively and effectively. Moreover, young learners certainly have very different competencies and abilities compared to adults, so the teachers have to be good at adjusting to the young learner's need in order to help them teaching with the appropriate material, method, and media.



Therefore, teaching English for young learners is challenging. The teachers are not only challenged of the appropriate teaching method, they are also challenged how to maintain the young learners' motivation in learning. Even though English already been familiar and used in learners' everyday lives, teachers face significant challenges in maintaining students' motivation during formal EFL lessons, as traditional classroom settings often feel monotonous and disengaging for them. Teaching English for young learners requires teaching method that fit in to the children characteristics. fun ways in teaching can be the solution for teachers to make the learning and teaching process run well, the ways are included games, song, practice, and memorizing. Moreover, there are some teaching approaches that can be implemented, including:

Play-Based Learning

Since young learners are in a developmental stage where play is a main part of their daily lives, incorporating game into learning activities can effectively engage their attention and increase their motivation. Children learn naturally through play. Play also positively associated with creativity development which is crucial for learning as it encourages innovative thinking and problem-solving of children as young learners. Furthermore, play lower the anxiety, increase the engagement, and make language use feel like fun rather than a test. Besides that, play often involves social interaction, primarily with siblings and parents. This interaction fosters social skills, adaptability, and collaboration, which are essential for positive behaviour in the classroom.

Examples:

- Guessing game
- English Domino Game (Oktavia & Lestari, 2022)
- *Simon Says* for commands and actions.
- Board games with vocabulary cards.

- Flash Card game
- Role-play shops, restaurants, or travel scenarios.

Those activities will create fun and un-monotonous vibes in learning. The young learners will be driven naturally to participate in teaching and learning process. Active physical play is the most prevalent among children, contributing positively to their physical health and social skills. Such play often occurs in social settings, where children learn to cooperate, share, and communicate effectively with peers, which are vital behaviour for successful learning environments.

Storytelling & Story-based Approach

Stories are able to capture imagination for the kids. They also provide context for language. Furthermore, they introduce natural patterns of English. By conducting storytelling, it engages the emotional and curiosity about “what happens next” keeps attention and builds listening skills.

Examples:

- Fairy Tales
- Picture books, puppets, or story videos.
- Augmented reality book stories
- Students retelling stories or creating their own endings.

Contextual Learning

The behaviour of young learners is heavily influenced by their needs for context when learning new vocabulary. He stated that contextualized learning is essential for young learners, as it helps them connect new vocabulary with their experiences. It will be easier for them to remember the vocabulary that associated with the real-life experiences and emotional connections. Children enjoyed real-life contexts, varied activities, and differentiation in tasks tailored to their proficiency levels.

The young learners will be more engage in learning a new language when they find the target language is related to their daily



lives and experiences. Therefore, in learning, they need to encounter and to use new words in relevant contexts to retain them effectively.

Example:

- Drama/role play about kids
- Field Study to Museum, park
- How to make/do activities
- Food review

Total Physical Response (TPR)

Young learners like physical movement. Incorporating some physical activities will encourage their motivation in learning. The combination of fun physical activity with learning, great for energetic classes. Those activities attract them to stay focused, since their ability to concern on one thing is very brief. Young learners tend to get bored and interrupted easily. Therefore, linking language to actions helps them in learning. It makes them memory and reduces the fear of speaking.

Examples:

- Teacher says “jump, clap, run” and students act it out.
- Finding treasure.
- Songs with actions (e.g., “Head, Shoulders, Knees, and Toes”).
- Instruction and action

Project-Based Learning (PjBL)

Project-Based learning gives children as the young learners a sense of ownership and accomplishment. They like being involved in conducting fun activities. Projects integrate different skills of speaking, listening, reading, writing towards a real outcome. By conducting the projects, learners see a visible result of their effort, boosting pride and confidence. Furthermore, the project leverage children’s natural tendencies for exploration, narrative, and collaboration. Through the project, they also develop their identities and characteristics through participation in meaningful practices.

**Examples:**

- Making a class poster about animals.
- Recording a simple class video in English.
- Classroom decoration.
- Preparing a short role-play performance.

Songs, Music and Rhythm

Many teachers used song to keep the young learners' attention and motivation in learning. It can foster learning motivation therefore the young learners can easily remember the materials being taught and that the objectives of teaching vocabulary are well achieved. Moreover, the repetition of songs will encourage the young learners to feel enjoyable class.

Besides that, music aids to improve the pronunciation, rhythm, and vocabulary retention. Lu and colleagues emphasize that music and rhythm have a positive impact on the cognitive flexibility and inhibitory control of young learners. In addition, the combination of rhythm and melody makes language learning both memorable and energizing, helping children engage more fully with new concepts.

Examples:

- Vocabulary songs ("Colors Song", "Numbers Song").
- Rhyming chants to practice sounds.
- Activities song.
- Songs about the weather

Positive Reinforcement & Reward Systems

Young learners respond strongly to recognition and encouragement. Pianat point out that classroom environments enriched by positive teacher-student interactions play a an essential role in enhancing the positive behaviour in learning language and enhancing the cognitive of young learners.

Furthermore, the positive reinforcement and rewards build their confidence in learning, especially learning English as a foreign



language. it makes them feel their efforts are appreciated and valued. Moreover, classroom environment that encourages risk-taking and views mistakes as part of the learning process can help to reduce their anxiety in learning. It fosters a more positive attitude toward language learning.

Examples:

- Stickers, stamps, or “star charts” for participation.
- Rewards card.
- Verbal praise like “Excellent!” or “Great job!”.
- Hi five reward.

Interactive Technology

Interactive technology refers to the use of digital media for educational purpose. Ramli points out that technology-based media can accelerate the learning process. In addition, digital games, videos, and interactive whiteboards bring variety and appeal, making language learning more engaging for young learners who are digital natives. The combination of playing games, using some technology and learning in a format will help them to enjoy the learning language process.

Examples:

- Word wall game
- Quiz-based apps (Kahoot!, Quizizz).
- Animated vocabulary flashcards
- Virtual speaking application

By implementing those approaches as the strategies in teaching English to young learners, the teachers can create a high motivated atmosphere that encourages young learners to engage deeply with the language, fostering intrinsic motivation and an endless love for learning the language. Effective language instruction should focus on creating engaging, supportive environments that cater to young learners' unique needs, fostering intrinsic motivation and facilitating meaningful language acquisition. Creating a fun atmosphere



encourages students to be more willing participants in the learning process.

CONCLUSION

The behaviour and motivation of young learners in learning English as a foreign language are shaped by their developmental characteristics, social environment, and the teaching approaches applied in the classroom. Unlike adults, young learners are naturally curious, playful, and eager to explore new experiences, but they also possess a short attention span and fluctuating moods that can affect their consistency in learning. Their motivation can emerge intrinsically-driven by curiosity, enjoyment, and the desire to communicate or extrinsically, through praise, parental encouragement, teacher support, peer influence, and exposure to English in media and daily life.

Regarding to this reason, effective English instruction for young learners requires more than delivering content; it demands a holistic, creative, and child-centered pedagogy. Play-based learning, storytelling, contextual activities, Total Physical Response, project-based tasks, songs, and interactive technology are all effective strategies that align with children's natural learning styles and developmental needs. These approaches not only sustain attention and foster active participation but also create positive emotional experiences that strengthen both intrinsic and extrinsic motivation.

Teachers therefore hold a pivotal role in shaping learning behaviour and sustaining motivation. By providing emotional support, implementing engaging methods, and recognising learners' achievements through positive reinforcement, educators can transform the classroom into a joyful, supportive environment where English is not just a subject but an exciting tool for expression and discovery. When children perceive language learning as fun, meaningful, and rewarding, they are more likely to develop lasting



motivation and confidence, laying a strong foundation for their future language development.





UNIT 8

Classroom Assessment for Young Learners

Theodesia Lady Pratiwi & Leil Badrah Zaki

The most employed assessment method was the paper-and-pencil test, which evaluated single items of vocabulary and grammar through single sentences. This type of assessment contrasts distinctly with the classroom experience of children who have learnt language through engaging with stories and songs at the discourse level.

Classroom assessment is shaped by the need to understand how children are progressing in their learning and is conducted by teachers within a classroom setting. When used formatively, assessment involves collecting information about children's strengths and weaknesses to give feedback and plan further learning instructions. Alternatively, it serves a summative purpose when teachers collect information at the end of a learning period to report students' learning results. Feedback enables teachers to monitor and support the learning process; therefore, assessment is a vital component of the teaching and learning process.

Young learners' experiences with classroom assessment practices can be positive and negative. Assessment has the potential to give them a sense of progress to sustain their motivation; however, it can become problematic when the assessment shifts away from 'fun and ease' toward more 'standards-based measurement of the outcomes in the target language'. In classrooms, teachers can assess children's language ability through various language tasks to engage the children using the language, such as games, information gap oral



tasks, story writing, question-and-answer tasks on literature, project work, etc.

McKay explains classroom assessment serves multiple purposes, including evaluating student progress, guiding instructional decisions, and supporting learners' development. Effective assessment helps teachers understand both the strengths and areas for improvement of their students, allowing for more targeted and meaningful learning experiences. below are the purposes

1. Identifying students' area of strengths and weaknesses
2. Guiding teachers in selecting appropriate teaching strategies during the courses
3. Gathering evidence and sharing information about the students' development with the students and their parents
4. Collecting evidence of progress to report against externally developed criteria
5. Evaluating students' learning achievements or progress

A. Principles of Classroom Assessment for Young Language Learners

Classroom assessment for young learners, it is essential to take into account several key factors and characteristics specific to this age group:

1. **Age:** Assessment should reflect children's developmental stages, including their motor, language, social, and cognitive abilities.
2. **Content of language learning:** Emphasis should be placed on oral skills, vocabulary development and language use within meaningful discourse.
3. **Methods of teaching:** Language instruction should involve Interactive activities, such as games, songs, rhymes, and storytelling.
4. **Aims:** Young learner programs often prioritize social and cultural goals.

- 
5. **Learning theories:** Concepts like zone of proximal development and learning through social interaction are important, highlighting the benefits of collaborative learning and guided support.

In addition, designing language assessments for young learners must follow certain principles outlined by Cameron, 2001, as follows:

1. **Assessment should be seen from a learning-centred perspective**

Foreign language teaching must prioritize children's learning by encouraging active participation in social interaction and helping them to make sense of the classroom activities and talk they engage in. Vygotsky idea of 'scaffolded assessment' highlights the importance of identifying what a child can achieve with assistance to anticipate their next learning stages and enhance assessment practices.

2. **Assessment should support learning and teaching**

When learning is the focus, assessment should contribute to the learning process and development, for both the individual children and the class. Assessment can positively influence learning in several ways:

- a. It can boost student motivation through the assessment process and its outcomes.
- b. It can serve as an effective example of language use.
- c. The assessment activity and feedback can guide and reinforce future learning
- d. The assessment results can help teachers plan and design more effective lessons
- e. The assessment results can support the evaluation and enhancement of courses and programs.

3. **Assessment is more than testing**

Understanding children's learning progress doesn't always require formal tests or frequent testing. Other alternative assessment techniques, such as observation, portfolios, and self-assessment, also offer meaningful feedback and evaluation

4. **Assessment should be congruent with learning**

Assessment needs to reflect what children have been taught and the types of activities they are familiar with in class. This ensures the consistency between learning and assessment.

5. **Children and parents should understand assessment issues**

Children need to understand the goals of assessment activities and be actively involved in them. Likewise, parents should be informed about the assessment approaches teachers use and the reasons behind them.

Strategies in Classroom Language Assessment

In classroom language assessment, a variety of strategies can be applied to evaluate young learners' language abilities in the classroom. These include:

1. **Observation**

Observation is one of the most useful assessment techniques to assess children because it allows them to be evaluated naturally during everyday classroom activities without interruption. Observation becomes an assessment only when carried out systematically over time, enabling teachers to track characteristics and changes in student performance.

Observation can be incidental or pre-planned. Incidental observation happens as teachers move around and informally monitor students' engagement during classroom tasks and activities. While in pre-planned observation, teachers select the focus of assessment and decide in advance what language aspect they will assess and how. Tools like observation checklists and rating scales can support this process.



2. **Portfolio**

Although the definition of portfolio varies, a portfolio is generally understood as a deliberate collection of a student's work that showcases their progress and achievements over time. It typically includes a collection of students' work over a period, such as drawings, written pieces, photographs of artwork, written works, videos, to disclose the capability and the progress of a learner. The main goal of portfolio assessment is to encourage learners to become more autonomous, take control of their learning, make decisions, participate in the evaluation of their work, and develop problem solving skills individually.

3. **Self-and-peer assessment**

When guided appropriately, children can take an active role in the assessment process by assessing their performance and that of their peers. Age-appropriate discussions about 'what makes a good piece of work' can help to make explicit what they should be aiming for. Children can complete self-reflection charts to evaluate their performance and learning. Peer assessment can also be introduced once the criteria are established and shared. Peer assessment can lead to peer learning, which successfully influences young learners' language development since they are strongly influenced by their peers. Peers can support and assist their language development. Self-and-peer assessment can also emphasize the message that teachers are not their main and only learning resources, but friends and others in their environment also contributes to valuable learning resources.

4. **Classroom tests** consist of individual tasks (or set of tasks) completed under controlled conditions, such as specific time limit, support levels, and interaction rules. The content and format of the test should align with the course goals, material covered, and classroom activities during instruction.



TASK	Speaking	Vocabulary knowledge	Listening	Sound-symbol relationships	Weighting
1		Following directions given by the teacher (sit down, stand up, turn around, and touch your head, walk to the door)			40
2	Oral interview: Talking with the teacher about a picture 'What can you see? What is the girl doing?'				40
3		Drawing pictures of objects, as teachers tell the class what they can see in their picture (unseen to children)			10
4				Reading/saying the sounds of selected letters/characters on a page to the teacher.	10
Total					100

Figure 1. A planned assessment for young language learners
(McKay, 2006)

B. Assessing Young Learners Language Skills

1) Vocabulary

Developing a strong vocabulary is crucial in early foreign language learning; therefore, much of the study emphasizes testing young learners' vocabulary knowledge. The most effective way to teach vocabulary for young learners is to introduce them to theme-specific vocabulary and its meaning. The selection of theme and target vocabulary should align with topics familiar to young learners' characteristics, such as body parts, animals, and fruit. Familiar themes can resonate with their interests and develop mental stage, leading them to better learning outcomes and simplifying assessment, since the young learners can relate new words to what they already know. The most basic level of understanding for young learners involves recalling and retelling the target vocabulary.



when assessing vocabulary for young learners, teachers should consider several factors, namely:

1. Aligning the assessment task with learners' proficiency level.

Designing the assessment tasks and selecting vocabulary appropriate to the level of young learners is essential for meaningful results. Since young learners are typically at a beginner level in English, the assessment should generally involve a limited amount of exposure to the English language in the classroom setting.

2. Considering young learners' attention span

Young learners generally have short attention spans and struggle to concentrate on one task for extended periods. Wesson (2011) explained that even during engaging activities, young learners can concentrate for only about 15-20 minutes. Hence, assessment tasks should include a variety of activities and be time-bound to maintain their engagement.

3. Limited command of the first language

Young learners often have not fully mastered their first language, making vocabulary acquisition more complex. Acquiring vocabulary in a second language for beginners involves associating new words in the second language with their equivalents in their first language (Arvizu, 2020). Hence, teachers need to select age-appropriate vocabulary that matches the children's cognitive level and is relevant to their daily lives, starting from the basic level words from children's environment, such as cat, table, book, bag, water, etc., to make learning more meaningful.

Vocabulary assessment activities

When assessing young learners' vocabulary performances, teachers should select assessment formats and methods that are age-appropriate. These methods should effectively measure their ability to understand and use theme-specific vocabulary in spoken language at



this level. Various strategies can support vocabulary assessment for young learners, such as:

- 1. English Picture Vocabulary Tests**

Since young learners' assessment requires careful task selection, formats like picture matching and multiple-choice tasks are recommended. Visual aids, such as photographs, illustrations, or flashcards, are generally more effective than written instructions for conveying meaning.

- 2. Demonstration of pictures**

Teachers can use physical objects, paper cutouts, gestures, actions, photos, drawings, diagrams on the board, and illustrations from books, as well as digital visuals like animations or videos, to introduce and assess vocabulary.

- 3. Verbal explanation**

Teachers may explain new vocabulary by using contextual definitions, or put the word in a meaningful context (e.g., an ambulance takes sick people to the hospital)

- 4. Vocabulary through relations of wholes to parts.**

To teach and assess parts of a whole, like body parts (e.g., body – arms/ legs – fingers/toes), teachers can incorporate physical activities by singing a song, "Heads, shoulders, knees, and toes". Alternatively, teachers can use a 'listen and do' activity, where students work in pairs to follow spoken instructions and draw imaginary creatures: "draw two blue heads, six legs, a long tail".

- 5. Vocabulary in general to specific hierarchies**

Teachers can help children understand hierarchical vocabulary structures (e.g., food – vegetables – cabbage) through sorting and categorizing tasks. Teachers can play 'Word Tennis' games: the teacher names a category (e.g., sports) and students take turns saying related words in a kind of tennis rally.



2) Reading

In Malaysia, there is still no standardized way to assess the reading abilities of toddlers, so a specially designed tool for children learning English as a second language is needed.

Reading assessment activities

These are ongoing assessments embedded in daily classroom activities. They help monitor progress and guide instruction.

1. **Writing Journals:** Children freely express ideas through drawings and simple writing. Teachers observe vocabulary use, sentence length, and engagement. Suitable for ages 6–12.
2. **Teacher Observation & Anecdotal Notes:** Teachers note patterns, challenges, and strengths during writing time. It focuses on process: planning, drafting, revising.
3. **Peer or Group Feedback:** Simple feedback like “two stars and a wish” (two strengths and one suggestion). It encourages collaboration and reflective thinking.
4. **Portfolio Collection:** A folder of student work collected over time (drafts, final pieces, reflections). It shows growth and allows self-assessment.
5. **Picture-Based Writing Tasks:** Learners write a caption, description, or short story based on a picture. It assesses creativity, grammar, and vocabulary.
6. **Dictation and Sentence Completion:** Children fill in missing words or write sentences based on cues. It focuses on sentence construction and spelling.
7. **Guided Writing Tasks:** Teacher provides structure (e.g., topic, sentence starters). It is suitable for developing fluency and organization.
8. **Genre-Specific Writing** such as Narrative, descriptive, recount, opinion, or informational writing. It rubrics used to assess content, structure, language use, and mechanics.



3) **Speaking**

In teaching and assessing speaking for young learners, it is important to understand the foundational knowledge and skills outlined in many international and local curricula. Below are essential areas that contribute to oral language growth. The following table outlines essential knowledge and skills that contribute to oral language development in young learners, adapted from McKay’s framework on early language assessment.



No	Skill Area	Description	Example in Practice
1	Sound Awareness (Stress & Intonation)	Recognizing patterns of stress and intonation in speech, which affect meaning.	Understanding that "Are you coming?" rises in tone (a question).
2	Vocabulary Development	Using and understanding a growing set of words with increasing accuracy.	Describing objects with detail: "It's a big red apple."
3	Grammatical Knowledge	Applying more varied and accurate sentence structures.	"I went to the zoo and saw a lion." (Past tense, compound sentence)
4	Using Contextual Cues	Predicting meaning using semantic, syntactic, and phonological cues, as well as context clues.	Guessing word meaning from story pictures or familiar settings.
5	Listening for Meaning	Listening to understand main ideas, specific details, and linking words.	Identifying key information: "The cat is sleeping under the bed."
6	Learner Autonomy	Taking responsibility to practice speaking and seek clarification or help.	Asking: "What does 'delicious' mean?"
7	Communication Strategies	Using techniques to maintain and clarify communication.	"Can you say it again?" or "It's my turn to speak."
8	Confidence and Motivation	Showing interest and enjoyment in using the target language.	Eagerly joining group discussions or role-play activities.



Effective speaking assessment for young learners must be grounded in principles that support their developmental, emotional, and linguistic needs (Gu & Hsieh, 2019).

1. **authentic, real-life tasks** that are meaningful and relevant to the child's world such as describing a favorite toy, talking about their family, or participating in a simple role-play so that the speaking task becomes a natural extension of their experiences
2. **prioritize comfort and build confidence** by using low-stress settings like pair work or small group discussions
3. **age-appropriate**, with simple instructions and prompts supported by visual aids or physical objects, ensuring all learners clearly understand what is being asked of them
4. **communication over perfection**—that is, their ability to express meaning should take precedence over grammatical accuracy or fluency alone
5. **integrated into daily classroom activities** rather than isolated test sessions, allowing teachers to observe natural language use during storytelling, cooperative tasks, and classroom routines
6. **constructive and visual feedback**, using praise, stickers, or smiley-face checklists to make feedback understandable and encouraging for children
7. **multiple opportunities** to speak across different contexts, recognizing that a single performance may not fully reflect their oral ability
8. **simple rubrics** with clear, child-friendly criteria for fluency, vocabulary, and interaction helps guide teachers in making consistent and objective assessments. These principles collectively ensure that speaking assessment in the young learner classroom is effective, equitable, and aligned with children's natural language development. Teacher also is expected to Employ diverse evaluation criteria for developing rubrics to assess young learners at varying levels of English proficiency.



Speaking Assessment Activities

Activities (San Martin et al., 2020)

1. **Storytelling through Picture Description:** Storytelling using picture descriptions is an effective, engaging method for enhancing oral production in early EFL education. It facilitates not only vocabulary enhancement but also cognitive advancement, self-assurance, and expressive fluency. Especially beneficial for learners with limited exposure to English beyond the classroom.

4) Writing

Effective writing assessment in young learners must be guided by principles that reflect both their developmental stage and their learning context.

1. **focus on the writing process**, not just the final product. Young children learn to write through stages planning, drafting, revising and assessment should value their effort and progress at each step. Tools like portfolios or writing folders are especially useful for tracking this growth over time.
2. **age-appropriate and clear assessment criteria.** Rubrics should be simple and visual using smiley faces, stars, or color codes to help children understand what is being assessed, such as ideas, spelling, or sentence use.
3. **constructive and encouraging feedback** is also key. Rather than highlighting only errors, teachers should comment on what was done well ("Great describing words!") and gently guide improvement ("Let's try using a full stop next time").
4. **embed writing assessment into meaningful, real-life tasks.** Writing activities should feel purposeful like writing a letter to a friend, labeling a drawing, or telling a story—not just isolated drills. This makes writing more engaging and authentic for young learners.

- 
5. **support diverse learners** by offering visual prompts, sentence starters, and writing frames, especially for English language learners or children who need extra help.
 6. **choice and creativity** in writing tasks—such as choosing their own story topics or characters—boosts motivation and allows children to show their true abilities.
 7. **ongoing rather than one-time.** By collecting several samples across the term, teachers can see real progress and better understand each child's development.

Writing Assessment Activities

These are ongoing assessments embedded in daily classroom activities. They help monitor progress and guide instruction.

1. **Writing Journals:** Children freely express ideas through drawings and simple writing. Teachers observe vocabulary use, sentence length, and engagement. Suitable for ages 6–12.
2. **Teacher Observation & Anecdotal Notes:** Teachers note patterns, challenges, and strengths during writing time. It focuses on process: planning, drafting, revising.
3. **Peer or Group Feedback:** Simple feedback like “two stars and a wish” (two strengths and one suggestion). It encourages collaboration and reflective thinking.
4. **Portfolio Collection:** A folder of student work collected over time (drafts, final pieces, reflections). It shows growth and allows self-assessment.
5. **Picture-Based Writing Tasks:** Learners write a caption, description, or short story based on a picture. It assesses creativity, grammar, and vocabulary.
6. **Dictation and Sentence Completion:** Children fill in missing words or write sentences based on cues. It focuses on sentence construction and spelling.

- 
7. **Guided Writing Tasks:** Teacher provides structure (e.g., topic, sentence starters). It is suitable for developing fluency and organization.
 8. **Genre-Specific Writing** such as Narrative, descriptive, recount, opinion, or informational writing. It rubrics used to assess content, structure, language use, and mechanics

CONCLUSION

In summary, assessing young language learners effectively requires moving beyond traditional tests to methods that are integrated with everyday learning. Assessment should mirror the interactive, fun activities like games and stories that children experience in class, and should focus on supporting their progress rather than just measuring outcomes. This approach ensures that evaluation is fair, meaningful, and less stressful for children.

Key to this process is using a variety of strategies like observation and portfolios, which provide a fuller picture of a child's abilities. By creating age-appropriate tasks and prioritizing communication over perfection, assessment becomes a positive tool that boosts motivation, guides teaching, and helps both children and parents understand the learning journey.





UNIT 9

Designing Age-Appropriate Learning Materials

Adib Jasni Kharisma

Educational materials play a fundamental role in facilitating knowledge acquisition by acting as structured pathways that support learners' engagement, understanding, and skill development. When designed effectively, these materials provide the necessary scaffolding temporary support mechanisms that guide learners through new concepts while gradually fostering independence. However, if the content does not align with a learner's cognitive and developmental stage, it can create barriers to comprehension rather than facilitate learning. For instance, overly complex material for young children may overwhelm their working memory, while oversimplified content for older learners may fail to challenge them intellectually.

Creating age-appropriate learning materials demands a careful balance of multiple factors. First, it requires an understanding of developmental psychology recognizing how cognitive abilities, attention spans, and problem-solving skills evolve across different age groups. Second, it must align with curricular goals, ensuring that the content not only matches learners' developmental readiness but also progresses logically within an educational framework. Finally, it calls for strategic pedagogical approaches, such as differentiated instruction multisensory learning and adaptive feedback to accommodate diverse learning needs.

Recent study emphasizes that neglecting these considerations can lead to disengagement, frustration, or knowledge gaps Conversely,



well-designed materials that account for learners' developmental stages enhance motivation, retention, and long-term academic success. Thus, educators and instructional designers must apply evidence-based principles to ensure that learning resources are cognitively, emotionally, and culturally attuned to their intended audience.

Theoretical Foundations of Age-Appropriate Design

Age-appropriate learning materials are informed by contemporary theories of cognitive development, which integrate modern understandings of how children learn and process information. According to neuroconstructivism, children's brains grow and learn through continuous interaction with their experiences and environment. Because their minds are always developing, learning activities should change and adjust to match their age and stage, supporting how their brains naturally grow and learn. Dynamic Skill Theory builds upon Piagetian ideas by proposing that cognitive development occurs in overlapping waves rather than rigid stages, with skills varying in complexity based on context and support. Socially Embedded Cognition extends Vygotsky's ZPD by highlighting how digital and sociocultural environments shape learning, requiring materials that leverage collaborative and technology-enhanced scaffolding. Additionally, Cognitive Load Theory refines information processing models by emphasizing how working memory constraints differ across developmental stages, advocating for instructional designs that minimize extraneous load while optimizing intrinsic learning. These modern perspectives underscore the need for flexible, evidence-based learning tools that align with developmental neuroscience and sociocultural influences.



Principles for Designing Age-Appropriate Materials

Effective design of age-appropriate learning materials requires careful consideration of linguistic, cognitive, and motivational factors supported by contemporary study. For younger learners, linguistic simplicity is crucial, with studies showing that controlled vocabulary, shorter sentences, and contextual supports like images significantly enhance comprehension. Multimedia learning principles further demonstrate how pairing simplified text with visual elements reinforces understanding while preventing cognitive overload. This approach aligns with cognitive load theory, which emphasizes reducing extraneous mental effort through strategic design choices. Study confirms that visual aids such as diagrams and interactive features like clickable animations help learners process information more efficiently, with meta-analyses showing interactive digital materials improve retention compared to static content.

As learners progress to middle school, motivational design becomes increasingly important. Gamification techniques incorporating game-like elements such as points, badges, and challenges have been shown to significantly boost engagement and persistence, particularly in STEM subjects. These strategies work by tapping into intrinsic motivation through immediate feedback and reward systems, while still maintaining alignment with cognitive principles. The integration of motivational elements with cognitive load management creates a balanced approach - for instance, gamified systems that break content into manageable chunks can simultaneously reduce cognitive strain while maintaining student interest. This multifaceted approach to material design, combining linguistic accessibility, cognitive support, and motivational enhancement, creates optimal learning experiences across developmental stages.

Contemporary educational study continues to refine these principles, with recent studies emphasizing the importance of adaptive design that responds to individual differences in learning. The most



effective materials not only consider age-appropriate language and cognitive capacity but also incorporate interactive elements that maintain engagement without overwhelming learners. This comprehensive approach, drawing from cognitive psychology, educational technology, and instructional design study, provides a robust framework for developing materials that support learning across childhood and adolescence. As technology evolves, new opportunities emerge to integrate these evidence-based principles in increasingly sophisticated ways, from AI-driven adaptive learning systems to immersive educational games that seamlessly combine linguistic simplicity, cognitive support, and motivational design.

Cultural and Contextual Relevance

The importance of culturally and contextually relevant learning materials has been well-established in contemporary educational study. Ladson-Billings emphasizes that culturally responsive teaching materials not only improve academic outcomes but also help students develop positive cultural identities. This is particularly important in multilingual classrooms, where the materials incorporating students' home languages and cultural references significantly enhance engagement and learning. Similarly, educational content that reflects students' lived experiences and community knowledge leads to a deeper understanding and better retention of academic concepts.

Recent work in diversity education highlights the critical need for materials that address gender sensitivity and representational equity. The UNESCO (2016) guidelines for inclusive education stress that learning materials should actively challenge stereotypes and include diverse role models across gender, ethnicity, and ability spectrums. Study by Calabrese Barton and Tan (2019) in STEM education specifically demonstrates how culturally grounded, gender-inclusive materials can dramatically increase participation from underrepresented groups. Paris and Alim support the idea of culturally sustaining pedagogies, advocating for educational approaches that not



only respond to but also actively nurture students' cultural and linguistic diversity. Such approaches help create inclusive learning environments where all learners feel valued and empowered to engage fully with the curriculum. When materials are designed with these principles in mind, they create more equitable learning environments that benefit all students.

Inclusive Design for Learners with Disabilities

Universal Design for Learning (UDL) frameworks have become essential in creating accessible educational materials for diverse learners, particularly those with disabilities. Study demonstrates that incorporating multiple modalities - visual, auditory, and kinesthetic - significantly improves accessibility and learning outcomes. For learners with sensory impairments, studies highlight the effectiveness of providing digital alternatives like screen reader-compatible texts and tactile learning materials. UDL implementation not only benefits students with identified disabilities but also supports the learning variability present in all classrooms. Recent technological advancements have further enhanced these approaches, with evidence showing that interactive digital interfaces with adjustable settings can accommodate a wide range of learning needs.

The development of inclusive materials requires careful consideration of both digital and physical accessibility features. tactile graphics and 3D models significantly improve STEM learning for students with visual impairments. Similarly, studies on digital accessibility show that captioning, audio descriptions, and keyboard navigation are crucial for learners with hearing or mobility impairments. Importantly, According to Black when teachers think about students with disabilities from the start, rather than making changes afterward, the classroom becomes better for everyone. Lessons become more flexible and interesting, and all children gain from a learning environment that welcomes different needs and ways of understanding. Proactive approaches and universal design are



essential in creating truly inclusive educational environments that cater to the needs of all learners. By anticipating diverse needs and offering flexible learning opportunities, educators can ensure that every student has the chance to succeed, participate fully, and feel valued in the classroom.

The provision of digital and tactile alternatives for learners with sensory impairments is grounded in the principles of Universal Design for Learning (UDL) and multisensory learning theory, which emphasize the importance of providing multiple means of representation to accommodate diverse learning needs. Recent study highlights that adaptive technologies, such as screen readers, haptic feedback devices, and 3D-printed tactile models, enhance accessibility by engaging alternative sensory pathways. For visually impaired learners, digital auditory tools (e.g., text-to-speech software) and tactile graphics enable access to visual content, while vibratory or force-feedback interfaces support deaf or hard-of-hearing students in perceiving auditory information. Furthermore, AI-driven personalization, such as real-time captioning or braille translation systems, ensures dynamic adaptation to individual needs. These innovations align with neuroscientific evidence demonstrating that multisensory input strengthens cognitive processing and retention, underscoring the necessity of inclusive design in education.

The Utilization of Technology and AI in Adaptive Learning Materials

The integration of technology and artificial intelligence (AI) in adaptive learning materials is revolutionizing education by enabling personalized and dynamic learning experiences. AI-powered platforms like ChatGPT and intelligent tutoring systems leverage machine learning to analyze learners' needs and adapt content in real-time, tailoring materials to individual reading levels and learning styles. For example, natural language processing (NLP) allows AI to adjust text complexity based on comprehension levels, making content more accessible (Dever et al., 2022). Additionally, augmented and virtual



reality (AR/VR) create immersive learning environments that enhance engagement through realistic simulations. These technologies align with constructivist learning theory, emphasizing active, experiential learning for deeper understanding. AI-driven analytics provide educators with actionable insights, allowing them to make data-informed adjustments to their instruction. By leveraging these insights, teachers can tailor learning experiences to better meet the needs of their students and enhance overall classroom effectiveness.

The use of AI and adaptive technologies addresses diverse learning needs, particularly in inclusive and remote education. AI tools support differentiated instruction by providing instant feedback and customized learning paths, while AR/VR facilitates hands-on experiences in subjects like science and history. Study shows these approaches improve knowledge retention and motivation, especially for students with learning differences (Alamri et al., 2020). Challenges such as data privacy and algorithmic bias require careful consideration to ensure that AI-driven tools are implemented fairly and equitably. Educators and policymakers need to remain vigilant to protect students' rights while maximizing the benefits of technology in learning. As these technologies evolve, they hold significant potential to transform education by making learning more engaging, accessible, and effective.

The Evaluation and Feedback Mechanisms

Effective assessment strategies must be developmentally appropriate to accurately measure learner progress and support growth. Performance-based assessments, such as project-based tasks and observational evaluations, are particularly valuable in early childhood education as they allow young learners to demonstrate understanding through hands-on activities rather than traditional testing. These authentic assessments align with Vygotsky's sociocultural theory by emphasizing the importance of context and social interaction in learning. Recent study highlights how



developmentally appropriate assessments can identify both strengths and learning gaps while reducing test anxiety in young children. For school-aged learners, assessments should gradually incorporate more structured formats while maintaining opportunities for creative demonstration of knowledge.

The rise of digital learning platforms has enabled more sophisticated formative assessment approaches through learning analytics. Modern educational technologies can track student progress in real-time, providing immediate feedback and adapting content difficulty accordingly. Gašević and colleagues describe how digital analytics tools can track learner engagement, time-on-task, and mastery of concepts. By using this information, educators are able to make informed instructional decisions that better support students' learning and progress. Study demonstrates that timely, personalized feedback significantly enhances learning outcomes, particularly when combined with teacher scaffolding. However, scholars caution that digital assessment systems must be carefully designed to avoid algorithmic bias and maintain meaningful teacher-student interactions. When implemented thoughtfully, Pellegrino explains that these technological advancements support a balanced assessment ecosystem, combining the benefits of human judgment with data-driven insights. By integrating both approaches, educators can make more informed decisions that enhance student learning while maintaining the essential human element in assessment.

Educator Training and Resource Development for Effective Teaching

Contemporary educational study emphasizes that teacher competence in instructional design is fundamental for creating effective learning experiences. High-quality professional development programs that focus on evidence-based instructional strategies have been shown to significantly improve both teacher practice and student outcomes. Modern approaches to teacher training incorporate



principles of adult learning theory, recognizing that educators benefit from sustained, job-embedded professional learning rather than one-time workshops. Study demonstrates that when teachers receive training in backward design principles and Universal Design for Learning (UDL), they are better equipped to create materials that meet diverse learner needs. Furthermore, technological pedagogical content knowledge (TPACK) frameworks highlight the importance of preparing educators to effectively integrate digital tools into their instructional materials.

The most impactful resource development occurs through collaborative approaches that engage multiple stakeholders. Co-design methodologies that involve teachers, students, and community members in the creation of learning materials lead to more culturally responsive and engaging resources. This participatory design approach aligns with sociocultural learning theories by valuing local knowledge and lived experiences. Studies show that when students contribute to material development, they demonstrate greater ownership of their learning and improved academic outcomes. Similarly, community-engaged design processes help ensure educational resources are relevant to learners' cultural contexts and real-world applications. These collaborative models require schools to create structured time and support systems for ongoing educator collaboration.



CONCLUSION

Designing effective educational materials requires a thoughtful balance of developmental appropriateness, cognitive science, and innovative technology. To maximize learning outcomes, materials must align with students' evolving cognitive abilities while incorporating engaging, interactive elements that maintain motivation and reduce cognitive overload. The integration of adaptive technologies, such as AI-driven personalization and immersive AR/VR experiences, allows for tailored instruction that meets individual learning needs. Equally important is ensuring cultural relevance and accessibility through inclusive design principles that support diverse learners, including those with disabilities. High-quality teacher training and collaborative resource development further enhance the creation of impactful learning tools. By combining these approaches grounded in study yet adaptable to real-world classrooms educators can build dynamic, equitable learning environments. The future of education lies in materials that are not only developmentally sound but also responsive to technological advancements and the diverse needs of all learners, fostering both academic success and lifelong curiosity.



UNIT 10

Professional Development of English Language Teachers for Young Learners

Feni Munifatullah

1. Introduction

On a global level, Bland (2019) reports that a variety of policies across the globe have been developed to build the linguistic resources of primary-school children, but the policies on TEYL are often simplistic, ignoring the complex nature of teaching English to children. She further suggests that policy makers should pay more attention to the pivotal position of the teacher in early language learning, and the relevance of quality input, and take note of the burden placed on teachers and children, and their opportunities for success when the complexity of English for young learners (EYL) is underestimated.

In 2026, English will become an obligatory subject in Indonesian primary education. This policy will bring about a huge change in the professional development for English teachers for young learners (EYL teachers henceforth). However, the policy of TEYL needs to be documented and legalized comprehensively. Overall, at the pre-service level, the policy measures include the establishment of Concentration on EYL (English for Young Learners), Certification in EYL, and the provision of English skills for prospective primary school teachers in PGSD. At the in-service level, policy directives also ought to specify the flourishing role of teachers' groups (*Kelompok Kerja Guru/KKG*) to help sustain the professional development of teachers at the local level. A bottom-up approach in teacher education policymaking has been



suggested as necessary and culminates in the proposal to establish the Consortium in Primary School English Teaching (Zein, 2016). A model of needs-based PD for primary EFL teachers that exemplifies primary EFL teachers' profiles, their needs, and the specific typicality of their professional environment should be proposed. The EYL TPD teacher educators and educational policy-makers are to develop a framework of reference for the design of PD programmes that well attend to primary EFL teachers' needs.

The previous policies have impacted the confidence and efficacy of primary-school teachers. teachers of EYL are encountering some problems in doing their profession; it comes either externally or internally. Generally, the problems come from the external factors such as students' motivation, diversity, classroom size, etc. Yet, the others come from the internal –the teachers themselves – that some teachers are not competent. The status of English as an obligatory subject in primary school is a positive progress. In addition, in 2025, the focus of learning has shifted from hard and boring grammar drills to developing cultural fluency. Learners are encouraged to understand cultural norms, idiomatic expressions, and real-world language usage.

There cannot be a similar approach for EYL teachers, while they have different experiences of professional development from EFL teachers of different learning stages. Teacher educators need a specialized teacher development framework to support the EYL teacher development. This paper will discuss the values of the existing program of EYL teacher professional development (EYL TPD henceforth) as well as specific recommendations for a better program.

2. Stages of EYL Teacher Professional Development

Providing professional EYL teachers needs not only its well-thought preparation, but also the design of the practice, and some insightful innovation for facilitating learning. The whole process



cannot be FRAMEWORK tagged as a single instant program but requires multi-layer dimensions of EYL teacher educational settings. The paper covers the dimensions of the learning program for EYL teachers in terms of the conceptual knowledge, the experiential knowledge of teaching practice, and the ability to manipulate technology and turn it into child friendly learning experience.

The conceptual knowledge must not be limited into the communicative and linguistic knowledge, or the pedagogical aspects of English language education but expanding to psychological development of children and a more specific content to classroom management. There must be some specific knowledge in conducting the class activities and assessment, as well as determining the objective of the learning. Some principles of classroom management and teacher interactive competence must supplied but most of the application will be demonstrated in the school internship. At this point, the professional development activities just reach the first stage.

When the time comes for EYL teachers to have the experiential knowledge, they have to attend for some time in the internship and school practice. There are two distinctive phases spotted in the existing design of teacher program. The first phase is in the pre-service education where pre-service EYL teachers are familiarized with the school context while observing the mentor teachers practicing teaching at the same time. The second phase is in the professional course. At this stage, EYL teacher get some hands-on experience in managing classroom as well as conducting a lesson. The teacher candidates are doing some action study for their classes guided by the mentor teachers. These two phases need a better monitoring program for understanding the language acquisition as well as the psychological and classroom atmosphere/context.

But more importantly, pre-service EYL teachers need to be familiar with innovative performance, especially when connecting technology with the learning content and assessment. The growing positive attitude toward a self-development for the EYL teachers will



be evident when they join the teaching forces and learn to be a better teacher from their everyday practice.

Furthermore, the incongruence between the contents of the training programs and the professional and contextual needs of the teachers occurring at the pedagogical level was caused by the intrusion made by the bureaucrats. The fact that training programs designed by these bureaucrats often did not match the needs of the teachers as well as the contextual situations in which they work demonstrates the administrators' narrow understanding of the depth of English language teaching. It further reveals their lack of appreciation for the cultural profession in which teacher educators should have played substantial roles.

2.1. Stage 1: Preparing the EYL Teacher's Knowledge Base

Teachers' needs and profile are inextricably linked. Teachers' specific needs are influenced by factors such as pedagogy preparation, length of experience, and multilingual skill, which all must form comprehensive needs analysis prior to designing teacher education programs at both pre-service and in-service levels. Pre-service education has not been adequate to prepare student teachers to teach English at primary level due to the lack of specificity and practical components, the fact that teacher educators have no expertise in EYL (English for Young Learners), and the lack of provision of English and other knowledge relevant to English in PGSD (Primary School Teacher Education) is adding the urgency of reconstructing the TPD.

The needs of pre-service teachers are complex. They need essential knowledge of linguistics such as language acquisition, applied linguistics, intercultural competence, and language pedagogy. Essential knowledge and skills (language acquisition, pedagogy, materials development) of language education theory are well served by a synthesis of applied linguistics, education psychology, and pedagogical perspectives, but the disciplines of children's literature and child psychology are mostly absent. The pre-service teacher



education needs to enrich the knowledge and discuss more children literature. The role of children's literature in teacher education is highlighted, and the relevance of high-quality language input is foregrounded. Curriculum developers for Pre-Service Training (PST) must carefully select concepts on age-appropriate language acquisition theories, language development stages in young learners, and the importance of play-based and story-based approaches.

In addition, the pre-service training must also provide an introduction to “class management”. The term not only refers to the control of students' discipline, but also to the strategies and materials that the teachers use to have a calm, pleasant, and propitious class environment for students' learning. Thus, class management also includes the good relationship between the students and the teacher; the introduction of appropriate materials, standards, and procedures for the class; the teachers' ability to guide a class and give instructions; and the creation of a motivating and organized learning environment (Espinosa and Soto, 2020).

To date, the conceptual knowledge base an EYL teacher must have consists of language acquisition, children's literature, EYL classroom management, and children's psychology. For TEYL, as a highly valuable and challenging phase of language and literacy learning, has a great deal to offer both children and society in our increasingly interconnected world. Approaching the end of the pre-service program, EYL teachers must be highly proficient in English, competent in organizing activities, and creative in improvising unexpected situations.

2.2. Stage 2: Practicing during the Internship

The main aim of the school internship and practicum is to have some hands-on experiences from the mentor teachers about learners and classes. In addition, the internship is targeted to bring EYL pre-service teachers to understand the real and complex situation of



schools and classes. So the internship should be equipped with the experience in applying the conceptual knowledge, understanding the classroom complexities, and collaborating with the mentor teacher.

The fact shows that the internship course has not been adequate to prepare teachers to teach English at primary level (Zein, 2012). Most internship courses are designed for secondary education. The teacher educators who earn their expertise in EYL is limited. Furthermore, even though there is a clear objective for some schools to have English as a subject, the school and educational authorities do not select the EYL teachers transparently. There is a different calculation in positioning English, so the school does not put any priority in ensuring the quality of the teachers. On the other hand, it is hard to find the mentor teachers who are really focusing on teaching English. With the discrimination against teachers with different statuses, it is even harder to find some internship courses that focus on EYL.

2.2.1. Internship: Between Theory and Practice

TEYL researchers report that in many contexts the language input is extremely thin and classroom routines and management, for example, are not conducted in the target language, so that YLs are not able to build up a language repertoire. In some contexts, out-of-school learning partly, but unevenly, compensates for the drip-feed input in the classroom. Furthermore, pre-service EYL teachers have to be sure that they are well-prepared and consider some crucial things to teach English, such as selecting appropriate materials accompanied by an appropriate teaching method. This part has been discussed earlier in 2.1.

Reflecting on the results of studies, it is obvious that EYL teachers are not competent enough in their field, as they do not have a good proficiency in English and do not have adequate knowledge of some terms in teaching. The phenomena are evidence that the conceptual knowledge is not sufficient to be implemented in practice. So, the first recommendation will be to design a bridge to connect the



concepts into practice in the internship syllabus. The dimensions that can be proposed here are the use of the target language, the various activities, and the concept and practice of understanding the learners cognitively and psychologically.

Mentor teachers have an important role as an intercultural and language awareness model as they model as reader and learner themselves, and model the language the children are learning. Language-related educational goals, including intercultural awareness, multiple literacies, the pleasure of sharing stories from around the world, and critical thinking, cannot be missed anymore. An important step in alleviating these critical issues is for the demands on the teacher, as well as the pivotal but still underdeveloped role of teacher education, to be better understood and supported (Bland, 2019).

2.2.2. Learning Classroom Management for Young Learners during the Internship

Researchers claim that, to achieve effective instruction, teachers need to possess two types of knowledge: knowledge of subject matter and knowledge of classroom management (Kagan in Sakui, 2007). Classroom management is the orchestration (Aksoy, 2015) of classroom life: starting with planning the curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems, and engaging with students (Lemlech, 1999; Brophy, 1988). It plays a significant role in ensuring learning, because the classroom is a setting for complex interactions and negotiations among teachers and students (Doyle, 1986).

It is expected that the internship for EYL teachers covers the instructional dimension of classroom management, including teachers' work such as grouping and seating, regulating classroom routines, timing activities, setting up and sequencing tasks, giving instructions, providing feedback, and monitoring the learners (Zein, 2019). The



learner behaviour management dimension, on the other hand, includes activities such as preventing, correcting and redirecting inappropriate student behaviour and developing learner self-regulation. Instead of emphasizing how teaching materials are delivered and how students cognitively understand them, successful teaching and learning activities must encompass behavioral, emotional, and social engagement. By doing so, students not only foster their cognition but also their behavior, emotion and social interaction (Yunita, et.al, 2022).

Some activities can be listed here, like (1) building student-teacher relationships through clapping and thumbs up, (2) emphasizing instruction through raising hands, pointing and lifting class objects, (3) encouraging involvement of students in academic tasks through finger pointing and counting down, and (4) warning of disruptive behavior of students through pulling gestures.

One last recommendation is that, despite the teacher talk capability being a good model for young learners, most students found the class more motivating, interesting, and challenging when the teachers minimized their teacher talk and made use of not only more constructive teacher talk but also interesting activities. This order to build better dynamic interaction between teachers and students in classroom settings, it is advisable for all EFL teachers to improve their effective constructive talk towards their students (Setiawati, 2012).

It is recommended that teacher educators take greater autonomy in the design of the teacher internship programs, especially when deciding the contents of the programs (Zein, 2012). To provide the internship programs that well attend to the particular needs of elementary English teachers. Aspects of having some experience in applying the conceptual knowledge, like implementing the methods and designing the tasks, understanding the classroom complexities by giving a larger portion in classroom management and children development, and collaborating with the mentor teacher to take the



best practice, have to be taken into account. Referring to the aforementioned statements, there are two important things to be attended to.

The first is that the internship is assigned in several steps, starting with observing school cultures, mentor teacher classes, and learners' activities. And then EYL pre-service teachers will have some time to implement how to plan their lesson, continue to micro and classroom teaching, and reflect on the teaching experience with their mentor teachers. The second one is the system of mentorship and supervision. Teacher educators must propose a holistic nature of the mentoring process as well as the supervision. The roles of mentors (both teacher and teacher educator) must be clearly defined when they guide EYL PSTs experiencing all internship activities.

2.3. Stage 3: Innovating and Integrating Technology in YL Classrooms Practice

TEYL research acknowledges that the teacher's role is vital and hugely challenging. Practicing teachers of YLs need the support of CPD in order to extend their pedagogical content knowledge and craft repertoire, but the low status of TEYL is impeding the necessary opportunities. However, the offer in this paper is to propose in service professional development activities that focus on utilizing the technology. It is better if the PD programs are designed for a short time so the teachers do not have to leave the class to join the PD. In addition, technology is quite complicated so EYL teachers need to get an understanding and practice at a time. within the context of EYL, there are some innovative offers for workshops and training in utilizing technology.

First, there is a lot of hardware that can be used interactively in the workshops. For example, a PD program on selecting educational applications for Mobile-assisted language learning (MALL) can be one of the recommendations. This workshop can inspire teachers in



selecting the activities in class or as extra follow-up activities with parents at home. Second, a PD workshop on using interactive whiteboards and smart screens. The practice of using virtual whiteboards and smart screens is more likely to be used in the class, especially when they allow multiple children to engage with digital content simultaneously, like songs and digital stories. Third, teachers can be offered to be more familiar with digital cameras and video recorders, and sound recording devices. This activity to learn how to operate the devices should be fun even and it could be simply conducted among the teachers. Children, with their concrete thinking, will be excited to record real things and real events around the class or during a field trip. Fourth, the PD has a more complex effort and a higher challenge. Teachers can learn the programmable toys and simple robotics kits to introduce computational thinking and early engineering concepts through play.

There are some different ways of employing technology for YL. These ways can provide teachers with simpler technology, like pictures and stories. To learn how to creatively use pictures and stories, both digital or printed, a short workshop could be conducted in addition to the program to learn how to use the aforementioned smart whiteboard. Not only will teachers display the animated stories and pictures, but teachers will also learn much more to select the story parts and specific effects or color and sounds to foster literacy and introduce certain vocabulary. The second alternative is a training and workshop to explore more and to refresh the use of Indonesian plays and remake it to be more specific for learning English.

A more challenging option could lie in professional development activities as follows. The PD program is targeted in monitoring the progress and sharing it with the parents. Teachers learn together to activate or use existing Learning Management Systems (LMS): Platforms like *Seesaw* and *Google Classroom* (for older early years students) help educators and families manage, track, and share



learning experiences. Other options may include training to introduce teachers to virtual and augmented reality (VR/AR) and/or hybrid educational toys. While still emerging for EYL, VR/AR can offer immersive experiences, like exploring a virtual zoo or seeing a dinosaur appear in the classroom. Teachers need this kind of practical training so they are more familiar with IT. This might include coding blocks that interact with a screen or physical-to-digital scavenger hunts, which help reduce screen time.

The introduction of the technology may be the most highlighted part in the PD programs, but it has to be equipped with some considerations. Number one, this is the basic one. The PD program should carefully select appropriate tools by taking into account children's cognitive and socio-emotional abilities. Number two, some sessions are allotted to how adult guidance is smartly tied to the activities like co-viewing, discussing, the digital content, as well as developing social skills and ensuring safe usage. Number three, the PD program must also set aside some portion to connect the technology with active learning, with more participation, children making choices, and solving problems. Number four, the program may insert some tips to put proportional screen time and plenty of physical play, hands-on activities, and face-to-face social interactions to ensure well-rounded development. Number five, this is the outcome for the PD program. The PD program should offer teachers the techniques to effectively and purposefully integrate technology into their lesson plans. These considerations are aimed at maximizing the benefits of technology for young learners while minimizing risks.

3. Conclusion and Implications

After discussing the multistage approach of EYL teacher professional development, there are some key points that can be proposed in designing the professional development. In the early stage, an EYL teacher obtains the conceptual knowledge base. As it



must consist of the language acquisition, children's literature, EYL classroom management, and children's psychology, they also grasp some understanding in selecting or accessing resources such as high-quality picture books or literature, games and stories, and language activities for children and teenagers. Approaching the end of the pre-service program, EYL teachers must be highly proficient in English, competent in organizing activities, and creative in improvising unexpected situations.

In the middle stage, the role of mentors from both the university and the school is imperative. One of the roles is the designer of the curriculum and scenario of the internship and school practicum. The teacher educators, as the course designers, are urged to inject practical aspects in applying the conceptual knowledge as well as structuring internship or teaching practice in TEYL programs. The mentors can discuss how to put the sequence or the organization of activities so that the internship program becomes a vast opportunity to channel the pre-service EYL teachers to reflective practice.

At the later stage, the never-ending professional development, again, the call is for the government to have a more flexible policy in conducting the professional workshop. Teacher educators and mentor teachers need to maintain their competence and improve their skills in adjusting and infusing technology appropriate to the level of YL. It is hoped that the programs, while they can be strongly emphasized to be based on teachers' needs, can assist them in preparing their class as well as supporting their roles both as a new teacher and a mentor teacher. The key to preparing competent EYL teachers lies in the making of the curriculum, the collaboration of mentors, and the policies that safeguard teachers' rights and take their perspectives into account.



GLOSSARY

Acquisition	: The process of gaining knowledge, skills, or understanding through learning or experience.
Atmosphere	: The learning environment or emotional climate that affects students' engagement and performance.
Beneficial	: Providing advantages, support, or positive outcomes in the learning process.
Capabilities	: The abilities or potential that learners have to perform tasks or develop skills.
Cognitive	: Relating to mental processes such as thinking, learning, memory, and problem-solving.
Conception	: An individual's understanding or idea of a particular concept or phenomenon.
Ecological	: Pertaining to the interaction between individuals and their surrounding environment.
Educators	: Professionals involved in teaching, guiding, or facilitating learning.
EFL	: (English as a Foreign Language) The study or use of English by non-native speakers in a context where English is not the primary language.
Egocentrism	: A tendency to view situations solely from one's own perspective, limiting the ability to understand others' viewpoints.
Experiences	: Events or activities that learners engage in, which contribute to the development of knowledge, skills, and understanding.
Flourish	: To grow, develop, or perform successfully within a supportive environment.



Holistic	: An approach that considers the whole learner, including cognitive, emotional, social, and physical aspects.
Integration	: The act of combining concepts, skills, or approaches to form a coherent understanding.
Investigate	: To explore, examine, or analyze systematically to gain knowledge or solve a problem.
Kinesthetic	: Relating to learning through physical movement or hands-on activities.
Learners	: Individuals engaged in the process of acquiring knowledge, skills, or understanding.
Linguistics	: The scientific study of language, its structure, and its use.
Multisensory	: Learning that involves multiple senses such as sight, hearing, and touch to reinforce understanding.
Neurobiological	: Relating to the biological processes of the nervous system and brain.
Neuroscientists	: Researchers who study the brain, nervous system, and cognitive processes.
Notable	: Significant, important, or worthy of attention.
Pedagogical	: Related to the theory, methods, and practice of teaching and learning.
Peripheral	: Located at the edge or outside the main focus; in learning, refers to secondary or indirect stimuli.
Procedures	: Structured steps or methods followed to complete a task or process.
Psychological	: Relating to mental processes, behavior, emotions, and cognition.
Psychology	: The scientific study of the mind and behavior.
Sociolinguistic	: Relating to the relationship between language and social factors, such as culture, society, and context.



REFERENCES

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Han, M., Moore, N., Vukelich, C., & Buell, M. (2010). Does play make a difference? How play intervention affects the vocabulary learning of at-risk preschoolers. *American Journal of Play*, 3(1), 82-105.
- Hoff, E. (2013). Interpreting the early language trajectories of children from low-SES and language minority homes: Implications for closing achievement gaps. *Developmental Psychology*, 49(1), 4-14. <https://doi.org/10.1037/a0027238>
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Nucaro, A. (2017, October 2). Positive words go a long way. *Edutopia*. <https://www.edutopia.org/article/positive-words-go-long-way>.
- Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System™: Manual K-3*. Paul H. Brookes.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-Student Relationships and Engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In Springer eBooks (pp. 365-386). https://doi.org/10.1007/978-1-4614-2018-7_17
- Tomasello, M. (2003). *Constructing a language: A usage-based theory of language acquisition*. Harvard University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Weisberg, D. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Guided play: Where curricular goals meet a playful pedagogy. *Mind, Brain, and Education*, 7(2), 104-112. <https://doi.org/10.1111/mbe.12015>

- 
- Copland, F., Garton, S., & Burns, A. (2013). *Challenges in teaching English to young learners: global perspectives and local realities*. *TESOL Quarterly*, 48(4), 738–762. <https://doi.org/10.1002/tesq.148>
- Crowell, N. A. (2009). *Language environment and positive caregiving climate in early childhood care and education and their relationship to child language development*. <https://repository.library.georgetown.edu/handle/10822/553221>
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.
- Gay, G. (2018). *Culturally responsive teaching: Theory, study, and practice* (3rd ed.). Teachers College Press.
- Hart, B., & Risley, T. R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Paul H. Brookes Publishing.
- Kuhl, P. K. (2010). *Brain mechanisms in early language acquisition*. *Neuron*, 67(5), 713–727.
- Romeo, R. R., Leonard, J. A., Robinson, S. T., West, M. R., Mackey, A. P., Rowe, M. L., & Gabrieli, J. D. E. (2018). *Beyond the 30-Million-Word gap: children’s conversational exposure is associated with Language-Related Brain function*. *Psychological Science*, 29(5), 700–710. <https://doi.org/10.1177/0956797617742725>
- Rosyada, A., & Ramadhianti, A. (2019). *Applying positive language in mindful parenting: A means of building positive character in children*. 3(2), 2. <https://doi.org/10.7454/AJCE.V3I2.1058>
- Rosyada, A., & Retnomurti, A. B. (2017). *The use of positive language on children education to build children’s positive behaviour*. *Journal on English Language Teaching*, 1(01), 1–8. <https://doi.org/10.30998/SCOPE.V1I01.868>
- Rowe, M. L. (2012). *A longitudinal investigation of the role of quantity and quality of Child-Directed speech in vocabulary development*. *Child Development*, 83 (5), 1762–1774. <https://doi.org/10.1111/j.1467-8624.2012.0180>

- 
- Siraj-Blatchford, I., & Manni, L. (2008). 'Would you like to tidy up now?' An analysis of adult questioning in the English Foundation Stage. *Early Years: An International Study Journal*, 28(1), 5–22. <https://doi.org/10.1080/09575140701842213>
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. National Academy Press.
- Wang, X., Sheng, L., & Hu, J. (2022). Ideational Functions in Chinese Educators' Language Use in Their Interactions with Infants During Free Play. *International Conference on Information Society*. <https://doi.org/10.20533/iice.2022.10.0015>.
- Wasik, B. A., & Hindman, A. H. (2018). Increasing preschoolers' vocabulary development through a streamlined teacher professional development intervention. *Early Childhood Study Quarterly*, 50, 101–113. <https://doi.org/10.1016/j.ecresq.2018.11.001>
- Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology*, 30(5), 679–689. <https://doi.org/10.1037/0012-1649.30.5.679>
- Algarni, A. A. M., & Altairi, M. A. S. (2024). Efficiency of phonics-based instruction in developing reading, spelling, and pronunciation fluency among Yemeni EFL primary learners. *Journal on English as a Foreign Language*, 14(2), 683–703.
- Benson-Goldberg, S., & Erickson, K. A. (2021). Praise in education. In *Oxford study encyclopedia of education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1645>
- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide* (New edition). Penguin English.
- Bradbury, N. A. (2016). Attention span during lectures: 8 seconds, 10 minutes, or more?. *Advances in physiology education*.

- 
- Brumfit, C. (1997). *The teacher as educational linguist*. In *Encyclopedia of Language and Education: Knowledge About Language* (pp. 163-172). Dordrecht: Springer Netherlands.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Celik Korkmaz, S., & Karatepe, C. (2018). *The Impact of Multi-Sensory Language Teaching on Young English Learners' Achievement in Reading Skills*. *Novitas-ROYAL (Study on Youth and Language)*, 12(2), 80-95.
- Ellis, G., & Brewster, J. (2002). *Tell it again! The storytelling handbook for primary English language teachers* (2nd ed.). Penguin English.
- Fitria, T. N. (2023). *Implementation of English language teaching (ELT) through understanding non-EFL students' learning styles*. *Education and Human Development Journal*, 8(1), 10-25. doi: 10.33086/ehdj.v8i1
- Gao, Y., Zheng, L., Liu, X., Nichols, E. S., Zhang, M., Shang, L., ... & Liu, L. (2019). *First and second language reading difficulty among Chinese-English bilingual children: The prevalence and influences from demographic characteristics*. *Frontiers in Psychology*, 10, 2544. <https://doi.org/10.3389/fpsyg.2019.02544>.
- Haliwell, S. 1992. *Teaching English in the Primary Classroom*. London: Longman
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education Limited.
- McKay, S. (2006). *Management of Young Children with Unilateral Hearing Loss*. *Volta Review*, 106(3).
- Naderi, S., & Moafian, F. (2023). *The victory of a non-digital game over a digital one in vocabulary learning*. *Computers and Education Open*, 4, 100135.
- Nazari, M., Karimi, M. N., & De Costa, P. I. (2023). *Emotion and identity construction in teachers of young learners of English: An ecological perspective*. *System*, 112, 102972.

- 
- Pinter, A. (2006). *Teaching young language learners*. Oxford University Press.
- Scott, W. A., & Ytreberg L. H. (2004). *Teaching English to children (19th Impression)*. New York: Longman.
- Slattery, M., & Willis, J. (2001). *English for primary teachers: A handbook of activities and classroom language*. Oxford University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of study (2011–2019). *Language Teaching*, 53(4), 491–523. <https://doi.org/10.1017/S0261444820000208>
- Zein, M. S. (2017). Elementary English education in Indonesia: Policy developments, current practices, and future prospects: How has Indonesia coped with the demand for teaching English in schools?. *English Today*, 33(1), 53–59. <https://doi.org/10.1017/S0266078416000407>
- Fitry, S. F. (2023). Free Play in the Context of Early Childhood Contextual Learning Strategies. *Education Specialist*, 4(2), 98–106. <https://jurnal.tintaemas.id/index.php/ES/article/view/127>
- Kartika, I. M., Widiara, I. W., & Sudarma, I. K. (2023). Role Play Game-Based Learning Multimedia for Elementary School Students. *Jurnal Pendidikan dan Pengajaran*, 56(2), 276–285. <https://ejournal.undiksha.ac.id/index.php/JPP/article/view/60734>
- Putriningtyas, S., & Ambarwati, U. (2025). Validating Educational Game Development to Foster Learning Motivation in Elementary School Students. *Jurnal Ilmiah Sekolah Dasar*, 9(1), 65–76. <https://ejournal.undiksha.ac.id/index.php/JISD/article/view/62657>
- Sirjon, & Solihatin, E. (2023). Development of a Game-Based Science Learning Model Oriented to Papuan Local Culture for Grade IV Elementary School Students. *Jurnal Teknologi Pendidikan*, 25(2), 201–215. <https://journal.unj.ac.id/unj/index.php/jtp/article/view/37370>

- 
- Suttrisno, S., Susanto, H., & Mulyono, D. (2025). Development of Role Playing Based on Traffic Sign Miniature Learning Media in Elementary Schools. *Indonesian Journal of Education Methods Development*, 5 (1), 44–52.
<https://ijemd.umsida.ac.id/index.php/ijemd/article/view/877>
- Sujino, S., Rantanen, H., & Nurhadi, S. (2025). Applying Project-Based Learning Based on Playful Learning in Primary Schools: A Study in Indonesia and Finland. *Dinasti International Journal of Education Management and Social Science*, 6(1), 121–132.
<https://dinastipub.org/DIJEMSS/article/view/4088>
- Degé, F., & Frischen, U. (2022). The impact of music training on executive functions in childhood—a systematic review. *Zeitschrift Fur Erziehungswissenschaft*, 25(3), 579–602.
<https://doi.org/10.1007/s11618-022-01102-2>
- Edden, J. (1998). Language and Music. In E. Bearne (Ed.), *Use of Language Across the Primary Curriculum*. Routledge Taylor& Francis Group. <https://doi.org/10.4324/9780203013588>
- Eldhose, Y., & Scaria, S. (2016). Act to Learn : Kinaesthetic Method in English Language Teaching Act to Learn : Kinaesthetic Method in English Language Teaching. *The Journal of English Language Teaching*, September 2016.
- Fatonah, E. (2024). Students' Perception on the Use of Song to Enhance Their Motivation in Learning English. *Proceeding of Conference on English Language Teaching (CELTI)*, 96–107.
<https://etd.umm.ac.id/id/eprint/3312/>
- Fernandes, P. M. (2020). Chants , raps and songs : How they enhance language memorisation. *Revista Multi Disciplinar*, 2(2), 21–30.
- Gardner, H. (1983). *Frames of Mind: the Theory of Multiple Intelligences*. Basic Books.
- Hery, I. S. P., & Arshad, I. (2020). Using Nursery Rhymes To Enhance Vocabulary Among Young English Learners in Indonesia. *International Journal of Management*, 11(9).
<https://doi.org/10.34218/ijm.11.9.2020.022>

- 
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. In Pergamon Press Inc. Pergamon Press Inc.
- Kung. (2013). *Rhythm and Pronunciation of American English: Jazzing Up EFL Teaching through Jazz Chants*. *The Asian EFL Journal*, 70(February), 4–27.
- Kuppen, S. E. A., & Bourke, E. (2017). *Rhythmic Rhymes for Boosting Phonological Awareness in Socially Disadvantaged Children*. *Mind, Brain, and Education*, 11(4), 181–189. <https://doi.org/10.1111/mbe.12148>
- Lu, Y., Shi, L., & Musib, A. F. (2024). *Effects of music training on executive functions in preschool children aged 3–6 years: systematic review and meta-analysis*. *Frontiers in Psychology*, 15(January). <https://doi.org/10.3389/fpsyg.2024.1522962>
- Ma'rifat, D. (2017). *A Case Study of Using Songs in Teaching English Vocabulary To Young Learners*. *Journal of English and Education*, 5(1), 49–55. <http://ejournal.upi.edu/index.php/L-E/article/view/9902>
- Maess, B., Koelsch, S., Gunter, T. C., & Friederici, A. D. (2001). *Musical syntax is processed in Broca's area: An MEG study*. *Nature Neuroscience*, 4(5), 540–545. <https://doi.org/10.1038/87502>
- Mejzini, M. (2016). *Teaching children through songs, chants and rhymes*. *European Journal of English Language Teaching*, 1(2), 104–113. www.oapub.org/edu
- Mobbs, Andrew & Cuyul, M. (2018). *Listen to the music Using Songs in Listening and Speaking Classes*. *English Teaching Forum*, 56, 22–29.
- Pennington, M. C., & Richards, J. C. (1986). *Pronunciation Revisited*. *Teachers of English to Speakers of Other Languages, Inc. (TESOL)*, 20(2), 207–225.
- Richards, J. (1969). *Songs in Language Learning*. *TESOL Quarterly*, 3(2), 161. <https://doi.org/10.2307/3586103>

- 
- Saarikivi, K. A., Huotilainen, M., Tervaniemi, M., & Putkinen, V. (2019). *Selectively Enhanced Development of Working Memory in Musically Trained Children and Adolescents. Frontiers in Integrative Neuroscience*, 13 (November), 1–12. <https://doi.org/10.3389/fnint.2019.00062>
- Tasnim, Z. (2022). *Songs for EFL/ESL Class: How to Teach Listening Skill through Music. Mextesol Journal*, 46(3). <https://doi.org/10.61871/mj.v46n3-16>
- Vygotsky, L. (1986). *Thought and Language*. In The MIT Press. <https://doi.org/10.1037/11193-000>
- Vygotsky, L. . (1978). *Mind in Society. The Development of Higher Psychological Processes*. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Harvard University Press* (Vol. 92, Issue 1). *Harvard University Ptre*. <https://doi.org/10.2307/1421493>
- Yangambi, M. W. (2025). *Culturally Relevant Teaching in the Digital Age : Student-Centered and Personalized Learning in Developing Countries. Creative Education*, 16(1), 71–89. <https://doi.org/10.4236/ce.2025.161005>
- Zhong, Y., & Guo, K. (2023). 'They can do many things': rhymes as a pedagogical tool. *Australian Educational Studyer*, 50(5), 1439–1455. <https://doi.org/10.1007/s13384-022-00562-z>
- Barnwell, A., & Ravn, S. (2023). *Narrative Next: Ways Forward for Narrative Study*. In *Narrative Study Now* (pp. 158–164). *Policy Press*. <https://doi.org/10.1332/policypress/9781529228601.003.0010>
- Castillo-Cuesta, L. M., Quinonez-Beltran, A., Cabrera-Solano, P., Ochoa-Cueva, C., & Gonzalez-Torres, P. (2021). *Using Digital Storytelling as a Strategy for Enhancing EFL Writing Skills. International Journal of Emerging Technologies in Learning (IJET)*, 16(13), 142. <https://doi.org/10.3991/ijet.v16i13.22187>
- Chen Hsieh, J. (2021). *Digital Storytelling Outcomes and Emotional Experience among Middle School EFL Learners: Robot-Assisted versus PowerPoint-Assisted Mode. TESOL Quarterly*, 55(3), 994–

1010. <https://doi.org/10.1002/tesq.3043>
- Cohen, S. L., & Calderon Aponte, D. (2021). Powerful Pedagogies in Times of COVID: An Online Pedagogical Collaboration Between EFL Students and ESL Teacher Candidates. *Íkala*, 26(3), 731–745. <https://doi.org/10.17533/udea.ikala.v26n3a14>
- Dewi, D. S., Hartono, R., Mursid Saleh, & Wahyuni, S. (2023). Incorporating Multiliteracy Pedagogy Elements Into Efl Speaking Class Through Digital Storytelling. *Issues in Language Studies*, 12(2), 79–97. <https://doi.org/10.33736/ils.5545.2023>
- Gao, Y.-L., Wang, F.-Y., & Lee, S.-Y. (2023). The effects of three different storytelling approaches on the vocabulary acquisition and response patterns of young EFL students. *Language Teaching Study*, 27(5), 1078–1098. <https://doi.org/10.1177/1362168820971789>
- Hà, T. A., & Bellot, A. R. (2020). Assessing storytelling as a tool for improving reading comprehension in the EFL primary classroom. *English Teaching: Practice & Critique*, 19(2), 169–196. <https://doi.org/10.1108/ETPC-11-2018-0096>
- Joranger, L. (2023). Healing and Meaning Making Through Storytelling and Poetry. *Human Arenas*. <https://doi.org/10.1007/s42087-023-00375-1>
- Khamsuk, A., & Whanchit, W. (2021). Storytelling: An alternative home delivery of English vocabulary for preschoolers during COVID-19's lockdown in southern Thailand. *South African Journal of Childhood Education*, 11(1). <https://doi.org/10.4102/sajce.v11i1.897>
- Kos, T. (2023). Exploring peer support among young learners during regular EFL classroom lessons. *International Journal of Applied Linguistics*, 33(2), 169–189. <https://doi.org/10.1111/ijal.12456>
- Lai, B., Tan, K. H., He, M., Mohd Said, N.-E., & Muslim, N. (2022). The Roles of Non-Textual Elements in Sustaining ESL and EFL Learning: A Scoping Review. *Sustainability*, 14(16), 10292. <https://doi.org/10.3390/su141610292>
- Leong, A. C. H., Zainol Abidin, M. J., & Saibon, J. S. (2019). The Benefits and Drawbacks of Using Tablet-based Digital Storytelling in

- 
- Vocabulary Learning Among Malaysian Young English as a Second Language (ESL) Learners. *Asia Pacific Journal of Educators and Education*, 34, 17–47. <https://doi.org/10.21315/apjee2019.34.2>
- Murad, T., Assadi, J., & Badarni, H. (2023). Digital Storytelling and EFL Speaking Skill Improvement. *Journal of Language Teaching and Study*, 14(5), 1189–1198. <https://doi.org/10.17507/jltr.1405.06>
- Nassar, H. M., & Tekian, A. (2020). Computer simulation and virtual reality in undergraduate operative and restorative dental education: A critical review. *Journal of Dental Education*, 84(7), 812–829. <https://doi.org/10.1002/jdd.12138>
- Nguyen, T. T. P., & Phillips, L. G. (2022). How storytelling can work as a pedagogy to facilitate children's English as a foreign language learning. *Language Teaching Study*. <https://doi.org/10.1177/13621688221135481>
- Osei-Tutu, A. A. Z. (2023). Developing African oral traditional storytelling as a framework for studying with African peoples. *Qualitative Study*, 23(6), 1497–1514. <https://doi.org/10.1177/146879412211082263>
- Pulli, T. (2021). Describing and evaluating the storytelling experience. In *Storytelling, Special Needs and Disabilities* (pp. 135–142). Routledge. <https://doi.org/10.4324/9781003159087-16>
- Ugap, C., Wan Yahaya, W. A., Balakrishnan, B., Hashim, M. E. A. H., Tochinai, F., & Md Nasir, S. (2025). Tech-Infused Narrative: A Systematic Review of Digital Storytelling in Education. *Journal of Advanced Study Design*, 131(1), 1–16. <https://doi.org/10.37934/ard.131.1.116a>
- Vu, V., Warschauer, M., & Yim, S. (2019). Digital Storytelling: A District Initiative for Academic Literacy Improvement. *Journal of Adolescent & Adult Literacy*, 63(3), 257–267. <https://doi.org/10.1002/jaal.962>
- Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide* (2nd ed.). Harlow: Pearson Education.

- 
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and Studying Motivation* (3rd ed.). Routledge.
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to Children*. London: Longman.
- Shin, J. K., & Crandall, J. (2014). *Teaching Young Learners English: From Theory to Practice*. Boston: National Geographic Learning.
- Mercer, S., & Kostoulas, A. (Eds.). (2018). *Language Teacher Psychology*. Multilingual Matters.
- Van de Pol, J., Volman, M., & Beishuizen, J. (2019). Scaffolding in teacher–student interaction: A decade of study. *Educational Psychology Review*, 31(2), 557–584.
- Alharbi, M. (2022). Peer influence on young learners' motivation in English language learning. *International Journal of Language Studies*, 16(3), 45-62.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Chiu, T. K. F., Moorhouse, B. L., Chai, C. S., & Ismailov, M. (2023). Teacher support and student motivation to learn with artificial intelligence (AI) based chatbot. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2023.2172044>
- Demircioğlu, S. (2010). Teaching English vocabulary to young learners via drama. *Procedia Social and Behavioral Sciences*, 2, 439-443. <https://doi.org/10.1016/j.sbspro.2010.03.039>
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and studying motivation* (2nd ed.). Routledge.

- 
- Fenyvesi, K. (2018). English learning motivation of young learners in Danish primary schools. *Language Teaching Study* 1–24. Doi 10.1177/1362168818804835
- Garton, S., Copland, F. & Burns, A. (2011). *Investigating global practices in teaching English to young learners*. London: British Council.
- Hamada, Y. (2020). Teacher enthusiasm and student motivation in English language learning. *Educational Study Review*, 15, 20–30.
- Joanne S. Lehrer, Hariclia H. Petrakos & Vivek Venkatesh (2014) Grade 1 Students' Out-of-School Play and Its Relationship to School-Based Academic, Behavior, and Creativity Outcomes, *Early Education and Development*, 25:3, 295–317, DOI: 10.1080/10409289.2013.817231
- Lehrer, J. S., Petrakos, H. H., & Venkatesh, V. (2014). Grade 1 Students' Out-of-School Play and Its Relationship to School-Based Academic, Behavior, and Creativity Outcomes. *Early Education and Development*, 25(3), 295–317.
<https://doi.org/10.1080/10409289.2013.817231>
- Lu Y, Shi L and Musib AF (2025) Effects of music training on executive functions in preschool children aged 3–6 years: systematic review and meta-analysis. *Front. Psychol.* 15:1522962. doi: 10.3389/fpsyg.2024.1522962
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2019). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 59(1), 91–136.
<https://doi.org/10.1111/j.1467-9922.2009.00509.x>
- Oktavia, D et al. (2022). Challenges and Strategies Used by English Teachers in Teaching English Language Skills to Young Learners. *Theory and Practice in Language Studies*. 12(2) 382–7.
<https://doi.org/10.17507/tpls.1202.22>.
- Oktavia, D & Lestari, R. (2022). The development of the English Domino game in basic spoken English class. *International Journal of Educational Studies in Social Sciences*, 2(2), 47–53.

- 
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). *Teacher-Student Relationships and Engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions*. In Springer eBooks (pp. 365–386). https://doi.org/10.1007/978-1-4614-2018-7_17.
- Ushioda, E. (2013). *Motivation and ELT: Looking ahead to the future*. In Ushioda, E. (Ed.), *International perspectives on motivation* (pp. 233–239). London: Palgrave Macmillan
- Zhou, M., & Brown, D. (2015). *Educational learning theories: 2nd Edition*. Mason, OH: Cengage Learning.
- Arvizu, M. (2020). L2 vocabulary acquisition through narratives in an EFL public elementary school. *IAFOR Journal of Education: Language Learning in Education*, 8(1), 115-128
- Cameron, L. (2001). *Teaching Languages to Young Learners*. UK: Cambridge University Press
- Courtney, L. & Graham, S. (2019). *It's like having a test but in a fun way: young learners' perceptions of a digital game-based assessment of early language learning*. *Language Teaching for Young Learners*, 1(2), 161-186
- Farmasari, S. (2022). *Peer-learning in young learners English speaking tasks: an ecological analysis*. *International Journal of Language Education*, 6(3), 254-266
- Gungor, B & Onder, A. (2023). *Development of English picture vocabulary tests as an assessment tool for very young EFL learners' receptive and expressive language skills*. *Early Education and Development*, 34(2), 572-589
- Khabbazzbashi, N., Nakatsuhara, F., Inoue, C., Kaplan, G., & Green, A. (2022). *The design and validation of an online speaking test for young learners in Uruguay: Challenges and Innovations*. *International Journal of TESOL Studies* 4(1), 141-168
- Linn, R. L., & Miller, M. D. (2005). *Measurement and assessment in teaching* (9th ed.). Pearson/Merrill Prentice Hall.

- 
- McKay, P. (2006). *Assessing Young Language Learners*. UK: Cambridge University Press
- Singh, C. K., Samad, A.A., Husin, H., & Sulaiman, T. (2015). *Developing portfolio assessment model for the teaching and learning of English in Malaysian L2 classroom*. *Canadian Center of Science and Education*, 8(7), 164-173
- Tabatabaei, O. & Assefi, F. (2012). *The effect of portfolio assessment technique on writing performance on EFL learners*. *Canadian Center of Science and Education*, 5(5), 138-147
- Wesson, K. (2011). *Attention span revisited*. Retrieved June 3, 2025, from <http://sciencemaster77.blogspot.com/2011/01/attention-spans-revisited.htm>
- Gu, L., & Hsieh, C. N. (2019). *Distinguishing Features of Young English Language Learners' Oral Performance*. *Language Assessment Quarterly*, 16(2), 180–195.
<https://doi.org/10.1080/15434303.2019.1605518>
- McKay, P. (2006). *Assessing Young Language Learners*.
- San Martin, D. E. A., Ramirez-Avila, M. R., & Guzman, I. (2020). *Storytelling through Picture Description to Enhance Very Young EFL Learners' Oral Production*. *Journal of Foreign Language Teaching and Learning*, 5(2). <https://doi.org/10.18196/ftl.5250>
- Alamri, H., Lowell, V., Watson, W., & Watson, S. (2020). *Using personalized learning as an instructional approach to motivate learners in online higher education: Learner self-determination and intrinsic motivation*. *Journal of Study on Technology in Education*, 52(3), 322–352.
<https://doi.org/10.1080/15391523.2020.1728449>
- Alper, M., & Goggin, G. (2017). *Digital technology and rights in the lives of children with disabilities*. *New Media & Society*, 19(5), 726-740. <https://doi.org/10.1177/1461444816686323>
- Bang, M., Brown, B. A., Barton, A. C., & Rosebery, A. S. (2022). *Toward more equitable learning in science: Expanding relationships*

- 
- among students, teachers, and science practices. Harvard Education Press.
- Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Routledge.
- Bjorklund, D. F. (2022). *Children's thinking: Cognitive development and individual differences* (7th ed.). SAGE. <https://us.sagepub.com>
- Black, R. D., Weinberg, L. A., & Brodwin, M. G. (2015). Universal design for learning and instruction: Perspectives of students with disabilities in higher education. *Exceptionality Education International*, 25(2), 1-16. <https://doi.org/10.5206/eei.v25i2.7723>
- Bodrova, E., & Leong, D. J. (2021). *Tools of the mind: The Vygotskian approach to early childhood education* (3rd ed.). Pearson.
- Bouck, E. C., Park, J., & Stenzel, K. (2020). Virtual manipulatives as assistive technology to support students with disabilities with mathematics. *Preventing School Failure*, 64(4), 281-289. <https://doi.org/10.1080/1045988X.2020.1769017>
- Calabrese Barton, A., & Tan, E. (2019). Designing for rightful presence in STEM: The role of making present practices. *Journal of the Learning Sciences*, 28(4-5), 616-658. <https://doi.org/10.1080/10508406.2019.1591411>
- Cook-Sather, A., Bahti, M., & Ntem, A. (2023). *Pedagogical partnerships: A how-to guide for faculty, students, and academic developers in higher education*. Elon University Center for Engaged Learning.
- Crossley, S. A., Skalicky, S., Dascalu, M., McNamara, D. S., & Kyle, K. (2017). Predicting text comprehension, processing, and familiarity in adult readers using natural language processing tools. *Journal of Study in Reading*, 40(2), 189-209. <https://doi.org/10.1111/1467-9817.12090>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140.



- <https://doi.org/10.1080/10888691.2018.1537791>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2022). *Effective teacher professional development*. Learning Policy Institute.
- Desimone, L. M., & Garet, M. S. (2023). *Best practices in teachers' professional development in the United States*. OECD Education Working Papers, 282.
- <https://doi.org/10.1787/5js4rh4s6s8s-en>
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining "gamification." *Proceedings of the 15th International Academic MindTrek Conference*, 9–15. <https://doi.org/10.1145/2181037.2181040>
- Dever, D. A., Azevedo, R., Cloude, E. B., & Wiedbusch, M. (2022). The impact of autonomy and types of informational text presentations in game-based learning environments. *Computers & Education*, 177, 104383.
- <https://doi.org/10.1016/j.compedu.2021.104383>
- Fischer, K. W., & Bidell, T. R. (2022). Dynamic development of action and thought. In *Handbook of child psychology and developmental science* (8th ed., pp. 1–44). Wiley. <https://doi.org/10.1002/9781118963418.childpsy101>
- Fiorella, L., & Mayer, R. E. (2022). *Learning as a generative activity: Eight learning strategies that promote understanding*.
- <https://doi.org/10.1017/9781108766179>
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Gašević, D., Greiff, S., & Shaffer, D. W. (2022). Towards strengthening links between learning analytics and assessment: Challenges and potentials of a promising new bond. *Computers in Human Behavior*, 134, 107304. <https://doi.org/10.1016/j.chb.2022.107304>
- Gauvain, M. (2022). Sociocultural contexts of learning: Reframing Vygotsky for the digital age. *Educational Psychologist*, 57(1), 1–14. <https://doi.org/10.1080/00461520.2021.1991350>

- 
- Gutiérrez, K. D., & Jurow, A. S. (2022). Social design experiments: Toward equity by design. *Journal of the Learning Sciences*, 31(1), 165–178. <https://doi.org/10.1080/10508406.2021.1926690>
- Hamari, J., Koivisto, J., & Sarsa, H. (2016). Does gamification work? A literature review of empirical studies on gamification. 47th Hawaii International Conference on System Sciences, 3025–3034. <https://doi.org/10.1109/HICSS.2014.377>
- Hattie, J., & Clarke, S. (2023). *Visible learning: Feedback*. Routledge.
- Holmes, W., Bialik, M., & Fadel, C. (2022). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
- Hwang, G.-J., Chiu, L.-Y., & Chen, C.-H. (2020). A contextual game-based learning approach to improving students' inquiry-based learning performance in social studies courses. *Computers & Education*, 81, 13–25. <https://doi.org/10.1016/j.compedu.2014.09.006>
- Ifenthaler, D. (2021). Learning analytics for school and system management. *OECD Digital Education Outlook*, 161–176. <https://doi.org/10.1787/589b283f-en>
- Ifenthaler, D., & Yau, J. Y.-K. (2020). Utilising learning analytics to support study success in higher education: A systematic review. *Educational Technology Study and Development*, 68(4), 1961–1990. <https://doi.org/10.1007/s11423-020-09788-z>
- Jones, M. K., Carter, S., & Patel, R. (2024). Tactile learning technologies for sensory inclusivity. *Journal of Special Education Technology*, 39(1), 45–60. <https://doi.org/10.1177/01626434231200000>
- Jordan, T., & Dlay, S. (2025). *Assistive technologies in education: Bridging sensory gaps*. Springer.
- Kalyuga, S. (2021). Cognitive load theory: Advances in study on worked examples, animations, and self-regulated learning. *Educational Psychology Review*, 33(2), 483–501. <https://doi.org/10.1007/s10648-021-09618-5>

- 
- Kirschner, P. A., & Hendrick, C. (2020). *How learning happens: Seminal works in educational psychology and what they mean in practice*. Routledge. <https://doi.org/10.4324/9780429061523>
- Koehler, M. J., Mishra, P., & Cain, W. (2023). What is technological pedagogical content knowledge (TPACK)? *Journal of Education*, 203(1), 13-19. <https://doi.org/10.1177/00220574221124777>
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, 84(1), 74-84. <https://doi.org/10.17763/haer.84.1.p2rj131485484751>
- Lee, H., & Nguyen, T. (2023). AI-powered accessibility tools for learners with disabilities. *Computers & Education*, 185, 104521. <https://doi.org/10.1016/j.compedu.2022.104521>
- Little, J. W. (2022). *Professional community and professional development in the learning-centered school*. Teachers College Press.
- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson.
- Mayer, R. E. (2020). *Multimedia learning* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781316941355>
- Mayer, R. E., & Fiorella, L. (2022). Principles for reducing extraneous processing in multimedia learning: Coherence, signaling, redundancy, spatial contiguity, and temporal contiguity principles. In R. E. Mayer & L. Fiorella (Eds.), *The Cambridge handbook of multimedia learning* (pp. 185–198). Cambridge University Press.
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.
- Molenaar, I. (2021). Personalisation of learning: Towards hybrid human-AI learning technologies. *Computers and Education: Artificial Intelligence*, 2, 100033. <https://doi.org/10.1016/j.caeai.2021.100033>
- Nation, P. (2016). *Making and using word lists for language learning and testing*. John Benjamins.

- 
- Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.
- Pellas, N., Dengel, A., & Christopoulos, A. (2020). A scoping review of immersive virtual reality in STEM education. *IEEE Transactions on Learning Technologies*, 13(4), 748–761. <https://doi.org/10.1109/TLT.2020.3019405>
- Pellegrino, J. W. (2023). The evolution of educational assessment: Considering the past, imagining the future. *Educational Measurement: Issues and Practice*, 42(1), 5-12. <https://doi.org/10.1111/emip.12538>
- Penuel, W. R., Fishman, B. J., Cheng, B. H., & Sabelli, N. (2023). Design-based implementation study: An emerging model for transforming the relationship of study and practice. *National Society for the Study of Education*, 110(2), 136-156. <https://doi.org/10.1177/016146811111000208>
- Pyle, A., DeLuca, C., & Danniels, E. (2022). A continuum of play-based learning: The role of the teacher in play-based pedagogy and the fear of hijacking play. *Early Education and Development*, 28(3), 274-289. <https://doi.org/10.1080/10409289.2017.1220771>
- Radianti, J., Majchrzak, T. A., Fromm, J., & Wohlgenannt, I. (2020). A systematic review of immersive virtual reality applications for higher education: Design elements, lessons learned, and study agenda. *Computers & Education*, 147, 103778. <https://doi.org/10.1016/j.compedu.2019.103778>
- Rappolt-Schlichtmann, G., Daley, S. G., & Rose, L. T. (2018). *A study reader in universal design for learning*. Harvard Education Press. <https://doi.org/10.17763/1943-5045-88.1.5>
- Rao, K., Ok, M. W., & Bryant, B. R. (2014). A review of study on universal design educational models. *Remedial and Special Education*, 35(3), 153-166. <https://doi.org/10.1177/0741932513518980>

- 
- Richter, J., Scheiter, K., & Eitel, A. (2016). Signaling text-picture relations in multimedia learning: A comprehensive meta-analysis. *Educational Study Review*, 17, 19–36.
<https://doi.org/10.1016/j.edurev.2015.12.003>
- Sailer, M., & Homner, L. (2020). The gamification of learning: A meta-analysis. *Educational Psychology Review*, 32(1), 77–112.
<https://doi.org/10.1007/s10648-019-09498-w>
- Seok, S., DaCosta, B., & Hodges, R. (2018). A systematic review of empirically based universal design for learning: Implementation and effectiveness of universal design in education for students with and without disabilities at postsecondary level. *Open Journal of Social Sciences*, 6(5), 171–189.
<https://doi.org/10.4236/jss.2018.65014>
- Smith, A. R., Bennett, C. L., & Cornish, K. (2023). Haptic interfaces in STEM education for visually impaired students. *IEEE Transactions on Learning Technologies*, 16(2), 210–225.
<https://doi.org/10.1109/TLT.2023.3260000>
- Smith, D. W., Kelley, P., Maushak, N. J., Griffin-Shirley, N., & Lan, W. Y. (2019). Assistive technology competencies for teachers of students with visual impairments. *Journal of Visual Impairment & Blindness*, 113(3), 209–224.
<https://doi.org/10.1177/0145482X19855421>
- Shams, L. (2020). Multisensory learning: From laboratory to classroom. *Current Directions in Psychological Science*, 29(1), 3–9.
<https://doi.org/10.1177/0963721420959832>
- Suprayogi, M. N., Valcke, M., & Godwin, R. (2017). Teachers and their implementation of differentiated instruction in the classroom. *Teaching and Teacher Education*, 67, 291–301.
<https://doi.org/10.1016/j.tate.2017.06.020>
- Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31(2), 261–292.
<https://doi.org/10.1007/s10648-019-09465-5>

- 
- Sweller, J. (2020). Cognitive load theory and educational technology. *Educational Technology Study and Development*, 68(1), 1–16. <https://doi.org/10.1007/s11423-019-09701-3>
- UNESCO. (2016). *Global education monitoring report: Education for people and planet*. United Nations Educational, Scientific and Cultural Organization.
- van de Pol, J., Brindley, S., & Higham, R. J. E. (2019). Scaffolding student learning: A micro-analysis of teacher–student interaction. *Learning, Culture and Social Interaction*, 22, 100316. <https://doi.org/10.1016/j.lcsi.2019.05.002>
- Westermann, G., Thomas, M. S. C., & Karmiloff-Smith, A. (2011). Neuroconstructivism. *Developmental Science*, 14(1), 1–10. <https://doi.org/10.1111/j.1467-7687.2010.00967.x>
- Williamson, B. (2023). The social life of AI in education. *Learning, Media and Technology*, 48(2), 1–14. <https://doi.org/10.1080/17439884.2023.2185635>
- Williamson, B., & Eynon, R. (2020). Historical threads, missing links, and future directions in AI in education. *Learning, Media and Technology*, 45(3), 223–235. <https://doi.org/10.1080/17439884.2020.1798995>
- Wisniewski, B., Zierer, K., & Hattie, J. (2020). The power of feedback revisited: A meta-analysis of educational feedback study. *Frontiers in Psychology*, 10, 3087. <https://doi.org/10.3389/fpsyg.2019.03087>
- Wong, A., Leahy, W., Marcus, N., & Sweller, J. (2018). Cognitive load theory, the transient information effect, and e-learning. *Learning and Instruction*, 58, 1–10. <https://doi.org/10.1016/j.learninstruc.2018.04.006>
- Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of study on artificial intelligence applications in higher education – Where are the educators? *International Journal of Educational Technology in Higher Education*, 16(1), 1–27. <https://doi.org/10.1186/s41239-019-0171-0>

- 
- Aksoy, K. (2015). *What you think is not what you do in the classroom: Investigating teacher's beliefs for classroom management in an EFL classroom*. *Procedia – Social and Behavioral Sciences*, 199, 675–683. <https://doi.org/10.1016/j.sbspro.2015.07.597>
- Anggraini, D. R. (2018). *Challenges in teaching English to young learners*. *Lingua: Jurnal Bahasa & Sastra*, 18(2).
- Bland, J. (2019). *Teaching English to young learners: More teacher education and more children's literature!* *CLELE Journal*, 7(2).
- Brophy, J. E. (1988). *Educating teachers about managing classrooms and students*. *Teaching and Teacher Education*, 4(1), 1–18.
- Doyle, W. (1986). *Classroom organization and management*. In M. C. Wittrock (Ed.), *Handbook of study on teaching* (3rd ed., pp. 392–431). Macmillan.
- Espinosa, L. F., & Soto, S. T. (2020). *EFL classroom management*. *MEXTESOL Journal*, 44(2).
- Lemlech, J. K. (1999). *Classroom management: Methods and techniques*. Waveland Press.
- Piaget, J. (1970). *Science of education and the psychology of the child*. Orion Press.
- Sakui, K. (2007). *Classroom management in Japanese EFL classrooms*. *JALT Journal*, 29(1), 41–58.
- Setiawati, L. (2012). *A descriptive study on the teacher talk at EYL classroom*. *Indonesian Journal of Applied Linguistics*, 1(2).
- Tavakol, M., & Tavakoli, M. (2022). *The professional identity of Iranian young-learner teachers of English: A narrative inquiry*. *Linguistics and Education*, 71, 101101. <https://doi.org/10.1016/j.linged.2022.101101>
- Yunita, W., Abdullah, F., Mellan, M., Hidayati, A. N., & Ardi, H. (2022). *Managing English young learners' classroom activities through gestures: A multimodal perspective*. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 515–526. <https://doi.org/10.31004/obsesi.v6i4.2007>

- 
- Zein, M. S. (2012). *Language teacher education for primary school English teachers in Indonesia: Policy recommendations*. *Asian EFL Journal*.
- Zein, M. S. (2016a). *Professional development needs of primary EFL teachers: Perspectives of teachers and teacher educators*. *Professional Development in Education*, 42(3), 472–495. <https://doi.org/10.1080/19415257.2016.1156013>
- Zein, M. S. (2016b). *Factors affecting the professional development of elementary English teachers*. *Professional Development in Education*, 42(3), 423–440. <https://doi.org/10.1080/19415257.2015.1005243>
- Zein, M. S. (2017). *Elementary English education in Indonesia: Policy developments, current practices, and future prospects*. *English Today*, 33(1), 53–59. <https://doi.org/10.1017/S0266078416000407>
- Zein, M. S. (2019). *Classroom management for teaching English to young learners*. In S. Garton & F. Copland (Eds.), *The Routledge handbook of teaching English to young learners* (pp. 473–488). Routledge.



AUTHORS



Dr. Pirman Ginting, S.Pd., M.Hum., born in Buluh Mengkal on April 12, 1983, is a dedicated lecturer in the Department of English Education, Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara (UMSU) in Medan, Indonesia. He earned his Bachelor's degree (S1) in English Education from UMSU (2003–2007), followed by a Master's degree (S2) in Applied English Linguistics from Universitas Negeri Medan (UNIMED) (2010–2012). Continuing his academic journey at UNIMED, he pursued and completed his Doctoral degree (S3) in Applied English Linguistics from 2022 to 2025. Dr. Ginting's study interests span a broad range of topics within the field of linguistics and language education, including applied linguistics, discourse analysis, multimodal discourse analysis, academic writing, and English Language Teaching (ELT). He is actively engaged in both teaching and study, contributing to the development of effective and innovative approaches in English language education.



Dr. Melvina, M.Ed., is a lecturer in the English Language Education study program at Universitas PGRI Sumatera Barat, with over 10 years of teaching experience. She was Born in Pekanbaru on May 24, 1982. Completed her Bachelor's degree in English education at the University of Riau, her Master's degree in English language education (TESL) at the National University of Malaysia, and her Doctorate in English Education at Universitas Pendidikan Indonesia. She has a strong interest and passion in the fields of language learning strategy, learner autonomy, and English for young learners. Writing books, articles, and opinions is an effort to disseminate creative and critical ideas.



Yulmiati, is a lecturer at the Elementary School Teacher Education Program, Universitas Adzkia, Padang. She was born in Pakasai, May 21st, 1977. She accomplished her doctoral degree in Universitas Negeri Padang, 2024. Her research interests are in the field of English Language Teaching and Learning and Linguistics.



Khairun Nissa, is one of the lecturers at Universitas Muhammadiyah Sumatera Utara (UMSU). Her study interests include reflective practice, artificial intelligence (AI), students' and teachers' well-being, assessment, and language learning. Currently, she serves as the secretary of the Language Center (2025) and also as an EAP tutor. She has been teaching English for more than 10 years, including IELTS and TOEFL test preparation. Her profile can be accessed through the website, nissa.umsu.ac.id.



Fitrina Harmaini, earned a bachelor's degree in English Language and Literature from Universitas Andalas Padang, followed by an MA in TESOL from the University of Leicester, England. Her research examines the cognitive processes that underpin second-language learning, with a particular focus on learning strategies and learner behaviors across both formal and informal contexts. She is also interested in the pedagogical potential of artificial intelligence, especially large language models and learning analytics. At the English Education Department of Universitas Bung Hatta, she teaches News Report, Literature, Cross-Cultural Understanding, and TOEFL Preparation. Beyond campus, she collaborates with some schools in West Sumatera to design and deliver teacher workshops on technology-enhanced language instruction.



Rosmen, born January 25th, 1985, in Marike, is a lecturer at Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP: Collage of Teacher Training and Education), Al Maksum Langkat, Sumatera Utara, Indonesia. He holds a Master's degree in English Applied Linguistics from Universitas Negeri Medan in 2013, specializing in applied linguistics and English language teaching (ELT). He is pursuing his doctoral degree in the Language Pedagogy Study Program at Universitas Negeri Padang, Indonesia. His academic interests focus on language teaching methodologies and innovative approaches to ELT



Khairun Niswa, born in Kisaran on September 19, 1988, is a lecturer and studyer specializing in English Language Teaching. She completed her Bachelor's degree at the State Islamic University of North Sumatra in 2010, then pursued a Master's degree in Applied Linguistics at the State University of Medan, graduating in 2013. She later earned her Doctoral degree in 2020, also from the State University of Medan, with a focus on Applied English Linguistics. Throughout her academic career, she has actively contributed to the development of English language teaching and linguistic study. Her study interests include English Language Teaching, Applied Linguistics, and Sociolinguistics, reflecting her dedication to advancing language studies and improving the quality of English education and instruction



Diana Oktavia, a lecturer at English Language Education Study Program, Universitas Muhammadiyah Muara Bungo. She was born in Muara Bungo, October 04 1992. She complished her bachelor degree in Universitas Jambi, 2014. Then she pursued her study in University of Pannonia, Hungary, 2016-2018. She has strong interest in the field of Linguistics and English Language Teaching and Learning.



Leil Badrah Zaki, S.Pd., M.Pd., was born in Kabupaten Lima Puluh Kota on October 25, 1988. She is currently pursuing her Doctorate in Language Teaching and ICT at Universiti Teknologi Malaysia. She completed her undergraduate studies in English Education at Universitas Negeri Padang and earned her Master's degree from Universitas Negeri Malang. Since 2018, she has served as the Head of the English Language Education Program at Universitas Internasional Batam. Her academic focus centers on the integration of technology in language teaching, with a particular interest in innovative instructional design for 21st-century learners.



Theodesia Lady Pratiwi, S.Pd., M.Hum., was born in Pangkal Pinang on March 20, 1993. She completed her undergraduate studies in English Language Education at Universitas Sanata Dharma and earned her Master's degree in Humanities from the same university. She has been a lecturer in the English Language Education Program at Universitas Internasional Batam since 2017 and has also served as the Head of the Office of International Affairs since 2020. Her academic focus centers on English Language Teaching and English Skills Strategies.



Adib Jasni Kharisma, born November 14, 1988, in Bangkinang, is an accomplished academic specializing in English Education. He earned his Bachelor's degree from Universitas Muhammadiyah Sumatera Utara in 2010 and completed his Master's in English Applied Linguistics at Universitas Negeri Medan in 2017.

Presently, the individual is engaged in the pursuit of a PhD degree in English Education at Universitas Pendidikan Ganesha. With a strong interest, he has made noteworthy contributions to English language instruction and linguistics. His research interests have evolved to encompass English Language Teaching, Applied Linguistics, and Discourse Analysis, aligning with his active involvement in linguistic research fields.



Dr. Feni Munifatullah, M.Hum., was born in Magelang on June 7, 1974, and currently resides in Bandar Lampung. She was initially assigned to teach at the Yogyakarta State University from 2000 to 2005, and is now an active lecturer at the University of Lampung, teaching in undergraduate, professional,

and postgraduate English Education programs. At the undergraduate level (Strata 1), she teaches Pragmatics, English Teaching Curriculum and Syllabus Design, Academic Writing, Research on ELT, Teaching English to Young Learners, and Discourse Analysis. At the postgraduate level (Strata 2), she teaches Issues in ELT, Instructional Design, and Syllabus and Material Development. Dr. Feni earned her academic degrees from Universitas Andalas, Universitas Gadjah Mada, and Universitas Pendidikan Indonesia (UPI), specializing in English Language and Literature, Linguistics, and English Language Education. Her interests are in Teacher Education and Professional Development Curriculum, Classroom Discourse Analysis, Teacher interactive Competence, and Intercultural Competence.



INDEKS

A

acquisition · 2, 4, 6, 9, 14, 23, 24, 35,
36, 37, 38, 41, 43, 45, 46, 48, 50,
51, 53, 57, 61, 62, 75, 85, 95, 107,
119, 120, 127, 131
atmosphere · 4, 7, 10, 35, 36, 38, 65,
69, 75, 107

B

beneficial · 21, 50, 63, 91

C

capabilities · 9, 49
cognitive · 1, 2, 3, 4, 8, 9, 14, 15, 18,
22, 23, 27, 28, 31, 33, 35, 36, 37,
38, 43, 45, 46, 47, 48, 49, 51, 52,
53, 58, 61, 62, 74, 80, 85, 91, 95,
96, 97, 98, 100, 104, 145
conception · 37

E

ecological · 1, 122, 131
educators · viii, 3, 4, 6, 11, 14, 17, 24,
31, 32, 36, 37, 54, 70, 76, 96, 103,
104, 108, 139, 141

EFL · 2, 4, 45, 47, 48, 49, 50, 51, 52,
53, 54, 56, 67, 71, 91, 121, 122,
125, 126, 127, 128, 131, 132, 140,
141

Egocentrism · 37

experiences · 7, 8, 9, 10, 11, 17, 19,
22, 23, 25, 28, 30, 32, 34, 36, 39,
43, 45, 48, 50, 51, 56, 58, 61, 65,
68, 72, 73, 76, 79, 90, 97, 98, 100,
101, 102, 103, 104

F

flourish · 6

H

holistic · 12, 26, 28, 32, 33, 70, 76

I

integration · 9, 11, 26, 34, 36, 37, 46,
52, 64, 97, 100, 104
internalization · 22, 35, 47
interpretations · 6
investigate · 16

K

kinesthetic · 9, 14, 19, 36, 51, 54, 61,
99



L

learners · viii, 2, 4, 6, 9, 10, 11, 13, 14,
15, 16, 17, 18, 19, 20, 21, 23, 24,
35, 36, 37, 38, 39, 43, 45, 46, 47,
48, 49, 50, 51, 52, 53, 54, 55, 56,
57, 58, 59, 60, 61, 62, 63, 64, 65,
66, 67, 68, 69, 70, 71, 72, 73, 74,
75, 76, 79, 80, 81, 82, 83, 84, 85,
86, 88, 90, 91, 92, 93, 95, 96, 97,
98, 99, 100, 101, 103, 104, 120,
121, 122, 123, 127, 129, 130, 131,
132, 136, 140, 141, 144
linguistics · 36, 38, 43, 143, 145

M

multisensory · 20, 38, 50, 54, 61, 95,
100

N

neurobiological · 47
Neuroscientists · 36, 39
notable · 2, 11

P

pedagogical · 11, 14, 25, 28, 31, 33,
34, 35, 37, 45, 52, 55, 95, 103, 107,
108, 126, 136, 145
peripheral · 26
procedures · 21, 23
psychological · 2, 46, 107, 119, 123
psychology · 2, 5, 95, 98, 134, 136,
140

S

sociolinguistic · 47



ENGLISH FOR YOUNG LEARNERS

Creative Approaches To Early Language Education



Jl. Kapten Mukhtar Basri No. 3
Medan, Sumatera Utara
Website: <http://umsupress.umsu.ac.id/>
Email: umsupress@umsu.ac.id

BAHASA

ISBN 978-634-236-263-1



ISBN 978-634-236-262-4 (EPUB)



Harga P. Jawa Rp. 71.000,00