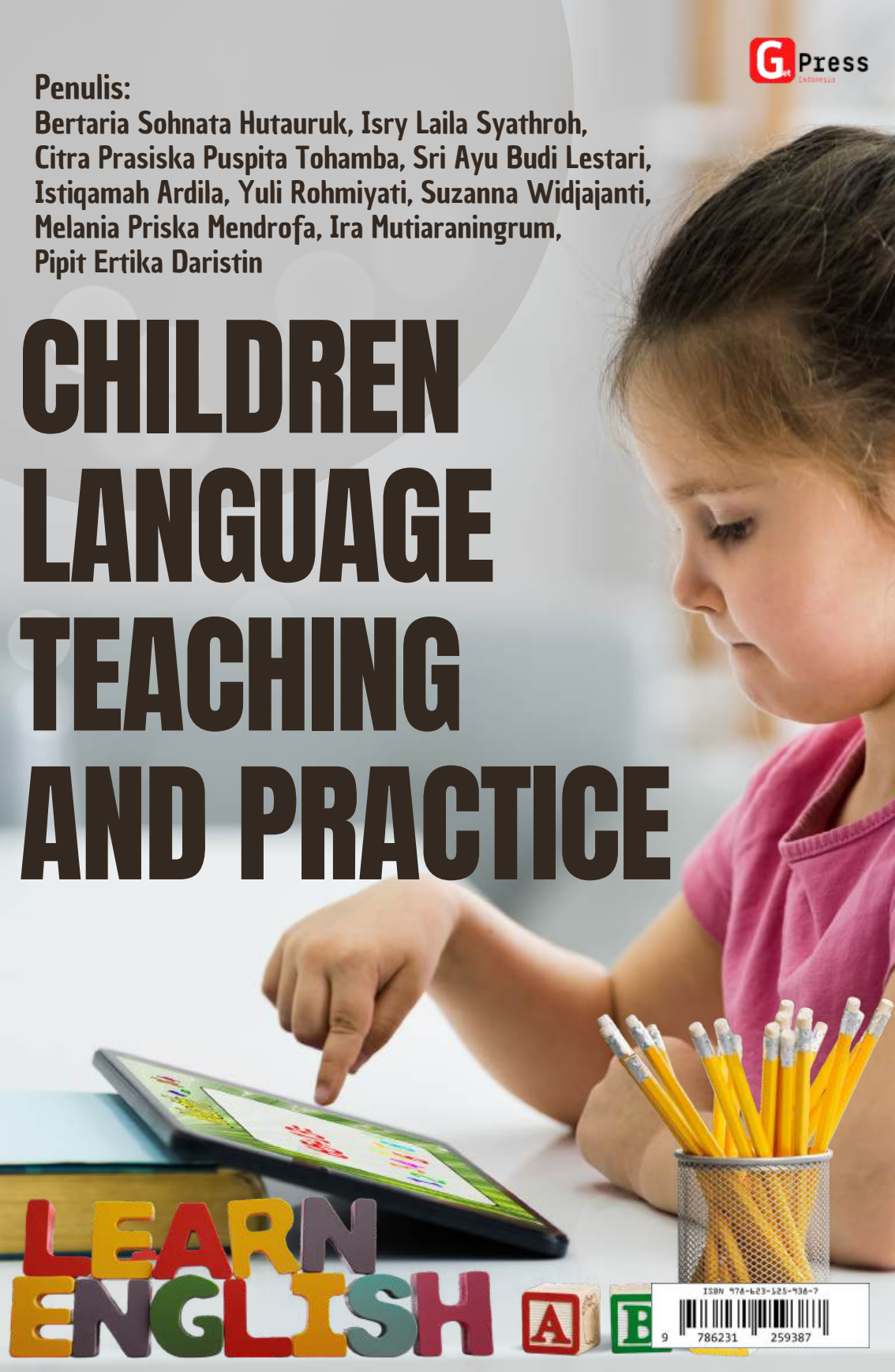Penulis:
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PREFACE

Praise and gratitude we offer to the presence of God Almighty, who has given His grace and gifts so that the book entitled *Children Language Teaching and Practice* can be completed. The contents of this book include discussions on understanding young learners: characteristics and learning theories, developing listening skills in young learners, fostering oral communication: teaching speaking to young learners, unlocking the world of reading: strategies for teaching reading to young learners, nurturing young writers: approaches to teaching writing skills, mastering the basics: teaching grammar to young learners, teaching english with song, chant, and rhymes, and the magic of storytelling: teaching english through stories to young learners. Finally, we hope that this book can be a useful reference and an inspiration for all readers.

Padang,   Juni 2025

Author

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CHAPTER 1

UNDERSTANDING YOUNG LEARNERS: CHARACTERISTICS AND LEARNING THEORIES

By Bertaria Sohnata Hutauruk

1.1 Introduction

Young learners, particularly those in early childhood education, have distinct characteristics and learning preferences that shape how they engage with the world and learn. Understanding these characteristics is crucial for educators to create effective and engaging learning environments. Key characteristics include short attention spans, active learning styles, sensory-based learning, and a strong preference for play-based activities. In general, there are some characteristics of young learners: (1) they have short attention spans. It means that young learners tend to have shorter attention spans compared to older learners, requiring frequent changes in activities and maintaining a dynamic learning pace. (2) Active learning means that they learn best by doing, actively engaging in hands-on activities and exploration. (3) sensory based learning is that the young children rely heavily on their senses to understand the world and learn, making visual, auditory, and kinesthetic experiences essential. (4) Play based learning is a

fundamental aspect of their learning process, providing opportunities for exploration, creativity, and social interaction. (5) Abstract thinking is while they may not grasp complex abstract concepts, they are capable of learning through concrete examples and real-world experiences. (6) Curiosity and enthuasism means young learners are naturally curious and enthusiastic about exploring their surroundings, making them eager to learn. (7) Emotional sensitivity is that they are highly sensitive and responsive to their environment, requiring a supportive and nurturing learning atmosphere. Harmer (2007) claims young learners have different characteristics and they learn differently from adolescents, adults, and even from older children. The teachers also should consider that young learners have a low concentration span and short memory (Yang, 2001). Due to the situation, teachers need to use appropriate classroom instructions in teaching and learning process especially to teach young learners. In a great sense, it can be said that good and interesting teachers" classroom instructions for young learners" English class can make the aim of the learning process accomplished.

There are some learning theories and Young Learners. Several learning theories can be applied to understanding how young learners acquire knowledge and skills: (1) Piaget's Stages of Cognitive Development:Piaget's theory highlights that young children are in the preoperational stage, where they begin to develop language skills, symbolic thinking, and an understanding of concepts through observation and experimentation. (2) Vygotsky's Zone of Proximal Development (ZPD): Vygotsky emphasizes the importance of social interaction and scaffolding in learning. Educators can support young learners by providing guidance and assistance within their ZPD, helping them

master new skills and knowledge. (3) Behaviorism: while behaviorism focuses on observable behaviors and responses to stimuli, it can be used in early childhood education to establish routines and reinforce desired behaviors through positive reinforcement. (4) Humanistic Approaches: humanistic theories emphasize the importance of individual needs, feelings, and experiences in the learning process. Creating a supportive and nurturing environment where young learners feel valued and respected is crucial. In essence, understanding the unique characteristics and learning theories relevant to young learners enables educators to create effective and engaging educational experiences that cater to their individual needs and learning styles. Young learners have certain characteristics based on their age and development. Children aged 5-7 years old have vivid imaginations, understand rules but not always language, and learn through their senses. They ask questions and work with others. Generally, young learners have short attention spans, are very active, differ in language experience, enjoy praise and play. Experts note young learners interpret meaning without understanding words, take pleasure in activities, and are still developing concepts and language skills. Characteristics help teachers understand how to best support young English language learners.

1.2 Understanding Young Learners

Understanding young learners involves recognizing that they learn differently than adults, often through direct experience and with a focus on meaning rather than individual words. They also benefit from diverse learning environments and opportunities for active participation. Additionally, understanding individual differences and learning styles is crucial for effective

teaching. There are some aspects of understanding young learners: (1) Shorter attention spans: Young learners have a shorter attention span than adults and may be easily distracted. (2) Learning through senses: They learn best through engaging their senses, whether visual, auditory, or kinesthetic. (3) Difficulty with abstract concepts: Young learners often struggle with abstract or complex ideas, requiring concrete examples and real-life connections. (4) Indirect learning: Young learners tend to learn indirectly, picking up information from their environment and experiences, rather than solely through direct instruction. (5) Motivation and involvement: They are often more motivated and involved in learning when activities are fun and engaging. (6) Individual differences: Recognizing individual differences in learning styles, abilities, and needs is crucial.

The meaning of young learners are children roughly from the age of 3 up to 11 or 12 years old are generally viewed as young learners. Unlike adults, young learners display differences in physical, psychological, social, emotional, conceptual and cognitive aspects. The term young learner (YL) can denote the foreign language learner in preschool through secondary school, although current research on YLs focuses on early language study in pre-primary and primary grades, typically from 4 to 11 or 12 years of age. Understanding your learners means considering all the different things that affect their motivation and ability to learn successfully, and then adapting lesson plans, materials, the methodology and the learning environment to suit both individual needs and the general characteristics of a class. All young children learn through meaningful hands-on experiences—through touching, doing, and moving. And children also learn through seeing and hearing. As you observe your child, you will begin to identify strengths and preferences that tell you something about your child's

preferred learning style. Ellis (2014) identifies them as children aged between five and eleven. In contrast, Ersöz (2007) classifies them into three subgroups: very young learners (3-6 years old), young learners (approximately 7-9 years old), and older/late young learners (around 10-12 years old). Teaching Young Learners: Tips & Resources: (1) Be well-prepared: Even if you are an experienced teacher good preparation is always recommended, (2) Be an entertainer (3) Be a role model, (4) Make them feel secure (5) Provide safety (6) Give simple and clear instructions (7) Set specific goals (8) Be flexible. Why is it important to understand learners? By knowing your learners, so you can deliver exactly what they need. By having a deeper understanding of them you can approach them like a friend and guide them like a mentor to make them change their behavior and attitudes. Have conversations with them frequently.

Cameroon (2002) mentions what is different about teaching a foreign language to children, in contrast to teaching adults or adolescents? Some differences are immediately obvious. Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer up. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it easy to use language to talk about language; in other words, they do not have the same access as older learners to meta-language that teachers can use to explain about grammar or discourse. Astuti (2019) stated in her conclusion of the research This research has underlined the importance of understanding the characteristics of students for teachers. In the context of teaching English to young

learners, the participants believe that teaching young learner is different from teaching an adult. As they stated that their students are heterogeneous. They have different characteristics, needs, capacities, and difficulties in learning. The evidence from this research points towards the idea that it is important for teachers to know their students as learners. Teachers who know how their students learn can guide them and lead them to grow in their learning. Teachers who also know their students as unique individuals can help them to face their difficulties in learning and embrace their potentials. The participants' beliefs about understanding characteristics of students are reflected in the practices. To deal with the students who have different characteristics and needs, they do some strategies in learning. Firstly, talk to the students.

Talking to students is one of the ways to understand students' characteristics. Having a natural conversation with the students such as about their learning and what interest them outside of the world academics will strengthen the relationship between teachers and students. Secondly, give an opportunity for students to actively participate in learning such as making the lesson interactive. Thirdly, play with students. Playing with students is also the best way to get to know the students. Students, especially young learners want to have some fun with their teachers. When it comes to teaching, teachers need to have some fun with the students as well. Fourthly, choose materials which are close to the students' life. The last is to communicate with the students' parents so that the students will get supports in learning.

1.3 Characteristics of Young Learners

Age is a very significant factor in language learning. The first fact that teachers should take into consideration is that young learners differ from older ones in the way they learn new languages. First, young learners learn better through play while adults are comfortable with abstract learning and are more analytical. Second, young learners get bored more easily. Generally, they lose interest after ten minutes or so. Young learners are also more egocentric and need individual attention. However, contrary to the common belief, young learners are not better than older ones in language learning. They may be better at imitating the exact pronunciation of their teachers, but they are generally less successful in learning abstract concepts.

According to Lightbown and Spada (2006), older learners are not less effective in language learning. They may have difficulty approximating native speakers' pronunciation, but they are better at reaching high levels of proficiency in second or foreign language learning (Lightbown and Spada, 2006 p 73, cited in Harmer,). There are some characteristics of young leraners: (1) Young learners get bored quickly. If the activities are not interesting and engaging enough, young learners get bored easily. This is because they have a limited attention span. Generally, after ten minutes, they can get disinterested in the activity at hand, especially if it is taught directly and is devoid of the elements of play. (2) Young learners are meaning-oriented. They may understand what is being said without necessarily understanding every individual word. They may not only guess and interpret what is being uttered but they also respond to it with whatever language resources they have at their disposal. (3) Young learners like to discover things.They are characterized by curiosity and enthusiasm. They like to

make sense of the world around them through engaging and motivating activities where they have to discover by themselves rather than being told. They also often learn indirectly from everything around them – not necessarily focusing on the topic being taught. (4) They prefer concrete activities. According to Piaget's cognitive development theory, young learners are still developing. That is, they are still making their way from concrete to abstract thinking. Unlike adults who are more analytical, they are not yet well equipped to learn abstract concepts such as grammar rules. In addition to that, they are more inclined to understand based not only on explanation but more importantly on what they hear, see and touch (Harmer, 2001 p. 82). (5) They are more egocentric. They prefer to talk about themselves. Activities that focus on their lives are their cup of tea. In addition to that, children under the age of 12 need individual attention and approval from the teacher. (6) They are imaginative. Young learners are imaginative. Activities that are full of imagination is a source of enjoyment for them. It is sometimes difficult for them to distinguish reality from imagination. (7) They imitate. They learn by imitating adults. It is amazing how humans imitate and discover things from a very young age. Children acquire communication skills through social interactions. Consequently, because imitation functions as a learning tool, it is rewarding to use it to teach children new skills and knowledge.
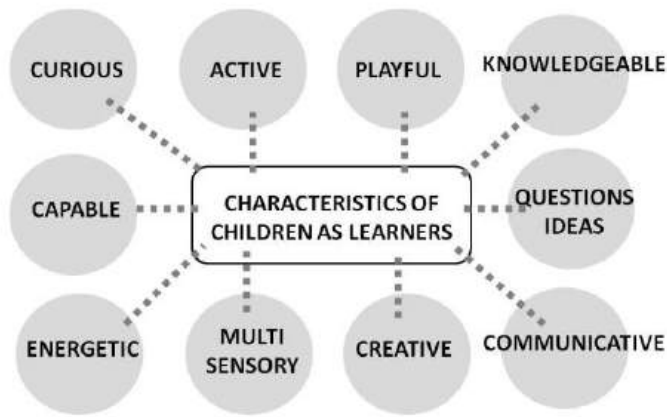
One of the reasons why teaching young learners requires highly skilled teachers is that these learners have difficulty understanding abstract concepts. Moreover, while teaching them, an appropriate learning atmosphere should be provided, where the children may move and interact in a stress-free environment. Young learners are, however, more imaginative. They also like discovering things, and easily respond to meaning-based activities. Finally, children are also good at imitating the teachers' language use (e.g.pronunciation) and social behaviors. characteristics of young learners provide useful insights for teachers. The main implications for language teaching are as follows: (1) Activities shouldn't normally take more than ten minutes to complete. Asking children to make an effort to concentrate more than that is counterproductive. They will get bored and disinterested easily. (2)The content should be interesting and motivating. The topics of activities should preferably focus on the students' lives. (3) Praising the children's performances is of paramount importance. (4) Since children try to imitate the teacher, the latter should be a good model

of language use and social behaviors. The teacher's pronunciation, for instance, matters enormously. Children imitate it perfectly well. (5) Children respond to meaning and are better at picking up the language through listening and speaking. (6) Since children like playing, discovering and using their imagination, the activities that focus on making things, drawing, problem-solving (e.g. riddles), singing, playing games can be very helpful. (7) The classroom should be ideally colorful and spacious enough to be able to move around without any problem. (8) Children should work in groups and the activities should be taking place in stress and anxiety-free atmosphere.

1.4 Learning theories for young learners

Several learning theories can be applied to young learners, with constructivism, behaviorism, cognitivism, and social learning theory being particularly relevant. These theories emphasize the importance of active engagement, environmental stimuli, and social interaction in shaping young children's learning. (1) Constructivism: This theory suggests that children actively construct their own knowledge through experiences and interactions with their environment. Educators can implement constructivist principles by providing hands-on activities, encouraging exploration and experimentation, and allowing children to make choices about their learning. (2) Behaviorism: This theory focuses on how external stimuli and consequences influence behavior and learning. Teachers can use behaviorist principles by providing positive reinforcement, using rewards for desired behaviors, and implementing strategies for managing challenging behaviors. (3) Cognitivism: This theory emphasizes internal mental processes, such as attention, memory, and problem-

solving. Educators can apply cognitivist principles by creating engaging activities that stimulate cognitive development, providing opportunities for practice and repetition, and fostering critical thinking skills. (4) Social Learning Theory: This theory highlights the role of social interaction and modeling in learning. Teachers can implement social learning principles by creating a supportive and collaborative classroom environment, encouraging peer interactions, and providing opportunities for students to learn from each other.

In addition to these core theories, other important considerations for young learners include: (1) Experiential Learning: Young children learn best through hands-on experiences that allow them to explore and discover. (2) Active Learning**:** Engaging children in active learning activities, such as playing games, singing songs, and engaging in physical activities, can enhance their learning. (3) Individualized Instruction: Recognizing that each child learns at their own pace and in their own way, educators should provide individualized support and differentiated instruction. (4) Scaffolding: Providing temporary support to help children learn new skills or concepts, and then gradually removing that support as they become more proficient. (5) Zone of Proximal Development (ZPD): Recognizing that children learn best when they are challenged within their ZPD, which is the area between what they can do independently and what they can do with support. Developmental theories emphasize the importance of understanding children's developmental stages and tailoring learning experiences to their unique needs. Constructivist theories highlight the active role of learners in constructing their own knowledge through exploration, experimentation, and problem-solving.

(1) Skinner's theory of child development:His idea was that children learn to behave in certain ways because of previous experiences which have either been pleasant or unpleasant. He saw children as active participants in this process, exploring their environment and then learning from the consequences of their behaviour.

(2) Vygotsky's theory of cognitive development: Vygotsky's theory of cognitive development, also known as the sociocultural theory, emphasizes the role of social interaction and culture in shaping cognitive development. It posits that learning is a social process where individuals acquire knowledge and skills through interactions with more knowledgeable others, such as parents, teachers, or peers. Key concepts include the Zone of Proximal Development (ZPD), guided participation, and the importance of language in cognitive development.

(3) Rogers' Humanistic theory: this is based upon a belief that people have a natural human eagerness to learn and that learning involves changing your own concept of yourself. This theory suggests that learning will take place if the person delivering it acts as a facilitator.

(4) Bloom's taxonomy a theory: The Taxonomy of Educational Objectives, known as Bloom's Taxonomy (Bloom, Engelhart, Furst, & Krathwohl, 1956) is one of the most recognized learning theories in the field of education.

(5) The theory of John Dewey: in John Dewey's learning theory, all learning occurs within a social environment. In this sense, knowledge is socially constructed based on our experiences. As Dewey puts it, the 'educational process has two sides — one is psychological and the other is sociological'.

(6) Theory in early childhood education: Early childhood education theories emphasize the importance of providing enriching experiences that stimulate and

nurture children's cognitive growth. Children can enhance their language, problem-solving, and critical-thinking skills through interactive activities, playful exploration, and guided instruction.

(7) Vygotsky's ZPD theory: The Zone of Proximal Development (ZPD) was a key construct in Lev Vygotsky's theory of learning and development. The Zone of Proximal Development is defined as the space what a learner can do without assistance and what a learner can do with adult guidance or in collaboration with more capable peers.

1.5 Conclusion

One of the reasons why teaching young learners requires highly skilled teachers is that these learners have difficulty understanding abstract concepts. Moreover, while teaching them, an appropriate learning atmosphere should be provided, where the children may move and interact in a stress-free environment. Young learners are, however, more imaginative. They also like discovering things, and easily respond to meaning-based activities.

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CHAPTER 2

DEVELOPING LISTENING SKILLS IN YOUNG LEARNERS

By Isry Laila Syathroh

Listening is the foundation for language acquisition, particularly in the early stages of learning. For young learners, listening is not only a medium for absorbing the sounds, vocabulary, and grammar of a language but also a key to developing communication skills and engaging meaningfully in both academic and social settings (Vandergrift & Goh, 2012; Rost, 2016). This chapter explores the importance of listening, the challenges faced by young learners, and effective strategies for fostering listening development.

2.1 Importance of Listening Skills

Listening lays the groundwork for the development of other language skills and is often the first channel through which children acquire a new language. For young learners, listening is not only a passive skill but a crucial part of their language acquisition process. It enables them to make sense of the sounds, rhythms, and patterns of the target language before they begin to speak. In fact, even before producing language themselves, children absorb much of what they hear in their environment, making listening a natural and essential starting point for effective language learning (Lynch, 2009).

Attentive listening in the classroom allows learners to comprehend spoken language and follow instructions, which is fundamental for successful classroom interactions and participation (Ur, 2012). It is through repeated and meaningful exposure to spoken language that children acquire vocabulary and grammatical structures naturally and effectively (Rost, 2016; Snow, 1987). This kind of exposure helps them internalize the patterns of the language in a way that is more intuitive and lasting than through isolated drills or memorization.

Furthermore, listening provides a model for pronunciation. By hearing authentic speech regularly, learners can mimic the sounds, intonation, and rhythm of the language, which significantly contributes to the development of accurate and fluent pronunciation (Nation & Waring, 2000). This kind of practice through imitation is especially valuable at a young age when children are more receptive to picking up subtle differences in sound.

In addition, effective listening paves the way for more active language use. As learners develop their listening skills, they become more capable of participating in conversations, asking questions, and responding appropriately—thereby enhancing their overall communication abilities (Brown, 2014). In sum, listening serves as the cornerstone of language acquisition, especially for young learners, and harnessing its potential can lead to more effective and engaging language instruction.

2.2 Challenges in Developing Listening Skills

Despite its crucial role in language acquisition, developing listening skills can be particularly challenging for young learners. Several factors contribute to these difficulties, and they often stem from both linguistic and developmental aspects of early learning. One significant challenge is the

limited exposure to spoken language, especially in contexts where English is not the primary medium of communication. In non-immersive environments, opportunities for authentic listening practice may be scarce, making it harder for learners to become familiar with the sounds and structures of the language (Willis, 2005).

Another common difficulty lies in the ability to distinguish individual sounds, words, and phrases. For young learners, unfamiliar accents, rapid speech, or complex vocabulary can make it difficult to identify linguistic units within spoken input. This struggle with sound discrimination can significantly hinder their ability to comprehend spoken texts or follow spoken instructions in the classroom. Without repeated exposure and explicit support, learners may find it challenging to build the necessary listening comprehension skills.

In addition to linguistic challenges, cognitive factors also play a role. Young learners may experience cognitive overload when processing unfamiliar language without adequate scaffolding. When too much information is presented at once, or when the content is not appropriately matched to their level, learners can become overwhelmed. This overload not only affects their comprehension but can also lead to frustration or loss of motivation.

Furthermore, young learners typically have shorter attention spans, which can impact their ability to stay focused during listening tasks (Graham, 2019). Lengthy or monotonous listening activities may cause their attention to wane, limiting the effectiveness of such exercises. This highlights the importance of designing listening tasks that are age-appropriate, engaging, and varied to maintain interest and encourage sustained attention.

Taken together, these challenges underscore the need for strategic instructional approaches that consider both the linguistic demands of listening and the developmental characteristics of young learners. Effective listening instruction must be intentional, scaffolded, and responsive to learners' needs to support the successful development of this foundational language skill.

2.3 Strategies for Improving Listening Skills

To effectively support listening development in young learners, educators can implement the following strategies:

a.   Interactive and Authentic Activities

Engaging students in activities such as songs, chants, storytelling, and role-plays offers valuable opportunities for context-rich listening practice. These interactive methods are particularly effective for young learners, as they combine language input with movement, rhythm, and emotion—elements that naturally capture children's attention and aid memory. When children listen to songs or participate in chants, they become attuned to the sounds, intonation, and patterns of the language. Similarly, storytelling and role-plays invite learners to immerse themselves in narratives, allowing them to understand language in meaningful and memorable contexts (Field, 2008; Graham, 2019).

These activities not only make listening enjoyable but also foster a supportive environment in which learners can process language at their own pace. Through repeated exposure and participation, children develop greater confidence in interpreting spoken English. The use of familiar stories or imaginative play can also lower affective filters, encouraging even shy or

reluctant learners to engage with the language more actively.

In addition to interactive activities, the use of authentic materials plays a significant role in enhancing listening skills. Audio recordings of native speakers and age-appropriate videos provide exposure to real-life language use, helping learners become accustomed to various accents, speech rates, and natural expressions. These materials offer a window into the cultural contexts in which English is used, promoting not only linguistic competence but also intercultural understanding. By incorporating such resources into the classroom, teachers can make listening tasks more relevant and engaging, ultimately supporting learners' overall language development (Larsen-Freeman, 2000).

Figure 2. 1 Engaging Activities for Young Learners

b.   Scaffolded Support

Scaffolding plays a crucial role in helping young learners develop their listening competence. It involves providing structured support that enables students to access and understand spoken language more effectively, especially when they are still building foundational skills. Through well-planned scaffolding strategies, teachers can guide learners step by step, gradually reducing support as students become more confident and independent in their listening abilities.

One effective way to scaffold listening activities is by incorporating pre-listening tasks. These activities— such as picture prediction, brainstorming, or vocabulary preview—help activate learners' prior knowledge and prepare them for what they are about to hear. For instance, previewing key vocabulary or discussing a related topic can create mental hooks that make it easier for students to follow and understand the listening material (Richards, 2015). This preparation stage is particularly beneficial for young learners who may need more context to make sense of new language input.

During the listening tasks, teachers can continue to support learners by using visual aids, gestures, facial expressions, and simplified language. These multimodal cues can significantly enhance comprehension, especially when the spoken input is challenging or unfamiliar. By pointing to relevant images, demonstrating actions, or repeating phrases slowly and clearly, teachers help students focus on essential information without feeling overwhelmed (Ellis, 2008).

After the listening activity, post-listening tasks provide opportunities for reinforcement and deeper understanding. Activities such as games, question-and-answer sessions, or drawing based on what they heard

allow learners to reflect on and respond to the language they encountered. These follow-up exercises not only help consolidate learning but also give students a chance to express their comprehension in creative and engaging ways (Brown, 2014). Overall, scaffolding ensures that listening activities are accessible, meaningful, and developmentally appropriate for young learners.
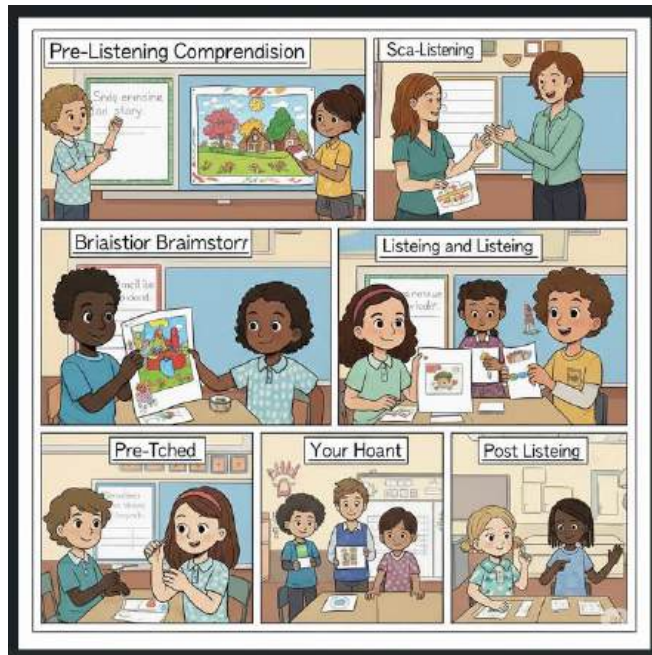
Figure 2. 2 Different Scaffolding Activities for Young Learners

c.   Multimodal Approaches

Integrating visual, auditory, and kinesthetic elements into listening instruction is essential for addressing the diverse learning styles of young learners. According to Kress and van Leeuwen (2001), multimodal approaches—those that combine different sensory channels—support a more holistic and inclusive

learning experience. Children do not all learn in the same way; some may respond more strongly to visual cues, while others benefit from auditory repetition or physical engagement. By blending these elements, educators can create a dynamic learning environment that meets the varied needs of their students and maximizes the potential for comprehension and retention.

Figure 2. 3 Activities with Different Learning Styles for Young Learners

One effective method for incorporating multiple modes of learning is the use of digital tools and applications. Educational apps and programs often feature a combination of sound, visuals, and interactive features, making them especially appealing to young learners. These tools allow children to listen to stories or dialogues while watching animations or images, helping them connect meaning with language input (Dudeney et al., 2013). The interactivity of such tools

also allows learners to engage directly with the content, which can enhance focus and motivation.

Figure 2. 4 Multiple Modes of Learning Activities for Young Learners

In addition to digital resources, hands-on and physically engaging activities can also enrich listening experiences. Incorporating drama, movement, and crafts into the classroom not only supports kinesthetic learning but also encourages emotional connection and creativity. For example, learners can act out scenes from a story they have listened to, create artwork based on a listening task, or participate in action-based songs and chants. These types of activities allow learners to internalize language through movement and emotion, making the listening process more memorable and meaningful (Richards & Rodgers, 2014). By thoughtfully integrating visual, auditory, and kinesthetic elements, teachers can ensure that listening instruction is inclusive, engaging, and developmentally appropriate for young learners.

Figure 2. 5 Examples of Hands of Activities for Young Learners

d.   Targeted Listening Skills

Exercises that target specific listening skills—such as identifying main ideas, following directions, and understanding vocabulary—play a crucial role in developing young learners' listening competence. According to Nunan (2003) and Harmer (2007), these types of focused activities help learners engage more actively with the listening material and train their ears to notice important elements in spoken language. By learning to distinguish key points from supporting details, students become more adept at grasping the overall message of what they hear.

Practicing how to follow spoken directions is especially valuable for classroom routines and real-life communication. Activities such as "listen and do" tasks or instructional games require learners to process

language in real time and respond accordingly, which builds their confidence and listening agility. Similarly, targeted vocabulary exercises that introduce and reinforce key words before, during, and after listening tasks help learners comprehend spoken texts more effectively. By systematically incorporating these strategies into listening instruction, teachers can foster learners' ability to decode and understand spoken English with greater accuracy and ease.

2.4 Formative Assessment

Monitoring learners' progress is a crucial aspect of effective language teaching, especially in the development of listening skills. It provides valuable insights into how students are progressing over time and helps educators make informed decisions about instructional strategies and support. By observing how students respond to listening tasks and tracking their improvement, teachers can tailor their approaches to meet individual needs.

One effective method of informal assessment is through direct observation, supported by the use of checklists and anecdotal notes. As Hughes (2003) suggests, these tools allow teachers to capture spontaneous behaviors and performance during listening activities. Such ongoing assessment helps identify areas of strength as well as aspects that may require further attention, without the pressure of formal testing.

Figure 2. 6 Observation of Young Learners as Formative Assessment

In addition to teacher-led assessments, involving students in self- and peer-assessment can significantly enhance metacognitive awareness. According to Nunan (2013), when learners evaluate their own or their peers' performance, they begin to recognize effective strategies and areas for growth. This practice fosters autonomy and encourages learners to take ownership of their listening development.

Figure 2. 7 Types of Assessment for Young Learners

Constructive feedback plays a vital role in guiding learners toward improvement. Scrivener (2011) emphasizes that feedback should not only highlight what learners did well or struggled with but also prompt reflection. When students are encouraged to think about the strategies they used and set specific goals, they become more intentional and motivated in their learning process. Thus, effective monitoring is not just about measuring outcomes—it also shapes the learning journey.

2.5 Conclusion

Developing listening skills in young learners requires more than simply exposing them to spoken language—it demands a holistic, learner-centered approach that takes into account their developmental stages, interests, and individual learning styles. Young learners benefit most when teachers create an environment where listening is not a passive act, but an active and engaging process. This involves designing

activities that are relevant and meaningful, allowing learners to make personal connections with the language they hear.

One of the most effective ways to nurture listening skills is through the use of interactive and playful learning activities. Games, songs, stories, role-plays, and group tasks not only sustain children's attention but also make listening enjoyable and purposeful. These activities naturally integrate listening with speaking, movement, and visual cues, helping children to develop their understanding in a low-pressure, supportive context. Moreover, they offer repeated and varied exposure to key vocabulary and language structures, which is essential for internalizing new language.

Scaffolding is another crucial element in supporting young learners' listening development. Teachers need to provide clear instructions, model expectations, and guide learners step-by-step as they build their listening skills. Visual aids, gestures, repetition, and simplified language can all support comprehension and reduce anxiety. Over time, as learners gain confidence, these supports can be gradually reduced, empowering them to listen more independently and with greater accuracy.

In addition, incorporating multimodal tools—such as videos, songs, digital apps, and real-life audio recordings— can enhance the listening experience by appealing to various senses and learning preferences. These tools offer authentic language exposure and help learners develop strategies for understanding different accents, speech rates, and contexts. When carefully chosen and purposefully implemented, technology can play a powerful role in reinforcing listening comprehension and language acquisition.

Formative assessment also plays a vital role in developing listening skills. Rather than focusing solely on right or wrong answers, teachers should observe how learners engage in listening tasks, noting their strategies,

progress, and challenges. Feedback should be specific, constructive, and encouraging, guiding learners toward improvement while reinforcing their successes. This ongoing assessment allows for timely interventions and adjustments to instruction, ensuring that every learner can grow at their own pace.

Ultimately, by weaving together these four elements, educators can create rich and meaningful listening experiences for young learners. These foundational skills do more than support language learning; they contribute to the development of critical thinking, empathy, and social interaction. When young learners are equipped with strong listening abilities, they are better prepared to become confident communicators and lifelong users of language in an increasingly globalized world.

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CHAPTER 3

FOSTERING ORAL COMMUNICATION: TEACHING SPEAKING TO YOUNG LEARNERS

By Citra Prasiska Puspita Tohamba

3.1 Oral Language Teaching for Children

3.1.1 Importance of Speaking Skills

Speaking skills play a critical role in the overall development of children, encompassing language acquisition, cognitive growth, and social interaction. Here are the key aspects highlighting their importance:

1. **Language Development**
    - Foundation for Literacy:

        Speaking skills form the basis for reading and writing. Oral language proficiency supports the development of phonological awareness, vocabulary, and comprehension skills, which are essential for literacy (Tohamba et al., 2022). Children who can articulate their thoughts clearly are better prepared to understand written texts and express themselves in writing.

- Vocabulary Expansion:

  Engaging in conversations helps children learn new words and phrases. By using words in various contexts, they deepen their understanding and retention. This continual vocabulary expansion is crucial for language development and effective communication (Denton, 2013).

- Grammar and Syntax:

  Through speaking, children learn the rules of grammar and sentence structure. Regular practice helps them use correct syntax and form more complex sentences, enhancing their overall language proficiency (Johnston, 2023).

2. **Cognitive Growth**

- Thinking and Reasoning:

  Speaking allows children to articulate their thoughts, reason through problems, and make connections between ideas. Verbalizing thoughts can enhance cognitive processes such as memory, attention, and problem-solving skills.

- Conceptual Development:

  Discussing and explaining concepts orally helps children internalize and understand abstract ideas (Calibugan & Maghuyop, 2024). For example, talking about mathematical concepts or scientific phenomena aids in grasping complex notions and organizing thoughts logically.

- Metacognitive Skills:

    Speaking about their own learning processes helps children develop metacognitive skills, such as self-reflection and self-regulation (Baker, 1994). They learn to think about how they learn, which strategies work best for them, and how to approach new learning tasks.

3. **Social Interaction**
- Communication Skills:

    Effective speaking skills enable children to express their needs, feelings, and ideas clearly. This is crucial for building relationships, resolving conflicts, and participating in social activities (Mousena & Sidiropoulou, 2018). Children learn to negotiate, persuade, and collaborate through verbal interactions.

- Socialization:

    Through conversations, children learn social norms such as taking turns in speaking, listening actively, and responding appropriately. These interactions teach them how to behave in different social contexts, helping them integrate into their community.

- Empathy and Understanding:

    Engaging in dialogues helps children understand different perspectives and develop empathy. By listening to others and expressing their own viewpoints, they learn to appreciate diverse opinions and build stronger social bonds.

4.   Emotional Development

- Self-Expression:

    Speaking provides children with a means to express their emotions and experiences. Being able to talk about their feelings helps them manage emotions and develop a sense of self-awareness.

- Confidence Building:

    Regular practice of speaking in various contexts builds confidence in children. When they successfully communicate their ideas and receive positive feedback, their self-esteem grows, encouraging them to participate more actively in social and academic settings.

5.   Academic Success

- Classroom Participation:

    Children with strong speaking skills are more likely to participate in classroom discussions, ask questions, and seek help when needed. This active engagement in learning activities supports their academic achievement.

- Presentation Skills:

    Developing speaking skills early on prepares children for future academic tasks, such as giving presentations and participating in debates. These skills are essential for success in higher education and professional environments.

In summary, speaking skills are integral to children's development, influencing their ability to communicate effectively, think critically, interact socially, manage emotions, and succeed academically.

Investing in the development of these skills provides children with a strong foundation for lifelong learning and personal growth.

3.1.2 Theoretical Foundations

Understanding how children acquire speaking skills involves exploring various theories and recent research. Key theoretical foundations and their implications for teaching speaking to young learners include:

1.   Social Learning Theory (Albert Bandura)

Observational Learning	Children learn to speak by observing and imitating the language used by adults and peers. Modeling correct speech and providing opportunities for imitation are crucial teaching strategies (Rumjaun & Narod, 2020).
Interactive Learning	Engaging in meaningful interactions with caregivers and teachers helps children practice and refine their speaking skills.

2.   Constructivist Theory (Jean Piaget)

Active Learning	Children are active learners who construct knowledge through experiences and interactions. Providing hands-on activities and

	encouraging exploratory talk promotes language development. (Devi, 2019)
Language and Thought	Piaget emphasized the connection between language and cognitive development. Encouraging children to verbalize their thoughts supports their cognitive growth.

3. Sociocultural Theory (Lev Vygotsky)

Zone of Proximal Development (ZPD)	Children learn best when guided by someone more knowledgeable within their ZPD. Scaffolding speaking activities to match the child's developmental level fosters language acquisition (Lambright, 2023).
Role of Social Interaction	Vygotsky highlighted the importance of social interactions in language development. Collaborative activities and dialogue with peers and adults enhance speaking skills (LEARNING, 2012).

4.   Interactionist Approaches

Input Hypothesis (Stephen Krashen)	Children need exposure to comprehensible input slightly above their current proficiency level. Creating a rich linguistic environment with varied and engaging input supports language growth.
Output Hypothesis (Merrill Swain)	Producing language (output) is as important as receiving input. Activities that require children to speak and express themselves facilitate language development.

5.   Research on Meaningful Communication

Contextualized Learning	Research indicates that children learn to speak more effectively when engaged in meaningful, context-rich interactions. Real-life scenarios, storytelling, and role-playing make speaking activities relevant and engaging.
Interactive Practices	Studies show that interactive and participatory teaching methods, such as group discussions and collaborative

	projects, significantly enhance children's speaking abilities.

By understanding the importance of speaking skills and the theoretical foundations of language acquisition, educators can design effective teaching strategies that foster oral communication in young learners. Creating a supportive and interactive learning environment encourages children to develop their speaking skills, benefiting their overall language development and cognitive and social growth.

3.2 Methods and Approaches

3.2.1 Effective Teaching Strategies

To effectively teach speaking skills to young learners, various methods tailored to their developmental stage and learning style should be employed. Here are some key strategies:

1. **Communicative Approach:**
   - ➢ **Focus on Meaningful Communication:** Emphasizes using language to communicate real messages and information rather than just practicing language forms. Activities such as role-plays, simulations, and interviews encourage children to use language meaningfully.
   - ➢ **Authentic Materials:** Uses real-life materials such as storybooks, songs, videos, and pictures

to provide context and relevance to language use.

➢ **Task-Based Learning:** Involves learners in tasks that require speaking to complete, such as solving problems, making plans, or conducting surveys.

2. **Interactive Approach:**

➢ **Pair and Group Work:** Encourages children to work in pairs or small groups to practice speaking. This not only increases talking time but also helps children learn from each other.

➢ **Discussion and Debates:** Introduces simple topics for discussion or friendly debates to promote critical thinking and articulate expression of ideas.

➢ **Interactive Games:** Incorporates language games that require verbal interaction, such as word games, board games, and interactive storytelling.

3. **Total Physical Response (TPR):**

➢ **Action-Based Learning:** Combines language learning with physical movement to help children associate words and phrases with actions. For example, giving commands like "jump," "run," or "clap" while performing the actions.

4. **Storytelling and Drama:**

➢ **Storytelling Sessions:** Uses storytelling to engage children's imagination and encourage them to retell stories, ask questions, and discuss characters and events.

➤ **Role-Playing and Drama:** Provides opportunities for children to act out different roles and scenarios, enhancing their ability to use language in various contexts.

5. **Scaffolded Speaking Activities:**
   ➤ **Structured Support:** Provides support and gradually removes it as children become more proficient. This might involve modeling language, using sentence starters, or providing visual aids.
   ➤ **Guided Practice:** Begins with guided practice where the teacher provides substantial assistance and moves towards independent speaking tasks.

3.2.2 Creating a Supportive Environment

Establishing a classroom atmosphere that encourages natural and spontaneous conversations is crucial for fostering speaking skills in young learners. Here are some guidelines:

1. **Safe and Inclusive Environment:**
   ➤ **Encourage Risk-Taking:** Create an atmosphere where children feel safe to take risks and make mistakes without fear of ridicule. Emphasize that errors are a natural part of learning.
   ➤ **Celebrate Diversity:** Respect and celebrate the diverse linguistic and cultural backgrounds of students. Encourage them to share their experiences and languages.

2. **Positive Reinforcement:**
   ➤ **Praise and Encouragement:** Use positive reinforcement to motivate children. Praise their

efforts and improvements in speaking, regardless of their proficiency level.

➢ **Constructive Feedback:** Provide specific and constructive feedback that helps children understand how to improve. Focus on what they did well and offer suggestions for enhancement.

3. **Engaging and Relevant Content:**
   ➢ **Child-Centered Topics:** Choose topics that are relevant and interesting to the children's lives. This increases their motivation to participate and speak.
   ➢ **Interactive and Fun Activities:** Incorporate games, songs, and hands-on activities that make learning fun and engaging. Use puppets, props, and visual aids to stimulate interest.

4. **Routine and Structure:**
   ➢ **Consistent Routines:** Establish routines that include regular speaking activities. This helps children know what to expect and feel more comfortable participating.
   ➢ **Clear Instructions:** Provide clear and simple instructions for speaking tasks. Ensure that children understand what is expected of them.

5. **Opportunities for Speaking:**
   ➢ **Daily Practice:** Include daily opportunities for children to practice speaking, such as morning meetings, show-and-tell sessions, and circle time.
   ➢ **Varied Contexts:** Provide varied contexts for speaking, including one-on-one conversations, small group discussions, and whole-class activities.

6.   **Language-Rich Environment:**
   ➢ **Visual and Verbal Stimuli:** Decorate the classroom with posters, labels, and charts that include new vocabulary and language structures. Use these as reference points during speaking activities.
   ➢ **Interactive Corners:** Set up interactive learning corners where children can engage in pretend play, use language props, and practice speaking in different scenarios.

By employing effective teaching strategies and creating a supportive environment, educators can significantly enhance young learners' speaking skills. This combination fosters a positive and dynamic learning experience, encouraging children to communicate confidently and effectively.

3.3 Activities and Exercises

3.3.1 Engaging Language Activities

1.   **Language Games:**
   ➢ **Simon Says:** A fun game that encourages children to listen and follow instructions, enhancing their ability to understand and use action verbs and prepositions.
   ➢ **Word Bingo:** A game where children listen for specific words and mark them on their bingo cards, promoting active listening and vocabulary recognition.
   ➢ **Guessing Games:** Activities like "20 Questions" or "Guess the Object" where children ask and answer questions to identify an object, person,

or place, enhancing questioning and descriptive skills.

2. **Storytelling:**
   ➢ **Story Time:** Regular storytelling sessions where the teacher reads a story aloud and engages children in discussions about the plot, characters, and setting.
   ➢ **Story Retelling:** Children retell stories in their own words, either individually or in groups, which helps reinforce narrative skills and vocabulary.
   ➢ **Story Creation:** Encourage children to create their own stories using picture prompts or story starters, fostering creativity and language use.

3. **Songs and Rhymes:**
   ➢ **Singing Songs:** Use songs with repetitive and rhyming lyrics to help children learn new words and sentence structures in a fun and memorable way.
   ➢ **Action Rhymes:** Incorporate rhymes with actions, like "Head, Shoulders, Knees, and Toes," to help children connect words with movements and improve their physical and verbal coordination.
   ➢ **Musical Storytelling:** Combine storytelling with music, where children sing parts of the story or create sound effects, enhancing their listening and speaking skills.

4. **Group Activities:**

   ➢ **Show and Tell:** Children bring an object from home and talk about it in front of the class, promoting public speaking and vocabulary usage.

   ➢ **Circle Time:** Daily group discussions where children share experiences, answer questions, and participate in thematic conversations, fostering a sense of community and confidence in speaking.

   ➢ **Drama and Role-Play:** Set up scenarios where children can act out different roles, such as a shopkeeper and customer, to practice conversational skills in a structured but creative way.

3.3.2 Building Confidence

1. **Pair and Small Group Activities:**

   ➢ **Think-Pair-Share:** Children think about a question or topic, discuss it with a partner, and then share their ideas with the class, gradually building confidence in speaking.

   ➢ **Partner Interviews:** Children interview each other about simple topics (favorite food, hobbies) and then present their partner's answers to the class, encouraging speaking in a supportive environment.

2. **Structured Speaking Tasks:**

   ➢ **Sentence Starters:** Provide sentence starters to help children begin their responses, such as "I think that..." or "My favorite is...," which can

reduce anxiety and provide a framework for speaking.

➢ **Picture Descriptions:** Use pictures and ask children to describe what they see, promoting descriptive language and helping them practice speaking in a low-pressure context.

3. **Interactive Reading:**

➢ **Dialogic Reading:** Engage children in reading by asking open-ended questions about the story and encouraging them to predict what will happen next or relate the story to their own experiences.

➢ **Character Voices:** Encourage children to read parts of the story in different character voices, making reading aloud fun and building their expressive speaking skills.

4. **Confidence-Building Games:**

➢ **Pass the Ball:** In a circle, pass a ball to a child who must say a word or sentence related to the topic before passing it on. This game builds quick thinking and confidence in speaking.

➢ **Puppet Shows:** Use puppets to create dialogues or short plays, allowing children to practice speaking through their puppet characters, which can be less intimidating than speaking as themselves.

5. **Positive Reinforcement:**

➢ **Compliment Circle:** At the end of a speaking activity, have children give compliments to each other, focusing on the effort and improvements they observed, fostering a positive speaking environment.

> ➢ **Sticker Charts:** Use sticker charts to reward participation and effort in speaking activities, providing visual and tangible motivation for children to speak more.

By incorporating these engaging language activities and confidence-building exercises, educators can create a dynamic and supportive environment that encourages young learners to develop their speaking skills. These activities are designed to be fun and interactive, making the learning process enjoyable and effective.

3.4 Assessment and Evaluation

3.4.1 Measuring Speaking Abilities

Effective assessment of children's speaking skills involves using various methods to capture their abilities comprehensively. Here are some key approaches:

1. Assessment Rubrics

Criteria-Based Rubrics	Holistic Rubrics	Analytic Rubrics
Develop rubrics that outline specific criteria for evaluating speaking skills, such as pronunciation, fluency, vocabulary usage, and grammatical accuracy. Each criterion should have defined performance	Use holistic rubrics to evaluate overall speaking performance, considering the integration of multiple aspects like coherence, articulation, and engagement.	Break down speaking skills into distinct components (e.g., pronunciation, grammar, vocabulary, fluency) and assess each component

Criteria-Based Rubrics	Holistic Rubrics	Analytic Rubrics
levels (e.g., Excellent, Good, Needs Improvement) to provide clear expectations and objective measurements.	This approach provides a broad view of a child's speaking proficiency.	separately. This allows for detailed feedback on specific areas of strength and areas needing improvement.

2. Oral Proficiency Tests

➢ Structured Interviews:

Conduct structured interviews where children respond to predetermined questions or topics. This assesses their ability to articulate thoughts, use vocabulary appropriately, and engage in conversation.

➢ Picture Description:

Ask children to describe a picture or series of pictures, evaluating their ability to use descriptive language, organize thoughts, and speak coherently.

➢ Story Retelling:

Have children retell a story they have heard or read, assessing their ability to recall details, sequence events, and use expressive language.

3. Peer and Self-Assessment

➢ Peer Review

Allow children to assess each other's speaking skills using simple criteria or checklists. Peer

feedback can be a valuable learning tool and encourages active listening.

➢ Self-Assessment
Encourage children to evaluate their own speaking performance using a checklist or rating scale. This fosters self-awareness and reflection on their speaking abilities.

4. **Observational Assessment:**
   ➢ Classroom Observations
   Observe children during various speaking activities (e.g., group discussions, presentations) and take notes on their participation, fluency, and confidence. This provides insights into their practical speaking abilities.
   ➢ Video Recordings
   Record children's speaking activities and review the recordings to assess their performance. This allows for detailed analysis and the ability to track progress over time.
   ➢ Monitoring Progress
   Tracking development and identifying areas needing improvement involves ongoing evaluation and feedback. Here are strategies to effectively monitor progress:
   a. Regular Check-Ins:
      Frequent Assessments: Conduct regular assessments to track changes in speaking abilities. This can include informal observations, periodic tests, or routine speaking activities.

Progress Journals: Maintain individual progress journals where observations, assessments, and feedback are recorded. This helps track development and identify patterns or trends in a child's speaking abilities.

b.   Feedback and Goal Setting:

Constructive Feedback: Provide specific, actionable feedback that highlights both strengths and areas for improvement. Use examples from the child's recent speaking activities to make feedback relevant and meaningful.

Goal Setting: Work with children to set achievable speaking goals based on their assessment results. Goals could include improving pronunciation, expanding vocabulary, or increasing fluency. Review progress towards these goals regularly.

c.   Tracking Tools:

Assessment Portfolios: Create portfolios where assessments, recordings, and samples of speaking work are collected. Portfolios provide a comprehensive view of a child's speaking progress over time.

Growth Charts: Use growth charts or progress trackers to visualize improvements in speaking skills. This can help both teachers and children see their development clearly.

d.   Individual Learning Plans:

Personalized Plans: Develop individualized learning plans based on assessment results. These plans should address specific needs and provide targeted strategies for improvement.

Differentiated Instruction: Adjust teaching methods and activities to meet the diverse needs of students. Tailoring instruction ensures that each child receives the support necessary for their unique learning requirements.

e. Engaging Parents and Caregivers:

Regular Updates: Provide parents and caregivers with updates on their child's speaking progress and areas needing attention. Offer suggestions for home activities that can support speaking development.

Home-School Collaboration: Encourage collaboration between home and school to reinforce speaking skills. Share strategies and resources that parents can use to support their child's speaking practice at home.

By using a combination of assessment rubrics, oral proficiency tests, observational assessments, and regular feedback, educators can effectively measure and monitor children's speaking abilities. Implementing these strategies ensures a comprehensive approach to evaluating speaking skills and supporting continuous improvement.

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CHAPTER 4

UNLOCKING THE WORLD OF READING: STRATEGIES FOR TEACHING READING TO YOUNG LEARNERS

By Sri Ayu Budi Lestari

4.1 Introduction to Early Reading Development

Imagine a classroom buzzing with the energy of young learners, their eyes wide with curiosity as they open a book for the first time. For some, the pages are a gateway to adventure; for others, they are a puzzle of symbols waiting to be decoded. Teaching young learners to read especially those learning English as an additional language is both a privilege and a challenge. It requires an understanding of how reading develops, a toolkit of evidence-based strategies, and a heart attuned to the unique needs of each child.

Reading is undeniably one of the most essential skills a child will develop throughout their educational journey. It is the door to academic success and serves as the key to understanding not only the English language but also other disciplines such as mathematics, science, and the social sciences. Early literacy development plays a significant role in shaping a child's future academic trajectory, and it is

during the preschool and early elementary years that a child's relationship with reading is cultivated.

Reading is more than just the ability to recognize words. It encompasses various components, from phonemic awareness (the ability to recognize sounds) to fluency (the speed and accuracy of reading) and comprehension (the understanding of what is read). The goal of teaching young children to read is not only to equip them with the technical skills of decoding words but also to help them develop a love for reading and understanding texts.

Research in early childhood education shows that the foundation of a child's literacy skills is set before they even enter kindergarten. Children begin developing reading skills from an early age by engaging with spoken language, participating in story time, recognizing letters, and identifying sounds in the world around them. When young learners are exposed to early literacy experiences, they develop the cognitive tools they need to be successful readers.

This chapter will provide an in-depth exploration of the foundations of teaching reading, focusing on the stages of reading development, key theories that inform reading instruction, and practical strategies that can be used to teach young learners effectively. By examining these elements, educators will gain insights into how to foster strong reading skills in young children and build a solid foundation for lifelong learning.

4.2 Key Theories in Reading Development

Reading is a multifaceted process that engages the brain in remarkable ways. According to Dehaene (2009), reading involves the coordination of visual, auditory, and cognitive systems, transforming written symbols into meaning. For young learners, this process begins with the recognition of letters and sounds, progresses to word decoding, and culminates in comprehension and critical engagement with texts. Research from high-impact journals, such as Reading Research Quarterly and Journal of Educational Psychology, underscores the importance of five key components in early reading development: phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel, 2000). These components, often referred to as the "Big Five," form the backbone of evidence-based reading instruction. Understanding the major theories of reading development helps educators tailor their instruction to meet the needs of young learners. These theories provide a framework for understanding how children develop the ability to read, as well as the best practices for teaching reading effectively.

One of the foundational theories of reading development is **phonemic awareness**, which refers to the ability to recognize and manipulate the individual sounds (phonemes) in spoken words. Phonemic awareness is crucial for reading development because it allows children to connect spoken language with written text. Research consistently shows that phonemic awareness is one of the strongest predictors of later reading success. Children who have strong phonemic awareness skills are better able to decode words and, as a result, are more likely to become successful readers.

For young learners, particularly English language learners (ELLs), phonemic awareness can be challenging due to differences in phonological systems across languages. For example, a Spanish-speaking child may struggle to distinguish between English vowel sounds that do not exist in their native language (Lesaux and Geva, 2006). Research by Adams (1990) highlights that explicit instruction in phonemic awareness, such as rhyming games or sound segmentation activities, significantly improves reading outcomes. In the classroom, teachers can use playful strategies like chanting rhymes or clapping syllables to build this foundational skill. For example, a teacher may say a word like "cat" and ask children to identify the first sound (/k/), the middle sound (/æ/), and the final sound (/t/). Activities like this help children become attuned to the sounds in language and provide the foundation for phonics instruction. Considering how important phonemic awareness to children's reading development, we'll discuss it further in later section.

Another important theory in reading development is **phonics**. Phonics instruction teaches children the relationship between letters and sounds, allowing them to decode words. By learning letter-sound correspondences, children gain the ability to sound out words and recognize familiar word patterns. Phonics instruction is critical in the early stages of reading because it provides students with a systematic method of decoding words. Effective phonics instruction is explicitly taught, with students learning the sounds of individual letters, letter combinations, and then applying these skills to read words. According to Ehri (2004), systematic phonics instruction where letter-sound correspondences are taught explicitly and sequentially leads to stronger decoding skills than incidental or embedded

approaches. For young ELLs, phonics instruction must be culturally responsive, acknowledging their linguistic diversity. For instance, a teacher might use bilingual word walls to highlight cognates (e.g., "family" in English and "familia" in Spanish) to support cross-linguistic connections (August and Shanahan, 2006). Given the significance of phonics instruction for children's reading development, we will explore it in more detail in a later section.

While phonics is crucial for beginning readers, **reading fluency** is the next step in the reading process. Fluency refers to the ability to read text smoothly, accurately, and with expression. Fluent readers are able to read quickly and accurately without having to pause and decode every word. Fluency is important because it allows children to focus on comprehension rather than on figuring out individual words. Research by Rasinski (2012) emphasizes that fluency is not just about speed but about reading with prosody using intonation and rhythm to convey meaning. Repeated reading, where students read the same text multiple times, has been shown to boost fluency, particularly for struggling readers (Samuels, 1979). Teachers can incorporate fluency-building activities, such as choral reading or reader's theater, to make practice engaging and collaborative. Recognizing the crucial role reading fluency plays in children's reading development, we will delve deeper into it in a subsequent section.

Vocabulary knowledge is a cornerstone of reading comprehension, especially for young ELLs who may face a "word gap" compared to their native-speaking peers (Hart and Risley, 2003). Research by Beck, McKeown, and Kucan (2013) advocates for explicit vocabulary instruction, focusing on "Tier 2" words, high utility words that appear across contexts (e.g., "important" or "discover"). Interactive read-aloud, where teachers pause to discuss word meanings, are

particularly effective for young learners. For example, while reading a story about a curious rabbit, a teacher might highlight the word "curious" and invite students to share times they felt curious, reinforcing both meaning and engagement.

Reading comprehension is the ultimate goal of reading instruction. While decoding and fluency are essential, they are only meaningful if the reader can understand what they are reading. Comprehension is the ability to understand and interpret the meaning of a text. Strong readers are able to make connections between the text and their own experiences, ask questions about the content, summarize key points, and draw conclusions based on the material they have read. According to Kintsch's (1998) Construction-Integration Model, comprehension involves building a mental representation of the text by integrating new information with prior knowledge. For young learners, comprehension strategies like predicting, questioning, and summarizing can be taught explicitly (Duke and Pearson, 2002). For ELLs, visual aids and graphic organizers can scaffold understanding, helping them connect new English words to familiar concepts (Echevarria, Vogt, and Short, 2017). Acknowledging the vital importance of reading comprehension in children's reading growth, we will address it further in a later section.

The process of reading involves not just cognitive skills but also social and emotional components. **Motivation and engagement** play significant roles in a child's ability to read well. Research by Guthrie and Wigfield (2000) shows that intrinsically motivated readers, those who read for enjoyment are more likely to persist through challenges and develop strong reading skills. For young learners, motivation can be fostered through choice (offering books that reflect

their interests), relevance (connecting texts to their lives), and social interaction (e.g., book clubs or partner reading). For ELLs, culturally relevant texts that reflect their backgrounds can boost engagement significantly (Ebe, 2010). Thus, it is essential to create a supportive, engaging, and print-rich environment that encourages children to interact with texts.

4.2.1 Building Phonemic Awareness

➢ **Understanding Phonemic Awareness**

Picture a classroom where young learners giggle as they clap out the syllables in "banana" or cheer when they correctly identify the first sound in "sun." These moments of joy are not just play; they are the building blocks of reading. Phonemic awareness and phonics are the cornerstones of early literacy, enabling children to crack the code of written language. For young learners, especially those learning English as an additional language, mastering these skills can feel like solving a delightful puzzle. This section explores evidence-based strategies for teaching phonemic awareness with a focus on engaging young learners and supporting English language learners (ELLs) in diverse classrooms.

Phonemic awareness, the ability to hear and manipulate sounds in spoken words, and phonics, the connection of those sounds to written letters, are critical for reading success. Research consistently shows that explicit, systematic instruction in these areas leads to stronger reading outcomes (Ehri, 2004; National Reading Panel, 2000). Yet, teaching these skills requires creativity to keep young learners motivated and sensitivity to address the linguistic diversity of ELLs. In this chapter, we'll dive into the science behind these

skills, share practical classroom strategies, and weave in stories of teachers who bring these concepts to life, ensuring every child feels confident in their journey to reading.

Phonemic awareness is the foundation of reading, allowing children to recognize and manipulate the individual sounds (phonemes) in spoken words. Unlike phonics, which involves print, phonemic awareness is entirely auditory. For example, a child with strong phonemic awareness can blend the sounds /c/, /a/, /t/ to say "cat" or segment "dog" into /d/, /o/, /g/. According to Adams (1990), phonemic awareness is a strong predictor of reading success, as it equips children to decode words when they encounter print.

For young learners, phonemic awareness develops through playful, oral activities. Research by Yopp and Yopp (2000) identifies key phonemic awareness tasks, such as:

a. **Blending**: Combining individual sounds to form a word (e.g., /b/, /i/, /g/ becomes "big").
b. **Segmenting**: Breaking a word into its individual sounds (e.g., "ship" becomes /sh/, /i/, /p/).
c. **Manipulation**: Adding, deleting, or substituting sounds (e.g., changing "cat" to "hat" by replacing /c/ with /h/).

For ELLs, phonemic awareness can be particularly challenging due to differences in phonological systems. For instance, a Mandarin-speaking child may struggle with English consonant clusters (e.g., "str" in "street") because such combinations are rare in their native language (Lesaux and Geva, 2006). Teachers must tailor instruction to address these linguistic differences while keeping activities engaging and accessible.

➢ **Strategies for Teaching Phonemic Awareness**

To bring phonemic awareness to life, teachers can use interactive, game-based activities that make learning feel like play. Below are three research-backed strategies, each designed to engage young learners and support ELLs:

1. **Sound Sorting Games**: Provide students with picture cards (e.g., cat, hat, sun) and ask them to sort them by initial or final sounds. For example, students might group "cat" and "cake" because both start with /k/. This activity strengthens phoneme identification and is accessible for ELLs, as pictures reduce reliance on English vocabulary (Yopp and Yopp, 2000). To scaffold for ELLs, include images familiar to their cultures, such as traditional foods or objects.

2. **Syllable Clapping**: Have students clap out the syllables in words, starting with familiar ones like their names or classroom objects (e.g., "pen-cil" = two claps). This activity builds segmentation skills and is particularly effective for young learners because it's kinesthetic and fun (Adams, 1990). For ELLs, incorporate words from their native languages to build confidence and cross-linguistic awareness.

3. **Elkonin Boxes**: Use boxes drawn on paper to represent each sound in a word. For example, for "dog," draw three boxes and have students place a token in each box as they say /d/, /o/, /g/. This visual and tactile approach helps students segment sounds and is especially supportive for ELLs who benefit from concrete representations (Ehri, 2004).

4.2.2 Phonics Instruction in Early Education

Phonics instruction is a cornerstone of early literacy education, and it is often considered the most effective method for helping young learners decode words and become proficient readers. Phonics involves teaching the relationship between letters and sounds, helping children understand how to read by sounding out letters and blending these sounds to form words. While phonics is just one piece of the literacy puzzle, it is essential to a child's ability to become an independent reader, laying the foundation for fluency and comprehension.

Phonics instruction helps young learners bridge the gap between spoken and written language. It enables children to decode new words by breaking them down into sounds, building their vocabulary, and improving their reading comprehension. Through explicit and systematic phonics instruction, children can develop the necessary skills to read, write, and spell effectively.

In this section, we will explore the key concepts and strategies of phonics instruction. We will examine the theoretical foundations of phonics, the methods used to teach it, and the different approaches to phonics instruction. This section will also include practical examples, real classroom scenarios, and teaching tips that will help educators effectively implement phonics instruction in their classrooms.

➢ **Phonics and Its Role in Early Reading Development**

Phonics plays a fundamental role in reading development, especially in the early stages of learning to read. Before children can read fluently, they must first master the basic skills required for decoding. Phonics

instruction provides students with the tools to sound out and recognize words, which is a critical step toward reading fluency.

At its core, phonics teaches children the relationship between the letters of the alphabet and the sounds they make. These letter-sound associations are the building blocks of decoding. For instance, the letter "b" represents the sound /b/ as in the word "ball," and the letter "a" represents the sound /æ/ as in the word "cat." Phonics instruction also involves teaching children how to blend these sounds together to form words. As children progress, they learn to apply this skill to more complex words and sentences.

One of the primary benefits of phonics instruction is that it helps students develop phonemic awareness. Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. This ability is essential for children to be able to decode words when they begin reading. Phonemic awareness is often developed before formal phonics instruction, and it is critical for the success of early readers. Activities like rhyming, sound matching, and phoneme segmentation help build this awareness and prepare students for more advanced phonics instruction.

Another important benefit of phonics instruction is that it helps children develop reading fluency. Fluent readers can recognize words automatically, which frees them to focus on comprehension rather than decoding individual words. Phonics instruction provides the foundation for fluency by teaching children how to recognize common letter combinations, blends, and

syllables. Through repeated practice, students begin to recognize patterns in words, which helps them read more quickly and accurately.

Phonics also plays a key role in building vocabulary. As children learn to decode words through phonics, they are exposed to new vocabulary that helps them understand the meaning of the text they are reading. Phonics instruction helps children develop the skills necessary to decode unfamiliar words, thereby expanding their vocabulary and supporting reading comprehension.

Finally, phonics instruction contributes to spelling and writing. By understanding the rules of letter-sound correspondence, students can apply this knowledge to both writing and spelling. Phonics helps children recognize patterns in words, which improves their spelling abilities and enables them to write more effectively.

➢ **Phonics Instruction Methods**

There are several different methods of phonics instruction, each designed to meet the needs of different learners. Some methods focus on teaching the relationship between individual letters and sounds, while others incorporate more advanced concepts, such as syllables, blends, and digraphs. Below, we will discuss the most widely used methods of phonics instruction and the strengths of each.

1. Synthetic Phonics

Synthetic phonics is one of the most widely used methods in phonics instruction. This method teaches children to convert individual letters or groups of letters into their corresponding sounds

and then blend those sounds together to form words. Synthetic phonics starts with teaching the letter sounds and then progresses to blending those sounds into words. For example, children learn to say the individual sounds /k/, /æ/, and /t/ and then blend them together to say the word "cat."

Synthetic phonics is highly structured and systematic, beginning with simple sounds and gradually progressing to more complex sound combinations. Students learn to decode words by sounding out each letter, blending the sounds together, and then recognizing the word as a whole. This method is especially effective for beginning readers and provides them with the foundational skills necessary to read independently.

One of the main strengths of synthetic phonics is its focus on explicit instruction. The method is highly structured, and the teacher provides clear, step-by-step guidance. It also emphasizes independent decoding, allowing students to sound out unfamiliar words on their own.

2. **Analytic Phonics**

Analytic phonics is another method of phonics instruction that focuses on analyzing the relationships between letters and sounds in words that students are already familiar with. Rather than sounding out each individual letter, students learn to recognize common letter patterns or rimes (the part of the word that follows the onset). For example, children may be taught to recognize the "at" sound in words like "bat," "cat," and "hat." By

recognizing these word patterns, students can decode new words more easily.

Analytic phonics is often used in conjunction with other methods, such as whole language or balanced literacy approaches. It is less structured than synthetic phonics and encourages students to use context and word patterns to recognize and read words.

One of the strengths of analytic phonics is that it helps students develop word recognition skills. By recognizing familiar patterns in words, students are able to read more fluently and efficiently. It also helps students make connections between similar words, which reinforces their understanding of word patterns.

3. Onset-Rime Phonics

Onset-rime phonics instruction focuses on teaching children to recognize the onset (the initial consonant or consonant cluster) and the rime (the vowel and any following consonants) of a word. For example, in the word "cat," the onset is /k/ and the rime is /æt/. This method helps students break words down into smaller, more manageable parts, making it easier to decode unfamiliar words.

Onset-rime phonics is particularly useful for early readers, as it simplifies the decoding process by focusing on the most common sound patterns. Students learn to recognize common onset-rime combinations, such as "at," "it," and "an," which they can then apply to other words.

One of the strengths of onset-rime phonics is that it encourages pattern recognition. By learning to identify common onsets and rimes, students become more efficient at decoding words, which improves their reading fluency. It also helps students develop a sense of word families, which reinforces spelling and word recognition.

4. **Blended Phonics**

Blended phonics combines elements of both synthetic and analytic phonics. In this approach, children are first taught individual letter sounds and then taught to blend those sounds together to form words. As students become more proficient, they are introduced to more complex patterns and word families. Blended phonics combines the best features of both synthetic and analytic phonics, providing a comprehensive approach to phonics instruction.

Blended phonics is highly flexible and can be adapted to meet the needs of individual students. It ensures that students learn to decode words in a systematic way while also allowing them to recognize word patterns and build vocabulary.

One of the strengths of blended phonics is that it provides a comprehensive framework for teaching reading. It balances the need for explicit phonics instruction with the benefits of recognizing word patterns and word families. This approach is effective for a wide range of learners, from beginning readers to more advanced students.

4.2.3 Enhancing Reading Fluency

Reading fluency is one of the most crucial components of reading development. It refers to the ability to read text smoothly, accurately, and with expression. A fluent reader does not struggle with decoding individual words but instead reads with automaticity, focusing on understanding the meaning of the text rather than getting caught up in the mechanics of reading. Fluent readers can focus their cognitive resources on comprehension, making reading an enjoyable and meaningful experience.

The importance of reading fluency cannot be overstated. It serves as the bridge between word recognition and reading comprehension. Without fluency, children may become bogged down by the need to sound out every word, leading to frustration, slower reading speeds, and reduced comprehension. Conversely, children who develop strong fluency skills can read at a more natural pace, processing information more efficiently, and engaging deeply with the text.

In this section, we will explore the concept of reading fluency, its role in reading development, and the strategies that educators can use to help students build fluency. We will also examine the various components of fluency: accuracy, speed, and prosody (expression, and how each contributes to a child's ability to read fluently. Finally, we will discuss how to assess fluency and provide practical tips for enhancing reading fluency in the classroom.

➢ **The Components of Reading Fluency**

Reading fluency is made up of several key components that contribute to a child's ability to read

with ease and understanding. These components include accuracy, speed, and prosody, which together determine how smoothly and effectively a child reads.

1. **Accuracy in Reading**

Accuracy is the first and most basic component of reading fluency. It refers to a child's ability to read words correctly, without errors. Accuracy involves recognizing familiar words automatically and decoding unfamiliar words using phonetic knowledge. A child with high accuracy in reading is able to quickly and correctly identify words, which forms the foundation for fluent reading.

To develop accuracy, children must first master basic phonemic awareness and phonics skills. They need to be able to recognize and decode words using the letter-sound relationships they have learned. However, accuracy in reading is not just about decoding—it also involves understanding the meaning of words in context. A child who recognizes a word but doesn't understand its meaning is not truly reading fluently.

Effective phonics instruction, along with plenty of practice with familiar words, helps children develop the accuracy necessary for fluency. The goal is for children to be able to recognize most of the words in a text automatically, without having to pause and decode each word.

2. **Speed of Reading**

Speed, or reading rate, is another key component of fluency. Speed refers to how quickly a

child can read a passage of text while maintaining accuracy. Fluent readers read at a pace that allows them to engage with the content and comprehend it effectively. Slow readers, on the other hand, may struggle with comprehension because they are focused on decoding words rather than understanding the overall meaning of the text.

Reading speed is often measured in words per minute (WPM), and it can be influenced by various factors, including the complexity of the text, the child's familiarity with the words, and the amount of practice the child has had. In the early stages of reading, children may read slowly as they work on accuracy and decoding. However, as they gain proficiency, their reading speed will naturally increase.

To increase reading speed, children need regular opportunities to practice reading texts that are at an appropriate level of difficulty. Texts that are too difficult may frustrate the reader and slow them down, while texts that are too easy may not provide enough of a challenge to improve speed.

3. Prosody: Expression and Intonation

Prosody refers to the rhythm, expression, and intonation with which a child reads. Fluent readers read with expression, varying their pitch, volume, and pace according to the meaning of the text. Prosody makes reading more engaging and helps convey the meaning of the text in a way that is not possible when reading word-for-word. It is an essential component of reading fluency because it

allows children to read in a natural and expressive way, much like how they would speak.

For example, when reading a dialogue between two characters, a fluent reader would use different voices or change their tone to reflect the emotions or intentions of the characters. In narrative texts, prosody helps convey the mood of the story, such as excitement, suspense, or sadness.

Prosody develops naturally as children become more comfortable with the mechanics of reading. It is closely tied to comprehension because children who understand the meaning of the text are more likely to read it expressively. However, prosody also requires practice. Children need to be encouraged to pay attention to punctuation, such as commas and periods, which signal where to pause or change tone.

➢ **The Importance of Reading Fluency for Comprehension**

Reading fluency plays a critical role in reading comprehension. When a child reads fluently, they do not need to focus on decoding individual words. This allows them to allocate more cognitive resources to understanding the meaning of the text. In contrast, children who struggle with fluency may spend so much time decoding words that they miss the overall meaning of the passage.

Reading comprehension requires both word-level understanding and text-level understanding. Fluency allows children to move beyond the individual words and focus on the relationships between sentences, paragraphs, and ideas. Fluent readers are able to

integrate information from different parts of the text, draw inferences, and make connections to their own experiences. They can also read with greater expression, which helps them engage with the material on an emotional level.

Because fluency is so closely tied to comprehension, it is essential that educators focus on developing fluency skills in their students. Children who are fluent readers are more likely to enjoy reading, develop a deeper understanding of the texts they encounter, and develop a lifelong love of reading.

➢ **Strategies for Developing Reading Fluency**

There are several strategies that educators can use to help students develop reading fluency. These strategies involve providing students with the tools they need to improve their accuracy, speed, and prosody, as well as creating an environment that fosters fluency development.

1. **Repeated Reading**

One of the most effective strategies for developing reading fluency is repeated reading. Repeated reading involves having students read the same text multiple times, focusing on improving accuracy, speed, and expression with each reading. As students read the same text repeatedly, they become more familiar with the words and their meanings, which leads to increased fluency.

Repeated reading can be done independently, in pairs, or with a teacher. Students can read short, manageable passages several times, paying attention to their fluency with each read. This

strategy helps students build automaticity, which is crucial for fluency.

2. Guided Reading

Guided reading is another powerful strategy for improving reading fluency. In guided reading, the teacher works with small groups of students who are reading at a similar level. The teacher provides targeted instruction based on the needs of the group, helping students with decoding, fluency, and comprehension.

During guided reading sessions, the teacher can model fluent reading and provide students with opportunities to practice reading aloud. The teacher can also guide students through discussions of the text, encouraging them to think critically about the content. Guided reading provides students with individualized support, helping them develop fluency in a supportive environment.

3. Partner Reading

Partner reading is a collaborative strategy where students read a text together, taking turns reading aloud. Partner reading helps students build fluency by providing opportunities for practice in a low-pressure setting. It also allows students to listen to their peers and model fluent reading.

Partner reading is particularly effective for younger students who may be hesitant to read aloud in front of the whole class. By reading with a partner, students gain confidence in their reading abilities and are more likely to take risks with new words and phrases.

4. Echo Reading

Echo reading is a technique in which the teacher reads a passage aloud first, and then the students "echo" or repeat the passage, trying to match the teacher's fluency. This strategy helps students practice both accuracy and prosody by modeling fluent reading. As students listen to the teacher's expression and rhythm, they learn how to read with appropriate tone and emotion.

Echo reading is particularly useful for developing prosody, as it encourages students to pay attention to punctuation and phrasing. It also provides an opportunity for students to practice reading difficult texts with the guidance of a fluent reader.

5. Use of Technology

Technology can be a helpful tool for enhancing reading fluency. There are numerous apps and programs designed to help students improve their fluency by providing practice opportunities, listening to fluent reading models, and offering feedback on their performance. For example, apps that offer audio books can allow students to follow along with the text, helping them develop fluency through repetition.

Teachers can also use video recordings to model fluent reading. By having students watch videos of fluent readers, they can gain insight into how to read with expression and pacing.

4.2.4 Comprehension Strategies for Young Learners

Reading comprehension is the ultimate goal of reading instruction. It is the ability to understand, interpret, and engage with the text. While phonics, fluency, and vocabulary acquisition are critical for reading development, comprehension is what allows children to derive meaning from the text they read. It enables them to connect new information to their existing knowledge, draw conclusions, and apply what they have read in new contexts. Without comprehension, reading becomes a mechanical task, rather than an interactive and enriching experience.

The development of reading comprehension skills begins early and continues to evolve as children encounter more complex texts. In the early stages of reading, comprehension is closely tied to phonics and decoding; students must first be able to recognize words before they can understand the meaning behind them. As children progress in their reading development, they move from understanding basic narratives to engaging with more abstract texts that require higher-order thinking skills.

In this section, we will explore the strategies that can help young learners improve their reading comprehension. We will look at how teachers can develop students' comprehension skills through explicit instruction, modeling, and practice. Additionally, we will examine the role of background knowledge, vocabulary, and engagement in comprehension development.

➢ **The Components of Reading Comprehension**

Reading comprehension involves several cognitive processes that work together to help a child understand

and interpret a text. These processes include decoding, vocabulary knowledge, background knowledge, and engagement. Each of these components plays a role in helping children move from simply recognizing words to fully understanding the meaning of a text.

1. **Decoding and Word Recognition**

Decoding, or the ability to translate written words into spoken words, is the first step in reading comprehension. Before children can understand what they read, they must first be able to recognize the words themselves. Phonics instruction provides the foundational skills for decoding, allowing students to break down words into smaller units (sounds, syllables, etc.) and blend them together to form the full word.

While decoding is essential for early readers, fluent word recognition is equally important. Fluent readers recognize words automatically and do not need to sound out each word. This automatic recognition allows them to focus on understanding the meaning of the text, rather than on decoding individual words.

Reading comprehension depends on the ability to decode words efficiently and automatically. Without this skill, students will be distracted by the process of decoding, which can impede their ability to engage with the text meaningfully. Teachers must help students develop both decoding skills and automatic word recognition to lay the foundation for strong reading comprehension.

2. Vocabulary Knowledge

Vocabulary is another critical component of reading comprehension. The more words a student knows, the easier it is for them to understand and interpret the text they are reading. Vocabulary knowledge contributes to comprehension in two key ways: it helps students understand the meaning of individual words and it enables them to make connections between words and concepts.

There are two types of vocabulary that are important for reading comprehension: receptive vocabulary (the words children can understand when they hear or read them) and productive vocabulary (the words children can use in speech or writing). Receptive vocabulary tends to develop first, and as children learn to recognize and understand words, their productive vocabulary begins to grow as well.

Building vocabulary requires both direct instruction and incidental learning. Direct instruction involves teaching children specific words and their meanings through activities such as word walls, vocabulary lists, and explicit explanations. Incidental learning occurs as children encounter new words while reading or listening to stories, providing them with opportunities to learn words in context.

A strong vocabulary enables students to better understand the content of the text and to make connections between new information and what they already know. Teachers can foster vocabulary

development through reading aloud, encouraging students to use new words in conversation, and providing opportunities for students to engage with a wide variety of texts.

3. Background Knowledge

Background knowledge plays a crucial role in reading comprehension. It refers to the information and experiences that a student brings to a text. Background knowledge provides context for understanding the content of the text and helps students make sense of unfamiliar concepts or ideas.

For example, if a child is reading a story about farming, they may have difficulty understanding the text if they have no prior knowledge of farming practices. However, if the child has been exposed to farming concepts through their experiences or previous reading, they will be better able to comprehend the material.

Teachers can build background knowledge by providing context before reading, discussing related topics, and encouraging students to make connections between what they already know and what they are learning. Background knowledge is especially important for reading comprehension because it allows students to activate their prior knowledge and make predictions, inferences, and connections while reading.

4. Engagement with the Text

Engagement is another important component of reading comprehension. It refers to the degree to which a student is actively involved with the text.

Engaged readers are interested in the material, think critically about what they read, and make connections to their own experiences. In contrast, disengaged readers may read passively without fully understanding or remembering what they have read.

Engagement with the text can be fostered by selecting interesting and relevant materials, providing opportunities for discussion, and encouraging students to interact with the text in meaningful ways. When students are actively engaged with the text, they are more likely to understand the material and retain the information.

➢ **Strategies for Enhancing Reading Comprehension**

To help young learners develop strong reading comprehension skills, teachers must use a variety of strategies that address each of the components of comprehension. Below are several evidence-based strategies that teachers can use to enhance reading comprehension in their students.

1. **Pre-Reading Strategies**

Pre-reading strategies are designed to activate students' prior knowledge, set a purpose for reading, and make predictions about the text. These strategies help students engage with the material before they begin reading, which can enhance their comprehension.

a. **Previewing the Text**: Before reading, encourage students to look at the title, headings, illustrations, and captions to make predictions about the content. This helps

students activate their background knowledge and set expectations for what they will learn.

b. **K-W-L Chart**: A K-W-L chart is a graphic organizer that helps students organize what they Know, what they Want to know, and what they have Learned. This strategy helps students focus their attention on key ideas and encourages active engagement with the text.

c. **Questioning**: Ask students questions before reading to encourage them to think about the topic and make predictions. Questions like "What do you already know about this topic?" or "What do you think will happen in the story?" help students focus on the content and develop a sense of curiosity.

2. **During-Reading Strategies**

During-reading strategies help students stay focused on the text and engage with the material as they read. These strategies are designed to promote active thinking and comprehension as students process the text.

a. **Think-Alouds**: Think-alouds involve the teacher verbalizing their thought process as they read, modeling how to think critically about the text. For example, the teacher might say, "I wonder why the character did that. Maybe it's because they're feeling angry." This helps students understand how to make inferences, ask questions, and think deeply about what they are reading.

b. **Highlighting or Underlining Key Ideas**: Encourage students to highlight or underline important ideas, characters, or events as they read. This helps them focus on the main points

of the text and can be used as a reference during discussion.

c. **Summarizing**: Periodically stop and ask students to summarize what they have read so far. This ensures that they are comprehending the material and helps reinforce the key ideas of the text.

3. **Post-Reading Strategies**

Post-reading strategies help students reflect on the text, deepen their understanding, and discuss what they have learned. These strategies provide opportunities for students to consolidate their comprehension and connect the material to their own experiences.

a. **Discussion**: After reading, engage students in a discussion about the text. Ask open-ended questions such as, "What did you think about the main character?" or "What was the author trying to say about friendship?" Discussions allow students to share their interpretations of the text and gain new insights from their peers.

b. **Graphic Organizers**: Graphic organizers, such as story maps or concept webs, can help students organize the information they have learned and visually represent the key ideas of the text. These tools provide students with a way to summarize and synthesize what they have read.

c. **Writing Responses**: Ask students to write about the text after reading, either through summaries, reflections, or personal responses. Writing helps reinforce comprehension by allowing students to articulate their understanding of the material.

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CHAPTER 5

NURTURING YOUNG WRITERS: APPROACHES TO TEACHING WRITING SKILLS

By Istiqamah Ardila

5.1 Introduction

Teaching English include writing for young learnes is different with teaching English for teenagers or adults because of their characteristics. Intoduce writing in early age will create a fundamental language skills that support young learners' communication development, critical thinking, and creativity. Writing not only helps children express their thoughts and ideas but also enhances their reading skills, comprehension, and overall cognitive development (Esmael, 2024).

According to Scott and Ytreberg (1995), writing is more difficult than speaking because there are no supports from body language, tone, and eye contact. Children often speak about the present moment, so writing can feel less meaningful unless it connects to their life. Writing also takes time to master considering its mechanicm like spelling, punctuation, and neatness. Therefore, teachers are encouranged to focus on making writing meaningful from the start and to correct errors gently while supporting content development.

Altough several challenges occurs in teaching writing to children, there are still many benefits from them. Writing can be useful, essential, integral and enjoyable part of the foreign language lesson. First, it adds another physical dimention to the learning process, and it lets children to express their personality. Writing activities can also help them to consolidare learning to other skill areas. Also, as learners progress, writing helps them consciously develop language structure and vocabulary. Bland in (Cahyati et al., 2019) stated advantages from foreign language learning include develop chidren communication abilities in English and cognitives skills as well as their metalinguistic awareness.

5.2 Understanding Young Writers

Children writing abilities and expression of ideas are influenced by their stages of cognitive and language developments. In Elmahida et al. (2021), children can be divided into two main groups. The first group includes children aged five to seven years old. At this stage, they can easily talk about what they are doing, what they have done, or what they have heard. They are also able to plan simple activities, imagine things vividly, and express their thoughts through arguments or stories. The second group consists of children aged eight to ten years old. By this stage, their characteristics are more developed which they can distinguish between fact and fiction, ask more questions, express likes and dislikes clearly, and work or learn together with others.

Overall, children at these ages have a tendency to easily understand the material with fun things. However, they can also get bored quickly and often prefer switching between tasks from one activity to another. As Brown (2001) points

out, it is important for teachers to consider both the characteristics and intellectual development of young learners to ensure successful language learning. Therefore, a good teacher should be aware of these differences in order to design teaching strategies that are appropriate and effective for their students.

To support young writers effectively, teachers need to understand that children's writing is closely linked to their personal experiences, emotions, and imagination. Young learners often write based on what they know, see, or feel in their daily lives. Their stories might not always follow a clear structure, but they often reflect creativity and honesty. Encouraging children to express themselves freely without fear of being corrected too often can help build their confidence in writing. Teachers should provide a safe space where children feel comfortable exploring language, even if their spelling or grammar is not yet perfect.

Moreover, it is important to recognize that young writers need models and guidance to grow. Using a genre-based approach, teachers can introduce different text types like stories, instructions, or simple reports, and help children notice the structure and purpose of each. Through modeling and guided writing, students can begin to organize their ideas more clearly and use appropriate language for different types of texts. With consistent practice, feedback, and support, children will develop not only stronger writing skills but also a love for expressing themselves through words.

5.3 Teaching Design: Approaches and Strategies

From teachers' side it is important to select the right lesson and design it according to the age group. If the students do not like the lesson, the whole class will be

unproductive. Teachers have to take care of student's motivation, their level of writing and preferred way of leaming before preparing any task. It is difficult to draw young leaner's attention and keep it focused for longer time. For doing this a teacher has to follow some teaching methods as well as teaching techniques to facilitate effective leaming (Zerin, 2007).in other words, teachers' approaches in teaching writing depend on the students or classroom situation (Norhidayah et al., 2021) where teacher must carefully select approaches to nurtue children's writing ability.

5.3.1 Setting the Foundation

The firts important to do in teaching writing for children is setting the foundation. English teachers need to build interactive learning process that suit to children needs and styles by becoming initiative teacher with high awarness about the importance of student-centered writing classes (Elmahida et al., 2021) rather than teacher-centered.

Setting a strong foundation in teaching writing to children begins with helping them build a good vocabulary. Using creative and fun strategies can make this process more enjoyable and effective. For example, teachers can use games like matching pictures with words, arranging jumbled letters into meaningful words, or practicing word order in simple sentences. These activities not only make learning fun but also help children remember vocabulary more easily. Understanding the meaning of words and how they are used in context is essential before children can use them confidently in their writing.

In addition to vocabulary building, a well-structured instructional design is also important to support the writing process. Providing handouts or visual aids can guide students through each writing step and serve as helpful references during practice. These materials can include examples of sentence patterns, vocabulary lists, or outlines of text structures. With the right support, children can feel more prepared and motivated to write. Combining fun vocabulary activities with a clear learning structure helps lay the foundation for successful writing development in young learners. This also works for grammar and other aspects in writing components.

5.3.2 Product Writing Approach

Teaching writing as productive skills requires teachers to direct students to produce their expressions in written form and needs more elements of skills such as using appropriate words, proper sentences and correct spelling (Hasibuan, 2013). As Steele (1992) stated that product approach included imitated a model text, organization, and controlled practice that emphasized on the end of product. Here, the model comes at the beginning and the product comes at the end.

There are several benefits of this approach. First, it gives a clear idea to the children about the organization of words and sentences. Then, it helps them acquire lingustics knowledge such as grammar, spelling, vocabulary, and punctuation thourh modeling text, controlled writing, and guided writing activities (Abata et al., 2019). This approach allows young learners to familiarize themselves with the structure and features of

different genre of writing that contribute to their writing abilities. In addition, it can provide a clear framework for them to follow especially for visual young learners.

There are four stages proposed by Stele'e (2004) to teach writing in this approach. In the first stage, students read and study model texts to identify the key features of the genre. This helps them understand how the text is structured and what language is commonly used. In the second stage, students practice those features, usually in a controlled way and separately from the full text. The third stage is the most important, where students learn how to organize their ideas and start shaping their own writing. Finally, in the fourth stage, students produce their final piece by choosing from similar writing tasks and applying everything they have learned.

For beginner writers, teachers can use a few simple writing activities to help students get started. One activity is *straight copying*, where students write down words while the teacher reads them aloud. This helps students connect spoken words with written ones. Another activity is *matching*, where students match pictures with the right sentences or choose a sentence to write based on a picture or short text. There's also *organizing and copying*, where students are given a sample like a letter with missing parts. They read the sample and complete it by copying the right sentences into the correct spots. The teacher helps them organize the ideas in a logical way.

After that, teachers can try some guided writing activities to give students more writing practice with support. One of these is *fill-in-the-blank* exercises. Students don't have to write full sentences on their own,

but they just fill in missing words in a sentence or paragraph. Another useful activity is *dictation*. The teacher says the first part of a sentence, and students finish it using their own words. (Scott and Ytreberg, 1995).

5.3.2 Process Writing Approach

Process writing approach is the opposite of product writing approach. This approach consists mainly in stressing writing as a process and de-emphasising writing as a product which the focus is on the steps that make up the act of writing. The process oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. This approach showes writing is flexible which it can move easily back and forth between components or steps of the writing process.

This approch can be effective for young learnes since it introduce them writing as a step-by step activity and empasis on collaborative and creativity (Klimova, 2014). The process starts with their own ideas in drafting and then revising their works as they grow more confident. Using example texts as models, children can compare and learn different ways to structure their writing. This approach also teaches them to think about the purpose of writing, the topic, and who will read it. In the end, they will work together in the class and show creativity during the peer activities. The process approach allowed students to exercise their linguistic skills (Grabe and Kaplan in Norhidayah et al., 2021).

The steps in writing process include *prewriting/planning, drafting, revising, editing*, and *publishing* (Pandu, 2021). *Prewriting* or *planning* can be

said as being ready to write stage. Here, writers begin tentatively by talking, reading, and writing to see what they know an in what direction they want to go. In this first step, young learners choose a topic, gather and organize ideas, consider the potential audience, identify the purpose of the writing, an choose an appropriate genre. After that, children can focus on getting their ideas down on paper. They begin with tentative ideas from the first stage. This step is called as *drafting* that include write a rough draft, craft lead to grab readers' attention, and emphasize content rather than mechanics.

The next step is doing revision based on the feedback of their classmate or teacher of their writing. This *revising* stage is used to meet the needs of readers by adding, subtituing, deleting, and rearranging materials. If everything is matched, then it can be go on to *editing*. Here, writers correct spelling, capitalization, and punctuation of their writings. It can be done with getting distance after a few days. Last is publishing. It is the time to share the finish writing with others. This is the fun stage in the process, and it can motivates children to improve their writing.

5.3.3 Genre-Based Approach

When teaching writing to children, the genre-based approach offers a clear and practical method to help them understand how writing works in real-life situations. According to Dirgeyasa (2016), genre refers to a type of communication with a specific purpose and structure, influenced by its social context. This is especially important for children, as it allows them to see writing not just as a school task, but as a way to tell

stories, give instructions, or share experiences in ways that others can understand.

The genre-based approach supports children by introducing them to different text types, such as recounts, procedures, and narratives, each with its own structure and language features. For example, a recount text includes an orientation, a sequence of events, and a re-orientation, while a procedure text includes a purpose and steps using verbs like *put*, *mix*, or *cut*. Teaching these patterns helps children to organize their thoughts and express them more clearly and confidently.

What makes this approach especially suitable for children is its step-by-step process. As explained in the article, the genre teaching cycle includes stages like *modeling a text*, *joint construction*, and *independent writing* (Dirgeyasa, 2016). In the modeling phase, the teacher introduces a sample text and discusses its purpose and structure with the class. During joint construction, the teacher and students work together to create a similar text. Finally, students independently write their own version. This gradual release of responsibility is very effective in helping young learners build writing skills over time.

In addition, genre writing emphasizes the social purpose of texts, which is helpful for children to understand why people write in the first place. Whether they are writing a letter, a story, or a set of instructions, children begin to realize that writing is a tool for communication. As Hyland (2003) points out, genre writing teaches students to write with a purpose—to get things done, share ideas, or tell stories—by following social conventions.

Rothery, as cited in Hasibuan (2013), suggested several practical steps for using the genre-based approach in teaching writing. The first step is introducing the genre, where the teacher reads and models an example of the genre for the whole class. Next, in the focusing stage, the teacher explains the structure of the genre clearly by naming its different parts or stages. After that, the class moves to joint negotiation, where the teacher and students work together to write a piece of the same genre. In the fourth step, researching, students gather and assess information that will help them prepare for writing. Finally, in the independent construction stage, students use what they've learned to write their own texts individually.

5.3.2 Integrated Writing Approach

Another approach in teaching writing to children is combining two or three approches together. To incorporate multiple approaches in the writing classroom, teachers can begin by applying a single method and gradually modify it by integrating the strengths of other approaches to enhance the writing instruction. For example, teachers can start with product writing approach then continued to process writing approach after the students has more language input. Next steps, teachers can integrated genre-based writing approach to the children when they realize that their students' linguistic knowledge and writing competence are developed enough tocreate a written product that serves a social purpose.

To teach a specific genre well, teachers should combine the strengths of product-based writing that

focuses on using the right language for each genre and the process-based approach, which includes steps like prewriting, drafting, revising, and editing. This combination can help students use language appropriately and understand the purpose of their writing for a certain audience, while also allowing for classroom interaction as they develop their work (Tangpermpoon, 2008).

5.4 Challenges and Solutions in Teaching Writing

Teaching writing to young learnes is crucial part of language education, yet it often challenge enough for English teachers that make the learning process less effective. While young learners are naturally curious and creative, they need consistent guidance and practice to develop their writing skills. Unfortunately, teachers may face obstacles during this process since most of the children lack of vocabulary and spelling skills as well as grammar (Guliyeva, 2024). Sometime, they have hesitancy to write due to fear of making mistakes and short attention spans.

Abata et al. (2019) found that dual method, using product and process approach together, contributed to children's writing which help them to acquire language first and then develop writing skill. Product approach is used by giving the model text and by explaining the related grammar and vocabulary to make students get familiarized with the language features. After they had learnt about grammar, structures, and vocabulary, they were ready to practice the language by controlling and guided writing. Furthermore, process approach is begun when children write using the provided model but with

their own ideas. They can share their writing to a friend or the teacher to get useful feedback and revise their writing before published. Here, the use of product approach and process approach give benefits to develp children writing accuracy and quality.

5.5 Conclusion

The development of writing skills in young learners depends heavily on appropriate teaching approaches that meet their needs in the classroom. Writing requires consistent practice as well as special attention, especially for children who are very sensitive in the learning process. In this case, teachers have an important role in guiding and facilitating the development of writing skills. It is important for teachers to understand students' needs and provide constructive feedback rather than over-correcting. Without good writing skills, the second language learning process will be incomplete. Therefore, these skills should be inculcated from an early age.

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CHAPTER 6

MASTERING THE BASICS: TEACHING GRAMMAR TO YOUNG LEARNERS

By Yuli Rohmiyati

6.1 Introduction

Mastering grammar is a foundation of effective communication and language development. For young learners, understanding the basic rules of grammar is not just about following formal guidelines but about gaining the tools to express themselves clearly and confidently. Grammar provides the structure that helps children form sentences, convey meaning, and interact with others. As such, teaching grammar at an early age provies an important foundation for future language skills and academic success.

Grammar encompasses a range of rules and principles that govern how words are used and combined to form sentences. Key elements include parts of speech such as nouns, verbs, adjectives, and adverbs, as well as sentence structure and punctuation (Role *et al.*, 2020). At its core, grammar helps young learners understand how to build coherent sentences and communicate their thoughts effectively. By knowing these basics, children can better interpret and construct meaning in both spoken and written language.

Despite its importance, teaching grammar to young learners often presents challenges. Many children find traditional grammar instruction dry and disengaging, leading to difficulties in maintaining interest and motivation. Additionally, the grammatical concepts can be difficult for young minds to understand (Учащихся *et al.*, 2015), making it hard for them to see the relevance of these rules in everyday communication. This disconnection can result in gaps in their understanding and application of grammar.

To address these challenges, educators need to adopt creative and interactive methods that cater to the developmental needs of young learners. Engaging activities, such as games, hands-on exercises, and multimedia tools, can make grammar instruction more interesting and relevent (Zhang, R. and Zou, D. ,2020). By combining these strategies, teachers can help students undertsand the grammatical concepts in that enjoyable and relevant to their daily experiences.

In this chapter, we will explore various effective techniques for teaching grammar to young learners, focusing on methods that address common challenges and make learning grammar an engaging process. From interactive games to technological tools and creative writing guidance, we will provide practical solutions to help educators create a dynamic and supportive learning environment. By implementing these strategies, teachers can better support their students in mastering the basics of grammar and building strong language skills.

6.2 Understanding Grammar Basics

Grammar is like a set of rules for a game, helping us understand how to use words to build sentences that make sense. Let's break down some of the most basic concepts, making them easy and fun for young learners to understand.

6.2.1 Basic Grammar Concepts

1. Nouns

Nouns are words that name people, places, things, or ideas (Betti, M. J. ,2022). Think of nouns as the "stars" of a sentence because they are often the subjects we talk about. For example:

- People: teacher, friend, mom
- Places: school, park, home
- Things: book, car, apple
- Ideas: happiness, courage, freedom

Example Sentence: "The **dog** ran in the **park**." Here, "dog" and "park" are nouns because they name a thing and a place

2. Verbs

Verbs are action words (Behrend, D. A., & Scofield, J., 2006). They tell us what the subject is doing. Verbs are essential because they describe what's happening in the sentence. Some common verbs include:

- Run: "She runs every morning."
- Jump: "The cat jumps high."
- Eat: "He eats an apple."

Example Sentence: "The **cat jumps** on the chair." In this sentence, "jumps" is the verb showing the action the cat is doing.

3. Adjectives

Adjectives are words that describe nouns (Adina Williams∗1). They give us more information about a noun, such as what kind, how many, or which one. For example :
- Color: red, blue, green
- Size: big, small, tiny
- Shape: round, square, tall

Example Sentence: "The red ball is very big." Here, "red" and "big" are adjectives describing the noun "ball."

4. Adverbs

Adverbs are words that describe how, when, where, or to what extent something happens (S. Mustafa). They usually modify verbs, adjectives, or other adverbs. For example:
- How: quickly, slowly, softly
- When: now, soon, yesterday
- Where: here, there, everywhere

Example Sentence: "She sings **loudly**." The adverb "loudly" tells us how she sings.

5. Pronouns

Pronouns are words that take the place of nouns (Nkopuruk, I., & Odusina, K. S. ,2018). They help avoid repeating the same nouns over and over again. Common pronouns include:
- He/She/It: "He is my friend."
- They: "They are going to the zoo."
- This/That: "This is my book."

Example Sentence: "**She** loves her **dog**." Here, "She" is a pronoun that replaces the noun "Jane" (if that was

the previous context), making the sentence shorter and smoother.

2. The importance of These Concepts

Understanding these basic grammar concepts helps young learners build sentences that are clear and meaningful. Nouns and verbs form the basis of most sentences, while adjectives and adverbs add extra detail and color. By mastering these elements, young learners can express their ideas more effectively and understand the structure of the language they use every day

Making Grammar Fun

To make learning these grammar concepts engaging, consider using interactive activities and relatable examples. For instance:

- **Noun Hunt**: Have students find and list nouns around the classroom or their home.
- **Verb Charades**: Act out different verbs and have students guess the action.
- **Adjective Art**: Draw pictures of things and use adjectives to describe them

6.3 Age-Appropriate Grammar Activities

Teaching grammar can be both fun and effective when you combine interactive and hands-on activities into your lessons. Here are some engaging activities to help young learners master grammar rules while enjoying the process.

6.3.1 Interactive Games

It Describe various games like "Grammar Bingo," "Sentence Scramble," and "Pplaying Hopscotch" that help reinforce grammar rules in a fun way

1. Grammar Bingo (Shabnam, T. , 2024)

    How It Works: Create bingo cards with different parts of speech (nouns, verbs, adjectives, etc.) in each square. Call out a word and have students mark the correct part of speech on their cards. The first student to complete a row or column shouts "Bingo!"

    Purpose: This game helps students identify and differentiate between parts of speech in a fun and competitive way. It reinforces their understanding by encouraging quick recognition and recall

    Example: A bingo card might have squares labeled "Noun," "Verb," "Adjective," etc. When you call out "run," students would mark the "Verb" square.

2. Sentence Scramble

    How It Works: Write sentences on cards, then cut the sentences into individual words. Mix the words up and have students work in groups to arrange them into correct sentences.

    Purpose: This activity helps students understand sentence structure and word order. It encourages teamwork and problem-solving as students figure out how to reconstruct sentences

    Example: For the sentence "The cat sleeps on the mat," cut the sentence into "The," "cat," "sleeps," "on," "the," "mat," and mix them up. Students must arrange the words into the correct order

3. Playing Hopscotch

How It Works: Draw a hopscotch grid on the ground, each square labeled with different parts of speech. Students hop from square to square, answering questions related to each part of speech

Purpose: This game helps reinforce students' understanding of different parts of speech through physical activity. It makes learning grammar dynamic and memorable

Example: A square labeled "Adjective" might have a guidence like "Name an adjective that describes a noun in the sentence 'The __ dog is running.

6.3.2 Hands-On Activities

It's kinds of ativities such as "Grammar Matching" where students match words with their parts of speech or "Sentence Building" with word cards.

1. Grammar Matching

How It Works: Create cards with words and separate cards with parts of speech labels. Students match each word with its correct part of speech.

Purpose: This activity helps students categorize words and understand their functions in sentences. It's a visual and interactive way to reinforce grammar rules.

Example: Provide cards with words like "happy," "dog," and "run," and matching labels like "Adjective," "Noun," and "Verb." Students match "happy" with "Adjective," "dog" with "Noun," and "run" with "Verb."

2. Sentence Building

How It Works: Use word cards with various parts of speech (nouns, verbs, adjectives) to create sentences. Students select cards and arrange them to form meaningful sentences.

Purpose: This activity helps students practice constructing sentences and understanding how different parts of speech work together.

Example: Provide cards with words like "quickly," "fox," "jumps," and "the." Students arrange these cards to create a sentence like "The quick fox jumps."

6.3.3 Creative Writing Suggestions

"It Provide prompts that encourage students to use different grammar rules creatively, such as writing a short story using a specific set of verbs or adjectives."

1. Adjective words

How It Works: this activity, students are given a set of descriptive adjectives and asked to use them in a paragraph or short story. Adjectives are words that describe nouns, providing details such as color, size, texture, and more. By combining specific adjectives into their writing, students learn how to enhance their descriptions and make their writing more lively and engaging. This exercise not only improves their vocabulary but also helps them understand the role of adjectives in creating imagery and mood.

Purpose: This pattern helps students practice using adjectives effectively, teaching them how to add detail and color to their writing. Descriptive

language is very important in telling stories because it can provide an overview to the reader, making the text more interesting. By focusing on specific adjectives, students learn to use descriptive words to convey specific images and emotions, thus reinforcing the importance of clear and precise language in their writing.

Example: Suppose you provide students with the adjectives "sparkling," "gigantic," and "mysterious."

2. Story with Specific Verbs

How It Works:To engage students in creative writing while focusing on specific verbs, start by providing a list of carefully chosen verbs. These verbs should be dynamic and descriptive, to make opportunities for imaginative storytelling. The task is for students to use each verb from the list into a short story. This approach not only reinforces the usage of verbs but also encourages students to think creatively about how these actions fit into a narrative.

Purpose: This pattern helps students practice using specific verbs in context, which enhances their understanding of how verbs convey action and meaning in storytelling. By focusing on targeted vocabulary, students learn to combinine verbs in ways that enhance their writing, improve sentence structure, and develop their narrative skills. It also makes grammar practice engaging by combining it with creative expression.

Example: Imagine you are a teacher giving your students the following verbs: "sprint," "whisper," and "explore."

6.4 Integrating Technology

In today's digital era, technology offers many tools that can make grammar learning easier and effective for young learners. Educational apps and websites provide interactive exercises and games that help students practice grammar concepts (Yurko and Vorobel, 2022) in a fun and flexible way. Let's explore how these digital tools can enhance grammar instruction and recommend some user-friendly options suitable for young students

6.4.1 Educational Apps and Websites

1. Interactive Grammar Exercises and Games

Educational apps and websites offer a variety of interactive grammar exercises and games that cater to different learning styles. These digital platforms use gamification, multimedia, and interactive elements to make grammar practice enjoyable and engaging

- Grammar Apps: Apps like Grammaropolis (Laureanada, 2020) and Khan Academy Kids (Montemayor, 2024) provide interactive lessons and games that cover basic grammar concepts. Grammaropolis, for example, features animated characters representing different parts of speech, making it easier for students to understand their functions through fun stories and games.

- Websites with Games: Websites like ABCmouse and IXL offer a range of grammar games and exercises

(Sundet, 2024) ABCmouse uses colorful visuals and interactive activities to teach grammar, while IXL provides a series of practice questions with instant feedback, helping students learn at their own pace.

2. Instant Feedback and Personalized Learning

Digital tools excel in providing immediate feedback, which is crucial for effective learning. When students use educational apps and websites, they receive instant responses to their answers, allowing them to understand mistakes and correct them right away.

- Instant Feedback: Many apps and websites have built-in features that provide instant feedback. For example, when a student answers a grammar question incorrectly on NoRedInk, the platform offers explanations and hints to help them understand the correct answer(Snowe, 2017). This immediate correction helps reinforce learning and addresses misunderstandings promptly.

- Personalized Learning: Digital tools can adapt to individual learning needs. Apps like DreamBox and Prodigy adjust the difficulty of exercises based on the student's performance (Gound, D. A., 2024). If a student struggles with certain grammar concepts, the app will provide additional practice and explanations tailored to their needs, ensuring that they receive the support they require.

3. Recommendations for User-Friendly Tools

Here are some user-friendly tools that are particularly well-suited for young learners:

- Grammaropolis: This app is designed for younger students and uses entertaining characters to teach

grammar rules. It offers interactive games and quizzes that make learning about nouns, verbs, adjectives, and other parts of speech fun and engaging.

- ABCmouse: Suitable for early learners, ABCmouse provides a comprehensive curriculum that includes grammar instruction. Its colorful interface and interactive activities help young students grasp basic grammar concepts through play.

- NoRedInk: This platform offers interactive grammar exercises that adjust to the student's skill level. It provides instant feedback and explanations, making it a great tool for older students to practice and refine their grammar skills.

- Khan Academy Kids: This app is aimed at younger children and offers a range of educational activities, including grammar practice. It features engaging content and interactive elements that help make learning enjoyable.

- IXL: Known for its extensive practice questions and instant feedback, IXL covers a wide range of grammar topics. It is useful for students who need additional practice and immediate corrections to understand grammar concepts better.

6.5 Using Stories and Literature to Teach Grammar

Stories and children's books are powerful tools for teaching grammar concepts in a way that is engaging and relatable for young learners. By integrating grammar lessons into reading time, educators can help students understand

and apply grammatical rules within the context of a narrative. This approach not only makes grammar instruction more enjoyable but also enhances students' comprehension and appreciation of language. Here's how stories and literature can be effectively used to teach grammar.

6.5.1 Identifying Grammar Concepts in Stories

One of the most effective ways to teach grammar is to use familiar stories and books (Akintunde, A. F., & Iwuagwu, O. F., 2024). Children's literature often contains a variety of grammar concepts that can be highlighted during reading sessions. For example, you can focus on identifying and discussing parts of speech such as nouns and verbs within a story

1. Noun: Start by selecting a favorite story or book. As you read, pause to identify nouns (people, places, things) mentioned in the text. For example, in the story of *Goldilocks and the Three Bears*, you can point out nouns like "Goldilocks," "bears," "house," and "porridge." Ask students to list other nouns they find and discuss their roles in the story

2. Verbs: Similarly, focus on verbs (action words) in the story. In the same example, you might highlight verbs like "walked," "ate," and "found." Discuss how these verbs describe the actions of the characters. Encourage students to identify additional verbs and think about how they contribute to the narrative.

6.5.2 Integrating Grammar Lessons into Reading Time

Interactive Reading Activities: Use interactive reading activities to make grammar lessons more engaging. Here are some ideas:

1. Grammar Scavenger Hunt (Amelia and Prystiananta, 2020): While reading a story, create a scavenger hunt where students look for specific grammar elements. For example, ask them to find all the nouns or verbs in a chapter and then discuss their findings. This activity helps reinforce their understanding of different parts of speech in a fun, hands-on way.

2. Sentence Structure Analysis: After reading a passage, analyze the sentence structure with the students. Break down sentences into their components and identify the subject, verb, and object. For example, in the sentence "The cat chased the mouse," identify "cat" as the subject, "chased" as the verb, and "mouse" as the object. Discuss how each part contributes to the overall meaning of the sentence.

3. Story Retelling with a Focus: Have students retell parts of the story using specific grammar rules. For example, ask them to retell a scene using only adjectives or a particular tense. This helps students practice applying grammar rules in their own writing and reinforces their understanding of how grammar affects meaning.

6.6 Visual and Auditory Learning Tools

Combining visual and auditory learning tools into grammar instruction can significantly enhance students' understanding and retention of grammatical concepts (Aslani and Tabrizi, 2015). These tools cater to different learning styles and make abstract grammar rules more concrete and

memorable. Here's how visual aids and auditory tools like songs and rhymes can be effectively used to teach grammar.

6.6.1 I Visual Aids

1. Charts: Charts are excellent for summarizing and organizing grammar rules in a visually accessible format. They can be used to display information about parts of speech, sentence structure, punctuation, and more.

   ➢ Types of Charts: Common charts include parts of speech charts, sentence diagramming charts, and punctuation guides. For example, a parts of speech chart might show nouns, verbs, adjectives, and adverbs with examples and their functions in sentences.

   ➢ Usage in the Classroom: Display charts in the classroom for regular reference. During lessons, refer to these charts to reinforce concepts and help students visualize how different parts of speech interact in sentences. For instance, when teaching adjectives, use a chart that shows adjectives modifying nouns, and refer to it when students are identifying or using adjectives in their writing.

2. Flashcards:

   Flashcards are versatile tools for reinforcing grammar concepts (Estado *et al.*, 2022) through active recall and repetition. They can be used for various activities, including matching exercises, quizzes, and games.

   ➢ Types of Flashcards: Create flashcards for different grammar elements such as parts of

speech, irregular verbs, or punctuation marks. Each card might have a word on one side and its grammatical category or definition on the other.

➢ Usage in the Classroom: Use flashcards for quick review sessions or games like "Grammar Jeopardy," where students draw cards and answer questions related to the grammatical term or concept. Flashcards can also be used in pairs or small groups to facilitate interactive learning and peer teaching

3. Posters: Posters are larger visual aids that can provide detailed information and serve as continuous reminders of grammar rules. They are useful for displaying comprehensive explanations and examples.

➢ Types of Posters: Posters can cover topics such as sentence structure, common grammar mistakes, or the correct usage of punctuation marks. For example, a poster on "Subject-Verb Agreement" might include rules and examples to illustrate how subjects and verbs must agree in number and person.

➢ Usage in the Classroom: Hang posters around the classroom at eye level where students can easily refer to them. During lessons, use posters to introduce and explain new grammar rules, and encourage students to refer to them as they complete exercises or engage in writing activities.One of the most effective ways to teach grammar is to use familiar stories and books. Children's literature often contains a variety of grammar concepts that can be highlighted during reading sessions. For example, you can focus on identifying and

discussing parts of speech such as nouns and verbs within a story.

6.6.1 I Songs and Rhymes (Yin, 2022)

1. Catchy Songs: Music is a powerful tool for teaching grammar because it helps students remember rules and patterns through melody and rhythm. Songs can make repetitive grammar practice more enjoyable and memorable.
   - ➢ Types of Songs: Create or use existing songs that focus on specific grammar rules or concepts. For example, a song about the different tenses (past, present, future) can help students understand and remember how to use these tenses correctly.
   - ➢ Usage in the Classroom: Incorporate songs into daily routines or specific lessons. For example, sing a song about subject-verb agreement during a grammar lesson to reinforce the concept. Encourage students to sing along, and use hand motions or gestures to emphasize the grammatical rules being taught.
2. Rhymes: Rhymes, like songs, use rhythm and repetition to make grammar rules easier to remember. They are particularly effective for teaching younger students because of their simple structure and catchy nature.
   - ➢ Types of Rhymes: Create rhymes for different parts of speech, punctuation rules, or sentence structure. For instance, a rhyme about the proper use of commas might go, "When you list a bunch of things, commas are the friends you need."
   - ➢ Usage in the Classroom: Use rhymes as warm-up activities or transitions between lessons. For

example, recite a rhyme about noun-verb agreement at the beginning of a lesson to get students engaged. Rhymes can also be used in interactive activities where students create their own rhymes based on grammar rules they've learned.

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CHAPTER 7

TEACHING ENGLISH WITH SONG, CHANT, AND RHYMES

By Suzanna Widjajanti

7.1 Introduction

In this chapter, the writer discusses teaching English using songs, chants, and rhymes as a medium to teach young learners. These means are the source language, regarded as effective, creative, and comfortable to teach English. In this case, Abdulrahman Alfaridi (quoted in Sopya, 2018) states that songs serve as a medium for teaching and learning English. Meanwhile, another writer states that chanting helps young learners memorize and reinforce their grammar, attain and enrich vocabulary, and train daily conversation. (Kung,; Singh and Hashim, 2020). Furthermore, using nursery rhymes in the classroom as an alternative medium in ELT not only avoids being trapped in monotonous English but also makes the process of ELT more creative and interactive(De Mello *et al.*, 2022).

The children's experience in acquiring a second language, who study at the beginner level, has a basic instinct of what people say, even in non-verbal communication forms, for instance, using body gestures. sounds, intonation, action, and expressions to know unknown words

Furthermore, the children are at the beginner level, with a basic knowledge already highly developed. They continue to use it in all their school work. In reality, the children have language skills in using their mother tongue; however, they may find it difficult to follow purely verbal instructions and information. Sequently, it makes them trapped in laziness and inattention. As well as in learning English, as a second language. The children learn a new language at school, they must recognize the noun words around them and sentence structures. Besides, children learning English as a foreign language also make mistakes during the learning. These mistakes provide evidence that both first and second-language children are not just imitating. For this case, there is one important difference between children learning their first language and a second one. so these bring them into the classroom for a lot of language experience. Therefore, as teachers, it is necessary to make their abilities and characteristics support and develop the children's English skills.

Besides, children have a great deal of fun finding and playing. Through their sense of fun and play, the children are learning the real language. Moreover, children have big imaginations and fantasies. Meanwhile, at the beginner level, children have their world in which they can act according to their passion. Even if they hardly focus on the rest of the class, they tend to frown or glower, however, teaching should be concerned with reality. Therefore, an effort is needed for teachers to construct instruction that is grounded in reality by considering children's imagination and fantasy.

It can be believed that if the activity runs well and is fun, it makes the students happy and memorable. It encourages their passion for learning English further. This achievement process for students results in a positive

attitude towards learning English, which enables the most valuable things that an elementary teacher can deliver to children. The tasks and activities in the classroom can stimulate the children's development.

The way children learn a foreign language and what the teacher teaches them depends on their stage. It means it is reasonable to ask the children to do a task without developing previous skills. Therefore, the teacher must consider the kinds of activities. These activities should be simple enough for the children and within their abilities. Besides, the activities should be largely oral and listening.

For these reasons, the teacher needs to make a good plan for real tasks in the language classroom that are interesting and worthwhile for the students to avoid the boredom of English learning because they have a strong passion to play and fun.

7.1.1 Definition of Song

A song is the act of singing, the characteristic sound made by a short musical composition. It is memorable, easing students to remember the language with fun. The biggest factor that makes them fun is that using songs encourages big motivation for students, especially in listening and speaking skills. It can help students memorize vocabulary. A grammatical aspect, such as syntax, morphology, and semantics.

Besides, songs, chants, and rhymes are a set of language revealed through tone and rhythm as a communicative medium for people. The form consists of meaningful lyrics phonetically pronounced in rising or falling intonation. As social interactive media, the songs and rhymes have components of language, words to pronounce, arranged in sentences, and have meaningful

lyrics (Peacock,1994, García Conesa and Juan Rubio, 2015).

7.2 Using Songs and Rhymes in English Learning and Teaching (ELT)

Songs and rhythm are important for children's language learning. They enable ELT classes to run smoothly, and students study accompanied by updated songs, making them highly motivating. In addition, songs have also become part of human experience language; if they are included in English instruction, they will contribute a high value.

Meanwhile, referring to Brewster et al. 2002:162 using song as a learning source has many advantages. Firstly, songs and rhymes are a linguistic resource that enlarges a new vocabulary and strengthens grammar. Besides, it develops students' integration of English skills across foreign language cultures to enhance the learners' pronunciation. Secondly, songs and rhymes are assumed to be a psychological resource that adds fun to learning, motivates and stimulates children's willingness to study a foreign language, and creates a happy ambience in ELT. Thirdly, songs and rhymes can be regarded as a cognitive resource; they help to improve children's memory

Moreover, additional exposure to a second language, the songs as a medium to deliver materials in the classroom, and the teacher's alternative means for enhancing foreign language, apart from nonmusical tools, such as oral stories (Medina,1993;Teopilus, 2009)

In addition, young learners had good thoughts for translating meaning without necessarily understanding the individual words, and already had great skill in using limited language creatively. Moreover, they have found happiness in

finding and creating fun in their work; they also have a ready imagination and great delight in talking. These reasons refer to Gardner, who relies on the motivation and the needs of an individual as a trigger to achieve the goal of life (Mood and Goods, 2022). Therefore, this chapter focuses on songs and rhymes for teaching English at the primary education level or elementary school. At this level, they are applied through class activities to promote children's English skills.

7.3 Songs for Educational Purposes

Using songs and rhymes for educational purposes enables teachers to encourage students' English. They play an important role as pedagogical tools for acquiring not only the first language but also a second language. Songs can be a useful medium to enhance learners' listening and speaking skills, learn new vocabulary and culture, and practice pronunciation in English.(Rieuwerts and Murphey, 1992; Millington, 2011; Adnyani and Dewi, 2020)

7.3.1 Songs and Rhyme in the ELT classroom

The English skills the students learn are listening skills, especially if they have listened to something for the first time..The students will use their ears to hear various sounds. However, there are many obstacles the teacher faces in the ELT classroom, such as the students' ability to remember words that they hear is different. Besides, young learners have a very short-term memory. This is something which increases with age for most students. The students in the eighth to tenth grades can sit still and listen for longer, but are not given work on a listening task. Furthermore, learning new words or phrases in the narration or dialogue in the context by

repeatedly listening can lead to boredom for the students. On the contrary, listening to a song appears less monotonous due to the rhythm and melody. (Purcell, 1992; Millington, 2011)

Furthermore, the English words belong to a stress-timed rhythm and evoke a feeling. According to (Rieuwerts and Murphey, 1992; Millington, 2011; Adnyani and Dewi, 2020) states that the power of songs will engrave the human brain's memory; therefore, songs are a useful tool applied in the language classroom.

Additionally, using the brain's songs in an ELT classroom, the students encourage speaking skills by making new sounds and practicing. Commonly, teachers use minimal pairs in drilling, but this activity is usually not attractive to students. On the contrary, songs allow the young learners to practice new sounds willingly.

Meanwhile, according to (Moriya 1988; Millington,2011). There are distinctive phonemes in pronunciation between Asian languages and English that subsequently evoke a problem. it is seen how the Japanese learners find it hard to practice English due to the difference in vowels, consonants, and syllable types (Ohata,2004; Millington, 2011)However, this activity is more interesting and enjoyable than other activities, such as minimal-pair drills.

Furthermore, songs and rhymes can be regarded as a teaching strategy to enhance learners' vocabulary. Vocabulary is a component of English. Besides grammar, spelling, and pronunciation, supporting English language skills such as listening, speaking, reading, and writing. When the learners have mastered vocabulary, they can produce sentences in both spoken and written

forms that deliver their thoughts and opinions. The example of using songs in the classroom to spread vocabulary, The Song *Head, Shoulders, Knees and Toes,* it is used to review body parts in thematic material. Hence, learning through songs may be a method of vocabulary memorization because lyrics are sung repeatedly, and catchy tunes help to remind the words.

7.3.2 Types of Songs and Rhymes

When implementing songs in the ELT, the teacher has to choose a song suitable for the learners' level. There are many writers' opinions about the types of songs and rhymes when they are taught in the classroom. However, the writer tends to put the statement that songs and rhymes are useful for teaching English to young learners, revealed by Reilly and Ward, 2003, pág 23 (quoted in García Conesa and Juan Rubio, 2015); that is songs can be useful for various teaching aims such as to train the English Alphabet can be using ABC Song; to develop the children's senso-motor abilities can be using The Colour Song; to sharpen the children's concentration using What Time is it? Song.

Using songs and rhymes in the classroom is great fun and gives students a chance to get a feel for the language: sounds, stress, rhythm, and intonation. This activity also helps to link words with their meaning,

1. Rhymes
   People like rhymes, because they consist of lines that have any word repeated and natural rhythm, and they belong to an element of fun, of playing with the language. Hereby rhymes under the topic 'rain'

> *Rain on the green grass*
> *And rain on the tree,*
> *Rain on the house top*
> *But not on me*
> *Rain, rain go away*
> *Come again another day,*
> *Little Johnny wants to play*

2. Songs

   There are many children's songs available in the textbook that contain songs on their cassettes or compact discs, for learning the mother tongue and a foreign language. In the classroom, the important thing is how the teacher introduces a new song. In this case, the teacher is required to be familiar with songs and have correct pronunciation, so the students will have to.

7.3.3 Selection Criteria

Some songs are good for singing, others for doing action to the music. The sounds and rhythm of English songs reinforce structures and vocabulary. They can be used in any stage in a lesson such as to mark the change from the previous subject to English; to break from another lesson more concentrated activity; and to round a lesson off.

Furthermore, a teacher must consider criteria for the selected songs, such as containing limited vocabulary, being compatible with classroom use, presenting minimal musical challenges, and offering an engaging experience for children, characterized by *repetitive elements.* (Curtain and Dahlberg,2004;García Conesa and Juan Rubio, 2015)

Here, the example song ABC

"Alphabet Song"

A B C D E F G
H I J K L M N O P
Q U R S T U V
W X Y and Z
Now I know my ABC
Next time, want to sing with me ?

The song above it is suitable for elementary students because it introduces the alphabet in English. By repeating the lyrics, it will be memorized the words.

Besides, songs can be used in listening activity, or as background music while children are doing the task. Therefore, in selecting songs, the teacher should consider some aspects. Three important aspects in using songs;

Firstly, the affective aspects that songs

1. Have a topic
2. Use a certain language
3. Enhance extensive and intensive learning
4. Evoke discussion of attitudes and feelings
5. Improve creativity and use of imagination
6. Provide a relaxed classroom atmosphere
7. Have more fun in language learning.

Secondly, cognitive aspects that songs help automate the language development process through repetitive exercises in a communicative setting.

Thirdly, linguistic aspects that songs can prepare students for the genuine language they will encounter.

7.4 The Ways of Using Songs and Rhymes in the Classroom

There are many types of ways for ELT in class; however, in this discussion, the writer refers (Curtain and Dahlberg,2004; García Conesa and Juan Rubio, 2015) deliver steps for teaching a song in class :

Step 1: *Prepare the students*. Tell them what the song is about, while showing the pictures and body gestures so that they can recognize the song. Play a recording or sing the entire song so that the students comprehend what they should do later.

Step 2: *Go through the words*. Encourage the students to understand the words, mark the keywords for singing the song meaningfully and enjoyably, point out new vocabulary in context, and describe the meaning using gesture or picture. Introduce new words little by little in each new song.

Step 3: *Speak the song line by line.* Ask for the students to repeat the words that the teacher sings in the song at a time

Step 4: *Sing a line at a time.* Ask the students to practice singing the songs several times after the teacher sings a line of the song until they can do it independently.

Step 5: *Add rhythmic accompaniments*. Get along with singing a song, it is enabled to accompany a song by adding rhythmic accompaniments such as clapping, finger snapping, foot stamping or hand shuffling.

7.4.1 The Supporting Means for Using Songs and Rhymes in the ELT

There are previous activities that the teacher must prepare before coming to the ELT class. Besides having the lesson plan, the teacher is to serve as instructional equipment, such as a tape recorder or a CD-M3 player.

These devices are more effective in the listening class. Moreover, they are an important device, supporting teachers using songs or rhymes in ELT classes. However, the teacher must re-check to ensure that the students comprehend the content of songs and rhymes. By hearing a recording and supporting visual aids, students will learn the whole song or rhymes.

Moreover, prepare a worksheet with a certain song and the exercises/assignments in various forms, such as circle the words mentioned in the song; tick the box before a word in the minimal pairs uttered in the song; fill in the blanks (cloze procedure); fill in the blanks using the words in the list; answer the questions; find the words in the song which are the synonyms or antonyms of the words given; arrange the jumbled sentences; cross out the words are not found in the song; write the sentences in the song that match the translation

The last available song lyrics can be given at the end of the lesson to check students' answers.

7.4.2 Activities of Using Songs and Rhymes in the ELT Classroom

To conduct the activity, it is necessary to have an instructional plan that uses a song or rhyme as a teaching medium, which becomes a useful tool for language learning. Moreover, the instructional plan has to include classroom tasks. They should adhere to the features: It has coherence and unity for learners. It has meaning and purpose for learners; it has clear language learning goals, and it has a beginning and ending; it involves the learners actively. (Cameron,1992; García Conesa and Juan Rubio, 2015)

According to (Cameron,1992;Millington, 2011; García Conesa and Juan Rubio, 2015)Instructional activities can be divided into three stages: preparation, core activity, and follow-up activities.

The first step is the preparation stage. In this stage, the teacher explores the knowledge by introducing the song about itself along with its vocabulary, pattern, and is accompanied by teaching media such as pictures, flashcards, cards, and other drawings.

The second step is the core stage. In this stage, the teacher elaborates on the activity by asking the students to sing loudly.

The last step is the follow-up stage. In this stage, the teacher confirms the activity by repeating the song while asking the students to complete the sentence. rewriting or retelling.

7.5 Conclusion

There are many ways ELT can be carried out in the classroom to develop students' English skills. Using songs and rhymes is recognized by students, not only to enhance their English knowledge but also to create a joyful atmosphere in the classroom. The choice of songs must also be considered. It must be accompanied by an instructional goal that will be achieved. Therefore, the teachers should select the available songs that are included in the lesson plan they have made.

Songs consist of music and rythm that make it much easier to imitate and remember language than words which are 'just spoken'. It means that songs ease the students to comprehend the lesson given by the teacher. Since the world of young learners is having fun, it is proper to teach them in

the classroom with a comfortable environment and relaxation. Therefore, using songs and rhymes is regarded as an important tool that supports ELT classes.

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BAB 8

THE MAGIC OF STORYTELLING: TEACHING ENGLISH THROUGH STORIES TO YOUNG LEARNERS

By Melania Priska Mendrofa

8.1 Introduction

In teaching young children, numerous engaging methods can be applied to foster active participation during the learning process and help connect new information to their understanding of reality. Here, "reality" refers to how closely the material relates to their level of knowledge and innocence. Young learners need to experience concepts in tangible ways, as they may struggle to grasp abstract or theoretical ideas. Introducing complex explanations can lead to frustration, reducing learning to mere memorization. While memorization has its place, it is essential to nurture a child's ability to remember information and understand how it applies in real life. For example, when teaching the concept of addition, such as 2 plus 2, it is more effective to incorporate stories or hands-on activities rather than solely presenting the theoretical concept. Young learners have an innate ability to grasp ideas through imagination and storytelling rather than through rote learning. In the context of language acquisition, which is the main focus of this chapter, storytelling will be explored as an effective way to enhance young learners' ability to absorb and understand

learning materials. As Egan (1989, as cited in Izzah, 2015) noted, young children often depict their imaginative worlds vividly and realistically; thus, storytelling greatly impacts their learning process.

Strongly supported by Brinton & Fujiki (2017),children usually have limited language expression and comprehension abilities, so adaptable scripts are designed to help interventionists prompt the use of complex sentence structures, emphasize cooperative conversation, and support the understanding of emotions. Storytelling is a powerful tool that fosters the development of the four essential English skills: listening, reading, writing, and speaking. Beyond this, it activates cognitive, emotional, and social abilities, making it a truly holistic learning experience. The focus of this chapter is the transformative magic of storytelling. It goes beyond simply highlighting storytelling's importance and benefits; it reveals its extraordinary impact on young learners. Storytelling offers something far more significant than expected when language learning is confined to traditional methods or story cards—unlocking creativity, imagination, and a deeper understanding of language in ways that surpass conventional teaching approaches.

8.2 Understanding Young Learners' Needs in Language Learning

Before delving into the discussion, we need to understand the needs of young learners in language learning. In this case, the young learners are children aged 3-5 at the kindergarten level. In the learning process, those young learners need more active involvement. Their positivity and initiative during earlier self-development enabled them to participate more adaptively in any activities provided by the teacher. Suryantari (2018) mentioned that children display

strong rote memorization abilities until around age 7, after which this ability declines, especially after age 12. This statement highlights the importance of engaging materials and teaching methods that capture children's attention, helping them remember and understand lessons more effectively. Storytelling, with its language-rich environment, fosters language learning for young learners, making the process enjoyable and engaging. It combines audio and visual elements, as teachers use pictures, gestures, and expressive narration to spark children's imaginations and create a vivid, immersive experience. This interactive approach helps children connect with the language naturally and memorably. Pellicer-Sánchez et al. (2020) mentioned multimedia learning theories suggesting that learners build better connections when they see and hear information simultaneously. Related to this audio-visual ability, Wright (2010, as cited in Pellicer-Sánchez et al., 2020) also mentioned that pictures significantly aid in developing listening and reading skills by providing contexts that shape the meanings of words. Thus, the audio-visual method in language learning will be considered adequate to help the young learner understand the material and promote participation.

Moreover, storytelling uses hidden and precise knowledge to create a narrative that helps bring out children's views and addresses the natural power imbalance between adults and children (Thomas & O'Kane, 1998, as cited in Kucirkova & Kamola, 2022). This suggests that storytelling fosters greater engagement and participation from young learners. In language learning, where the development of speaking and thinking skills is essential, storytelling is an effective method for stimulating children's cognitive abilities and helping them produce new language. Storytelling creates a more relaxed and engaging

environment, fostering closer interaction between the teacher and students. Unlike traditional English learning methods that rely on theoretical explanations and occasional games, storytelling promotes a deeper emotional connection with the material. Young learners may quickly lose interest and disengage from the lesson when teaching is limited to lectures and isolated activities.

Children, who naturally thrive in a world of play and imagination, often find it challenging to stay focused through passive learning alone. Visuals and sounds, however, are powerful tools that capture their attention and keep them engaged. Incorporating storytelling with visual and auditory elements makes the atmosphere more dynamic, stimulating their senses and maintaining focus. This immersive approach makes learning more enjoyable and helps children form emotional connections with the content, leading to better comprehension and retention of new language skills. Ultimately, storytelling transforms the learning process into a captivating and meaningful experience for young learners.

In addition, storytelling creates a solid connection to the real world beyond mere imagination. Storytellers—whether teachers or performers—must be highly expressive for this to be effective. The rich use of gestures, movements, and expressions in storytelling helps children bridge the gap between fantasy and reality. For example, when listening to a fable, children do not just picture animals in their minds; they gain a more concrete understanding through visual cues and demonstrations. With modern technology, such as digital storytelling, these experiences become even more immersive, simulating real-life scenarios and allowing children to engage more deeply with the world around them. Not only that, the connection between storytelling and the natural world allows young learners to identify the moral stories of the

story. Isik (2016) mentioned that children can quickly identify with characters at this stage, which helps them make simple connections. For example, they may learn that to achieve their goals, they should act like the hero in the story, and if they behave poorly, things might end badly for them. Thus, introducing real-life concepts through imaginary figures helps children learn actively and understand more effectively. This approach bridges the gap between imagination and reality, making learning engaging and meaningful.

8.3 How Storytelling Enhances English Language Skills

The choice of storytelling as a tool for learning English is well-founded. Persuasive, usage-based activities such as interactive games, songs, reading aloud, and storytelling, as recommended by Mun͂oz & Spada (2019), can enhance the effectiveness of teaching English to young learners (Saravi et al., 2023). Storytelling engages children's key senses through both audio and visual activities. Since young learners are more drawn to fun, interactive experiences than simply listening to a teacher's explanation or reading from a textbook, storytelling creates a more enjoyable and immersive learning environment. This situation is reinforced by young learners absorbing language better than adults. According to Steinberg (2001, as cited inSuryantari, 2018), several factors influence second-language learning, which can be grouped into three categories: (1) psychological aspects, (2) social context, and (3) other psychological variables. In the psychological aspect, language learning involves three key components: intellectual processing for understanding grammatical structures, memory for retaining

language, and motor skills for pronunciation. The social situation category encompasses the settings and interactions influencing second language learning, focusing on natural and classroom environments.

The final category, other psychological variables, includes individual factors that can impact language acquisition. Looking at the three components, storytelling is vital because it facilitates intellectual engagement with grammatical structures, enhances memory retention, and improves pronunciation skills while fostering meaningful social interactions in diverse settings, ultimately addressing the various psychological factors that influence second language learning. This notion is also supported by Ghafar (2024), who mentioned that an enjoyable atmosphere during storytelling fosters memorable experiences that enhance vocabulary acquisition, understanding of grammatical structures, and pronunciation skills. A more comprehensive explanation of how storytelling can enhance English language skills is explained as follows:

8.3.1 Building Vocabulary

The first enhancement storytelling might achieve is through improving vocabulary. As the fundamental element that every language learner needs to possess, storytelling provides more effective opportunities for young learners to learn new words in a fun way. Vocabulary mastery for young learners is considered effective and achievable when aligned with their memory capabilities, which are particularly strong at this stage of development. Therefore, we are more likely to retain information when the experience is positive, or the situation is enjoyable and engaging. For children, there are so many activities to teach vocabulary. Songs,

for example, have proven to be an effective method for vocabulary mastery due to children's natural interest in singing. Their willingness to repeatedly sing the songs eventually leads to vocabulary memorization (Kurnia, 2017). According to Kurnia, this method is impactful if the teacher selects songs suitable for the children's needs. This approach is also relevant to the application of storytelling in enhancing language skills. Storytelling is an effective tool for vocabulary mastery, as it engages learners in a narrative context that fosters retention and understanding of new words.

Therefore, in vocabulary mastery, storytelling requires careful attention from teachers to ensure the selection of appropriate methods that engage students effectively. Not all children enjoy songs, but not all students are naturally drawn to storytelling. However, when songs are presented creatively and engagingly, students can quickly learn and perform them proficiently. This emphasizes that successful teaching involves the content and the delivery method. Even well-crafted storytelling may fail to captivate certain students if it does not resonate with their interests. As a result, teachers must develop strategies to foster student engagement with the material. By cultivating interest, teachers can enhance students' attention and improve their ability to process information efficiently.

Stories are crucial in introducing new vocabulary in meaningful contexts, making language acquisition more intuitive. Unlike isolated word lists or rote memorization, storytelling offers rich, contextualized language exposure, where new words are naturally woven into a narrative. For instance, a teacher might use the story **"The Dove and The Ant"** to teach vocabulary

related to animals and nature. This story is often chosen for its simplicity and the moral it conveys. But why does this story enhance young learners' vocabulary? It is not just that they will be interested in the vocabulary itself; there must be supporting materials that help children focus and learn. First, teaching aids play an essential role in capturing children's attention. These aids include storybooks, character dolls, storyboards, and audio resources. Many children are visual and auditory learners; for example, colourful pictures in a book can capture their attention and help them concentrate better. Look at the example below:

The Dove and the Ant

One day an ant went down to the river to get a drink.

He was so thirsty that he stretched his head over the bank to take the biggest gulp he could.
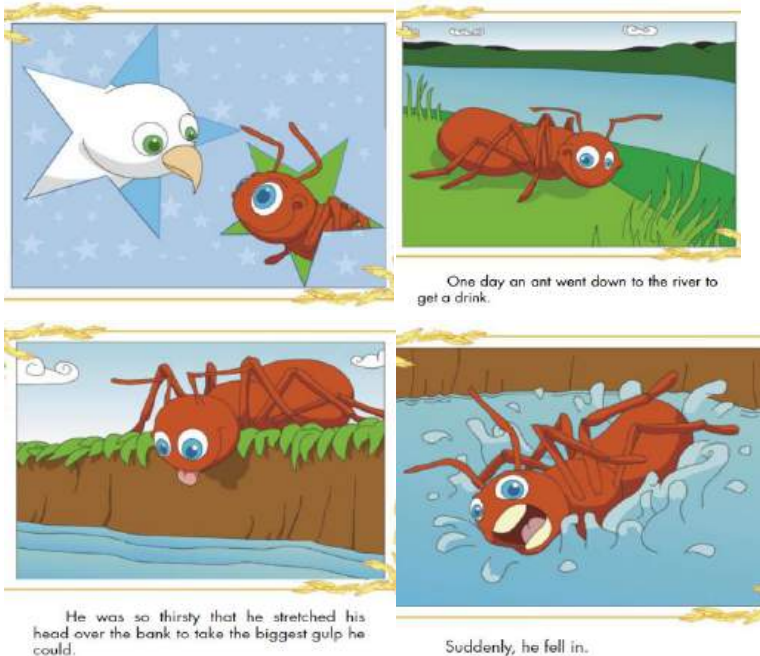
Suddenly, he fell in.

Figure 8. 1 The Dove and The Ant
(Sumber:
https://literacy.concordia.ca/resources/abra/shared/downloads/stories/abra_stories/story6.pdf)

Teaching aids are vital for engaging children in English learning. Simple, colourful drawings can spark curiosity and encourage them to focus on the story. Losi et al. (2022) also noted that using digital printed puppets for storytelling can enhance students' English language skills. This highlights how teaching aids are foundational in fostering children's curiosity about the story.

Once the teaching aids capture children's attention and curiosity, they will begin to engage with the story by listening to the teacher. At this point, the teacher becomes the focal point of the children's attention. The kids will concentrate on the teacher's narration, following along and trying to understand each word and sentence. For example, the lesson's purpose is for the kids to learn essential words about animals and nature, such as dove, ant, river, and bank.

The teacher shows the second picture and reads aloud the narrative: *'One day, an ant went down to the river to get a drink.'* Although the children may not understand the written text, the visual aid will capture their attention, sparking their curiosity about the story behind the pictures. While telling the story, the teacher can introduce new vocabulary by explaining the meaning of unfamiliar words and asking the children to repeat them. In this case, students are not just learning new words. Instead, they encounter these words within a meaningful storyline that illustrates the event and characters. For example, a picture of an ant near a body of water can be used to introduce the word 'river.' Alternatively, when the narrative says, *'Suddenly, he fell,'* a captivating image can spark the young learners' curiosity about the meaning of words like 'suddenly' or

'fell.' This visual connection helps them better understand new vocabulary. This method is effective because teaching vocabulary aligns with young children's focus and attention, which is already engaged through visual aids. Students can connect new words to real-world concepts by embedding vocabulary in a familiar, engaging narrative. This makes vocabulary acquisition more intuitive because the words are introduced in a way that mirrors how language is used daily, making it easier for students to remember and apply them.

Based on the previous explanation, contextualization allows learners to infer meanings based on the storyline, characters, and events, enhancing their understanding of how words function in various linguistic and social settings. By encountering new vocabulary in relevant and engaging contexts, students are more likely to retain and internalize the words, as they can associate them with familiar situations, emotions, or concepts presented in the story. As a result, storytelling makes vocabulary learning both more organic and effective.

8.3.2 Listening and Comprehension

The second key aspect is listening and comprehension. Alongside visual aids, audio plays a crucial role in storytelling for young learners. How does audio help children develop their English language skills? Like visual aids, engaging audio captures learners' attention. However, delivering effective audio requires specific skills from the teacher. A flat, monotone voice lacking emotional expression fails to convey the story's meaning. For example, anger can be expressed with a

flat or truly angry tone, but each conveys a different message. Similarly, when storytelling, teachers must adjust their tone and inflexion to align with the emotions and meaning of the story. Listening aims to grasp meaning (Derek et al., 2024). When teachers use an appropriate tone, listeners are more likely to grasp the true essence of the story. The success of this process is often determined by interaction. Teachers can incorporate a question-and-answer session during storytelling to assess comprehension. The listening process is effective if young learners understand the questions and respond correctly. As Derek et al. (2024) pointed out, listening becomes an interactive process where listeners actively construct meaning. So, listeners play an active role in interpreting and constructing meaning from what they hear based on their own experiences, background knowledge, and context.

Listening also helps children grasp the meaning of words and fosters the development of key comprehension skills, such as sentence structure, pronunciation, and grammar. Mastering sentence structures helps learners organize their thoughts clearly, create grammatically correct sentences, and communicate effectively in English (Tạ Thành, 2023). Further, he mentioned that grasping sentence structure enables learners to understand the meaning of specific words and phrases in the context of a sentence or conversation. It leads to the realization that listening helps learners better understand word order, clauses, and other aspects of grammar. Listening to the story also improves their ability to put words and sentences in the correct order. Even if students already know some English, they may not focus on using the correct

sentence structures. Many children hear new language without thinking much about how sentences are made. However, when teachers tell stories using proper sentence structures, children start to notice and understand how to form sentences correctly. For example:

She swept down, picked him up and saved him.

Figure 8. 2 The Dove and The Ant
(Sumber:
https://literacy.concordia.ca/resources/abra/shared/downloads/stories/abra_stories/story6.pdf)

This issue relates to listening comprehension, particularly in distinguishing past tense forms. The story is written in the past tense, so the teacher must pronounce the verbs to help young learners differentiate between similar forms, such as *picks vs. picked* and *save vs. saved*. Additionally, when the teacher reads a compound sentence like, *"She swept down, picked him up, and saved him,"* it provides learners with an example of constructing such sentences. They will also learn that in compound sentences, the subject can sometimes be omitted after the first clause, using only the verb in the subsequent clauses. In conclusion, storytelling significantly benefits developing listening

comprehension skills, particularly in understanding tense usage and sentence structure. Through clear pronunciation and exposure to varied sentence patterns, young learners can better grasp how language functions, improving their listening and comprehension abilities.

In addition to other benefits, storytelling plays a significant role in enhancing the pronunciation skills of young learners. When children encounter new words, such as *"swept down,"* they learn to pronounce them correctly, distinguishing between *"swept"* and *"sweep."* To effectively improve pronunciation through storytelling, the support of teachers is essential; they must provide guidance to correct mispronunciations and reinforce the correct forms. It is highlighted by Tsunemoto et al. (2023) about the importance of teacher pronunciation instruction. This underscores the critical role of accurate pronunciation in enhancing listening skills and overall pronunciation comprehension.

In summary, storytelling is a powerful tool for fostering listening comprehension and pronunciation skills in young learners. By integrating engaging audio and expressive delivery, teachers can capture children's attention and facilitate their language understanding. The dynamic interaction during storytelling allows students to construct meaning based on their experiences and helps them recognize and master essential sentence structure and grammar elements. As learners are exposed to correctly pronounced verbs and varied sentence forms, they develop a deeper awareness of language mechanics, ultimately enhancing their overall communication abilities in English. Thus, effective storytelling enriches vocabulary and lays a strong foundation for future language learning.

8.3.3 Speaking through Repetition

Storytelling is close to pronunciation comprehension and assists speaking comprehension through repetition. While the teacher focuses on teaching new words or vocabulary to the students, the teacher needs to focus on repeating the target words. Kartikasari et al. (2015, as cited in Mendrofa & Wijaya, 2022) mentioned that second language learners can use repetition drills, or drilling repetition, to enhance their pronunciation, fluency, and accuracy during speaking practice. It is important to note that storytelling enhances interaction between teachers and learners, primarily through repetition and Q&A sessions. To create meaningful, two-way communication, teachers must actively engage learners by encouraging their enthusiasm and confidence in speaking. This emphasis on speaking through repetition ties into the previous point, where capturing students' attention is essential to ensure they participate in speaking activities during or after storytelling. Repetition sharpens students' speaking skills and improves their ability to convey messages effectively.

Repetition alone is not enough to effectively convey a message; correct pronunciation is also essential. While storytelling aims to improve speaking ability, teachers must focus on all aspects of language, including pronunciation. This is a common challenge for English learners, as incorrect pronunciation can lead to misunderstandings. However, storytelling can help minimize this issue through repetition. Repeated exposure to words allows the teacher to monitor how learners pronounce them and provide immediate corrections, helping to refine their pronunciation over

time. If homophones occur, such as *bank* (a financial institution) and *bank* (the side of a river), the teacher should provide clear explanations to distinguish their meanings.

Additionally, repetition in speaking enhances the natural flow of language. Since storytelling often includes dialogue, it helps learners understand how language is used in everyday conversation—covering tone, emotion, gestures, and sentence structure. According to Chang et al. (2024), the more effectively listeners follow what the speaker is saying, the more their responses or understanding converge. This supports the idea that storytelling allows young learners to "mirror" the storyteller or teacher, and the better the language is presented, the better the learning outcome. Thus, repetition reinforces language patterns, helping learners internalize conversational structures more effectively.

8.4 Techniques for Effective Storytelling

To enhance language skills, storytellers need to apply effective techniques. Storytelling provides a dynamic and engaging approach to language teaching, allowing students to experience authentic language use in meaningful contexts (Davies, 2007, as seen in Thang & Hue, 2024). To ensure that young learners benefit from these authentic language experiences, certain storytelling techniques can be implemented as follows:

8.4.1 Voice Modulation and Gestures

Voice modulation plays multiple roles in human and non-human nonverbal communication, including conveying emotions and motivation, exaggerating physical traits like body size or masculinity, and enhancing musical or vocal expression (Leongómez et al., 2021). In storytelling, voice modulation is key to expressing the emotions and personalities of characters. Since storytelling often involves dialogue, the storyteller must skillfully adjust their voice to match the character's tone and emotion. As communication styles vary based on relationships and context (Lavan et al., 2019), storytellers must modulate their voices in a way that aligns with the dynamics of the story and its characters. Does this technique matter? Absolutely. Let us dive into the discussion below.

In this case, the target audience for storytelling is kindergarten children, typically aged 3-5 years old. As previously mentioned, these young learners engage deeply with their imagination. Unlike children over 7 years old, who have developed a clearer understanding of various characters and concepts through formal education, kindergarteners are in active discovery. Their curiosity is particularly high because they are learning through play. Learning is most effective at this age when it is implicit and delivered through fun and engaging activities, such as storytelling. Using dynamic voice modulation helps the storyteller capture and maintain learners' attention. The storyteller creates a more engaging and livelier atmosphere by softening or raising their voice at key moments. Curteis (n.d.) pointed out that stories depend on a human community to preserve and share them. Further, Minh-ha (1989, as seen in

Curteis, n.d.) emphasizes that it is not just the content of the stories that must be passed down but also the art of storytelling itself. So, storytelling serves a vital function as a form of entertainment and a powerful tool for preserving and passing down cultural and moral values. Through stories, we can share the wisdom of a community and convey important lessons across generations. However, the effectiveness of storytelling depends heavily on how it is delivered, particularly through voice modulation. Storytellers can capture attention, evoke emotions, and emphasize key messages by adjusting tone, pitch, and rhythm. Voice modulation enhances the storytelling experience, ensuring that the knowledge and values intended for the audience are communicated clearly and meaningfully, engaging both the mind and the heart.

8.4.2 Use of Props and Visuals

As previously discussed, the importance of props and visuals in storytelling cannot be overstated. Learning through visual aids is far more engaging and effective than relying solely on theoretical instruction. The human brain processes visual information 60,000 times faster than text, with 90% of the information received being visual and taking only 13 milliseconds to interpret an image (*Visual Storytelling: What It Is and How You Do It*, 2023). The use of props and visuals also connects seamlessly with voice modulation, enhancing the storytelling experience. When the storyteller uses dynamic voice techniques while interacting with props—such as dolls, pop-up creations, pictures, or even a video—it creates a richer, more immersive experience. This interplay between voice and visual elements helps

reinforce key concepts and supports contextual understanding, making the story more vivid and the lessons more memorable for the audience.

Using visual aids is the best way to enhance English language skills. Pateşan et al. (2018) stated that students prefer coloured stories, especially when they can relate to previous experiences or be associated with familiar places, objects, people, events, or animals. Thus, this technique enhances motivation and sharpens learners' focus on the story. In addition, this technique encourages students to think creatively by prompting them to predict what narrative might happen in the next picture or to create dialogue that fits the story and characters. This approach makes learning more enjoyable, as students are actively engaged and invited to use English in a dynamic and participatory way.

Using props and visuals creates opportunities for interactive learning, which is crucial for mastering a new language through intensive practice. The teacher fosters dynamic, two-way communication by incorporating images and inviting students to guess the plot. This interaction accelerates language acquisition by encouraging students to confidently form sentences in context, promoting deeper engagement and comprehension.

8.4.3 Incorporating Songs and Rhymes

Songs and rhymes are valuable tools for enhancing English learning through storytelling. Unlike props and visuals, these elements offer a more cheerful and lively approach, allowing children to engage in fun activities while subconsciously absorbing the language. Students can learn and practice different parts of English through

songs while also matching their age group's interests (Džanić & Pejić, 2016). Therefore, storytellers must choose songs that resonate with children and spark their imagination. For example, in a story by George Orwell's *Animal Farm*, the song "Old McDonald Had a Farm" could teach children the names of animals. By incorporating the song either in the middle or at the end of the story, children can recall and practice the vocabulary fun and joyfully, reinforcing their learning in a positive, memorable context.

Nursery rhymes also help children practice pronunciation and reinforce vocabulary. For instance, in the song "Old McDonald Had a Farm," the repetitive lyrics and cheerful melody make it easier for kids to remember words. Additionally, the song aligns well with stories featuring animals, reinforcing the narrative through music. Overall, songs and rhymes enhance storytelling as an effective tool for developing English skills in young learners.

8.4 Overcoming Challenges in Storytelling-Based Teaching

Using storytelling to enhance English skills may raise several challenges. One of the most common is the diversity of students, including their varying personalities, learning styles, and backgrounds. Addressing these differences effectively ensures that all learners benefit from the storytelling approach.

For the issue of children's various personalities, the storyteller or the teacher needs to focus on activities that stimulate children to be actively involved but on a controlled scale. The kindergarten students might be active, energetic,

shy, curious, sensitive, empathic, or overactive. Over this all-multiple personality, one thing for sure is that the kids like playing and involving in fun activities even the shy one. Even though the students may be at the same grade level, their language abilities can vary significantly. Therefore, the teacher must develop strategies to effectively bring the magic of storytelling to all young learners.

There are several strategies teachers can use to address the diverse abilities and backgrounds of young learners. These strategies range from selecting the correct stories to effective class management, using rewards, and choosing appropriate props and visuals. For example, props and visuals, as previously mentioned, help capture children's attention. This ties closely to the selection of the story itself. Stories for young children are often fables, which carry a moral lesson. Fables are particularly effective because their characters, often animals, are familiar to children. According to Manshur (2023), fables have specific characteristics: they feature animal characters, involve magical elements, convey short moral messages, use engaging phonetic patterns, and stimulate creativity through their structured storytelling. These characteristics allow fables to create a sense of "magic" for young learners. In addition to the magical atmosphere brought to life by talking animals, storytelling activities can significantly enhance children's language development. Fables encourage children to practice speaking through simple responses and vocabulary repetition. As noted by Salwa et al. (2024), fairy tales, like fables, can also help address speech delays in children. Through storytelling, fables stimulate language development by prompting children to answer questions and predict what happens next in the story.

Moreover, when addressing different learning styles, storytelling must be adaptable to meet the needs of visual, auditory, and kinesthetic learners. Young learners cannot often stay focused in environments that rely on just one method of instruction. Unlike adults, who can adjust to such situations, young children require a flexible, dynamic learning environment that allows them to learn through play. Meaningful learning, driven by intrinsic motivation, can be hindered when students are forced to learn using methods that do not suit their needs, leading to difficulties in concentration and information retention (Wahyuni, 2017, as cited in Arni et al., 2024). Storytelling offers a powerful way to achieve meaningful learning by catering to all learning styles. For visual learners, storytelling incorporates props and pictures; for auditory and kinesthetic learners, songs and movement provide engagement. This highlights the effectiveness of storytelling in enhancing language skills across various abilities and learning preferences.

To make storytelling effective as a teaching method, the teacher must balance activities and manage time efficiently. Storytelling should enhance language skills while engaging students through fun, interactive activities. Teachers must be mindful of time management to ensure that storytelling and follow-up activities, such as discussions or related learning exercises, are covered effectively. Young learners, in particular, have limited attention spans, and sustaining focus for long periods can be challenging. Ideally, storytelling should last around 15-20 minutes to maintain their engagement. Afterwards, the teacher can introduce a fun activity related to the story, helping students connect with the content in an enjoyable and meaningful way. Creating a lively and interactive atmosphere during these activities makes children more likely to experience positive learning

outcomes. This approach can help them absorb new language skills while staying focused and entertained. Incorporating variety and active participation ensures that storytelling remains an impactful and memorable learning tool.

8.5 Case Studies and Success Stories

This case study explores a storytelling activity designed to enhance English language skills among young learners. The program was part of a community service initiative in Padang City, West Sumatra, and targeted kindergarten students aged 3-5 years. English college students, supported by lecturers, acted as storytellers, primarily aiming to improve the children's English language skills through storytelling. Storytelling was chosen because of its proven effectiveness in engaging young learners. As discussed earlier, children naturally enjoy play and games, making storytelling an ideal method for introducing language in a fun, interactive way. The activity gathered children of varying ages in a single hall, and due to the limited time (only one hour), the team had to devise a method that would engage all children and allow them to absorb the lesson.

The session began with a simple story called **"Lalat dan Madu (The Fly and the Honey)"**, a fable enhanced by vivid illustrations that immediately captured the children's interest.
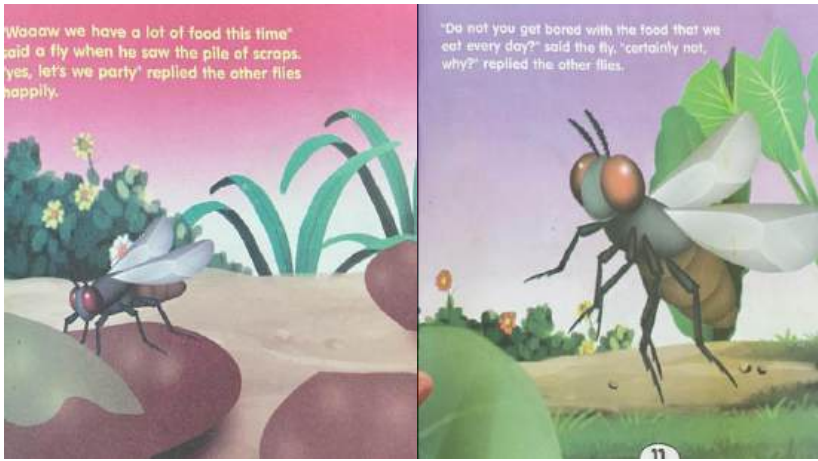
Figure 8. 3 The Fly and The Honey
(Sumber: Seri Fabel AESOP, Lalat dan Madu)

However, the team recognized the need to create a more immersive experience to keep the children engaged. They crafted fly masks and wore them during the storytelling session. This technique captivated the children, as the props sparked their imagination and helped bring the story to life.

Figure 8. 4 The Use of Props and Visual
(Sumber: dokumen pribadi)

Additionally, the storyteller used gestures and movements particularly suited to younger children at the playgroup level. Given the varying developmental stages of the children in that school, the team incorporated a multi-sensory approach that combined auditory, visual, and kinesthetic learning. For example, the storyteller, wearing a fly mask, mimicked the actions of a fly hovering and landing on honey. This method is one of the strengths of storytelling, as it helps children focus more on the storyline by engaging their imagination and drawing them into the story's atmosphere.

After about 20 minutes of storytelling, the session became a question-and-answer phase. This stage assessed the children's comprehension and encouraged them to practice speaking and thinking in English. While challenging due to time constraints, this interactive session aimed to boost the children's vocabulary.

Figure 8. 5 Question and answer session
(Sumber: dokumen pribadi)

Some children responded to questions in Indonesian, but the storytellers overcame this by repeating key English words, reinforcing the children's memory, and gradually encouraging them to use English. The team also used the popular song **"Baby Shark"** at the beginning of the session to boost the children's energy and create a lively atmosphere. Songs serve as an effective introductory tool, helping to establish an emotional connection between the storyteller and the children. The children feel happy and excited by starting with a fun and engaging song accompanied by movements, which fosters a positive emotional response. This positive mood helps the children become more receptive and engaged throughout the storytelling session.

Figure 8. 6 Opening song "Baby Shark"
(Sumber: dokumen pribadi)

Based on the activity, the team reported that storytelling successfully enhanced the English language skills of the kindergarten students. While the children had already been introduced to English at school, their usage was still limited. However, the storytelling approach significantly boosted their enthusiasm to participate in the activity and

encouraged them to engage actively in the interactive sessions. The children's eagerness to respond to the storyteller's questions demonstrated their attention to the story and their growing confidence in using English.

8.6 The Lasting Impact of Storytelling on Language Learning

From the case study above, we can see the success of storytelling as a medium for enhancing English skills. Storytelling is an effective tool that helps people focus on information by creating a personal connection, often through sharing real-life experiences and linking different topics (Gupta & Jha, 2022). Storytelling provides easy access to information and uses engaging techniques and visual aids that help embed stories in students' memories. It can be considered a lifelong learning tool for several reasons. First, it sparks enthusiasm for learning. When storytelling is used as a fun and interactive method for teaching language, it naturally captures students' interest. In contrast, traditional methods focusing solely on reading without engaging in activities tend to have a more temporary impact. While students may still understand the story and learn new vocabulary, the experience is not as memorable. Incorporating engaging visuals and interactive elements makes the learning process far more effective. Students are more likely to retain information they directly see and experience than what they read and memorize. Therefore, storytelling can be an effective method for generating enthusiasm and engagement among learners.

Second, storytelling fosters creativity and imagination, both crucial for young learners, especially during this formative "golden age" of growth. Creativity can also lead to critical thinking, enabling children to think independently and solve problems. For example, when a teacher or storyteller asks them to predict what will happen next in a story, children can use their imagination to come up with their ideas. This strengthens their creative thinking and encourages them to actively engage with the story and think critically about the narrative. We hope that by incorporating storytelling into English learning, young learners will develop their creativity and imagination from an early age, allowing these skills to flourish as they grow older.

Lastly, storytelling plays a crucial role in developing speaking skills. Since the primary goal of storytelling in language learning is to enhance language abilities, it effectively combines several key elements: vocabulary acquisition through repetition, improved listening skills, better pronunciation, and more. Together, these elements contribute to stronger speaking abilities. By engaging in engaging storytelling activities, children expand their vocabulary and learn how to express their thoughts clearly and engage in conversations. This has a lasting, positive impact on lifelong learning, as storytelling helps children improve their language skills and build confidence in communication.

In conclusion, teaching English through storytelling effectively enhances young learners' language skills, particularly their speaking abilities. At this stage, the focus is not on writing or grammar but on helping children speak naturally and confidently without worrying about grammatical errors. Storytelling encourages active participation, requiring children to engage and express

themselves. The true magic happens when children combine their creativity and imagination into spoken conversations. Additionally, the moral lessons within stories are expected to positively influence their character development, helping them grow into better individuals.

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BAB 9

INTEGRATING TECHNOLOGY: ENHANCING ENGLISH LANGUAGE LEARNING FOR YOUNG LEARNERS

By Ira Mutiaraningrum

9.1 Introduction

Technology is now widely accessible to young learners, and has become a part of their lives. Mobile devices have become an integral part of young children's daily lives (Liu et al., 2024). Young learners are engaged with digital content since they are born when technology becomes our daily habits. Young children are drawn to digital tools such as tablets, educational apps, and online games because they are interactive and visually appealing. This interest has become a great opportunity to enhance young learners' language acquisition by integrating technology into language learning. Digital tools provide educational applications and online games that can make English language learning more effective and engaging. Using technology to teach language to young learners makes learning feel both natural and enjoyable.

The concept of "young learners" varies across studies. According to Tran and Nguyyen (2024), young learners are children the range of three to 11 or 12 years old. Korkmaz and Karatepe (2021) describe young learners as primary-level students aged approximately 6/7 to 11/12 years, while Ramirez (2021) defines young learners as children between

the ages of five and twelve years. Despite these variations, all definitions generally focus on children from early childhood to preadolescence. The age range that "young learners" covers may vary depending on a country's educational system but the term "young learners" refers to a diverse group who share common traits like short attention spans and holistic learning but differ in physical, psychological, social, emotional, conceptual, and cognitive development (Kırkgöz, 2018).

Teaching technology to young learners suggests the intersection of several academic disciplines, such as second language studies, early education, and information and communication technology (Whyte & Schmid, 2018). Thus, all disciplines (as shown in Figure 1) should be considered when discussing teaching English with technology to young learners.
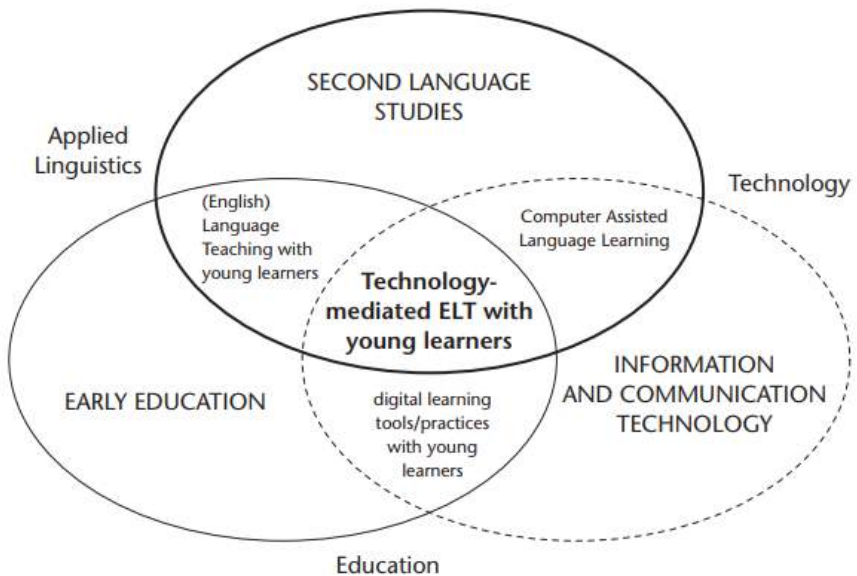

Figure 9. 1. Dimensions of Technology-mediated ELT with Young Learners (Whyte & Schmid, 2018: 339)

This chapter discusses teaching English to young learners in terms of vocabulary, listening, reading, speaking, and writing. Each section elaborates on rationales and suggested activities to teach young learners using technology in their respective skills.

9.2 Young Learner's Vocabulary Building with Technology

Teaching vocabulary using technology requires interactive learning applications. Usually, the applications provide vocabulary through interactive games, animations, and sounds, making learning fun. The first critical issue in vocabulary development for young language learners is the size of their vocabulary, with a focus on high-frequency words being most crucial at the start (Hestetræet, 2018). Thus, digital flashcard games are popular among young learners. ICT can facilitate both explicit and implicit vocabulary learning; electronic flashcard programs are effective in supporting explicit vocabulary acquisition (Hestetræet, 2018). It enhances students immersions to words and help them through repetition. In addition, many online educational games offer interactive games for young learners to learn their vocabulary. In addition to applications and games, videos and animation can be used to teach young learners English vocabulary. Short movies and songs are the favorites of young learners. They can be used to engage young learners in learning English. Furthermore, the reviewed studies consistently highlighted that teaching vocabulary using cell phones, Personal Digital Assistants (PDAs), websites, and digital resources allows language learners to perform vocabulary building tasks more effectively, enabling them to develop larger and richer vocabulary combinations (Shadiev & Yang, 2020). Gloss presentations, including sign language definitions, aural

explanations, and video animations, are effective in enhancing learners' vocabulary acquisition and improving their delayed word recall (Ramezanali & Faez, 2019). In the digital world, young learners are no longer only consumers of digital media. They also serve as creators of media content. This can be a project that young learners can use to learn their vocabulary. By creating content in English, young learners will learn the vocabulary they want to describe in their products. This also engages students in autonomous learning. We will see future generations as independent learners if we encourage them to create content from an early age.

9.3   Enhancing   Listening   Skills   through Technology

Listening is a receptive language skill that involves interpreting messages by utilizing context, language knowledge, and understanding of the world (Kırkgöz, 2018). Kırkgöz (2018) further mentions some activities instructor can do to teach listening to young learners: (1) Listen and do, (2) Listen and repeat, (3) Listen and Draw, (4) Listen and arrange, and (5) Listen and colour. YouTube and Video-Podcast are frequently mentioned when we talk about using technology to teach young learners' speaking skills. Yaacob et al. (2021) highlighted that using YouTube and video podcasts to enhance students' listening skills significantly improved comprehension, increased participation and collaboration, reduced anxiety, and kept students engaged and focused through multimedia elements, making the learning process more interesting and effective compared to traditional audio-based methods. Many podcast episodes are specifically designed for young language learners. Usually, content describes educational facts and issues relevant to young learners that make them interested in paying attention to it.

Students practice listening to stories in podcasts and audiobooks. In addition, listening applications and educational games for young learners are easily downloaded from our smartphones. It provides short and long stories as well as language practice. They may also provide songs that attract young learners' interest in English. Video and animations also offer listening practice for young learners while they enjoy stories and songs. Educational games also provide listening practice for young learners, and can be adjusted to the level of students' listening comprehension. Currently, there are voice assistants provided by AI where students can practice listening with an AI assistant. The assistant may provide a story and questions for learners to answer. Maulina et al. (2022) highlighted that podcasts, mobile phones, and multimedia technology are powerful tools for enhancing learners' listening skills, with podcasts improving comprehension, vocabulary, and pronunciation through dynamic audio content, while mobile phones offer interactive and accessible learning methods, and multimedia technology enriches the experience by catering to diverse learning styles with integrated text, audio, video, and animations.

Language skills in English have not yet been isolated. They relate to each other in that when we learn one skill, we will learn other skills. Listening, despite being a passive skill, significantly contributes to students' speaking abilities. Therefore, ensuring that young learners have sufficient assimilation of English listening skills is crucial.

9.4 Interactive Reading with Digital Books

Digital tools can be used to teach reading to young learners. There are various technologies and design features, such as audiocassettes, television, computers, the Internet, game and simulation tools, mobile devices, electronic books,

MP3 players, cell phones, and other emerging technologies that support second language and reading development in children (Parker, 2023). Walsh (2006) noted that the processes of meaning-making and transaction are similar in both print and digital texts, while Wright (2013) observed that students typically use more reading resources when interacting with digital versions of texts. Burgeoning e-books and interactive storybooks provide written stories with audio. Thus, learners can read books while listening to stories. Miller and Warschauer (2014) emphasized that e-book features like font size adjustment, text-to-speech tools, dictionaries, automatic page turning, and animation hotspots can enhance children's literacy by boosting engagement and comprehension, depending on their usage. In addition, there are interactive applications and games to train students in phonetic exercises, word recognition, and interactive stories that enable learning to read fun. Instructors can assist struggling readers by utilizing multimodal e-books that combine text with sound, animation, and images, often featuring read-aloud text with synchronized highlighting (Morgan, 2013). Videos and animation are alternatives that are always available to teach reading to young learners. Usually, animations are followed by subtitles that help learners learn reading while enjoying the story. AI and Augmented Reality (AR) are also used to teach reading to young learners. AR brings stories to life through AR technology. Children can scan specific book pages to see characters and objects in the story that appear in 3D, making the reading experience more vivid and engaging. AI can also be used as a voice assistant when reading stories. Children can listen to the story while looking at the text in a physical book or on a screen, helping them to associate the words heard with the words seen. Brown (2016) recommends enhancing reading instruction by meaningfully integrating digital tools and high-quality, culturally relevant e-books into the curriculum, fostering interactive and multimodal reading

experiences that engage students and support literacy development, while ensuring that technology complements traditional practices and meets individual learners' needs, especially ELLs, through diverse digital resources and opportunities for experimentation and play.

9.5 Encouraging Speaking and Communication

Speaking, as a productive language skill, involves actively using language to convey meaning (Kırkgöz, 2018). According to Kırkgöz (2018), for young learners, spoken language is generally the primary medium through which they encounter, comprehend, practice, and acquire a new language. Speaking practice is one of the most popular activities compared to other skills since the ability to communicate effectively is usually reflected in the ability to speak fluently and effectively. Technology-enhanced tasks can support the development of oral communication skills in heterogeneous EFL primary classrooms, demonstrating the potential of technology to improve learners' language skills (Kullick, 2022). Many interactive learning applications use interactive games and speech recognition to encourage children to speak and communicate. These applications offer speaking practices through simple conversations adapted to the child's language level. Students were also excited to learn English through games. Language-based games involve both pronunciation and communication. Usually, they involve role-playing games where they must use language to complete a mission or answer a question. Applications are usually provided with songs and speak-repeat exercises to train students' pronunciation. Another popular practice is the use of video conference tools that enable learners to interact with native speakers. They can use English directly with the native speaker and learn the correct pronunciation as well as the use of words and sentences. They may also be immersed

in cultural exchanges in which they can raise their awareness of other cultures. Even if they do not find native speakers to interact with, they can interact with AI such as digital assistants, voice assistants, smart speakers, and chatbots. This provided students with real-time responses. It also prevents students from being in boredom because they can have digital friends ready to listen and respond anytime and anywhere. In addition, Virtual Reality (VR) and Augmented Reality (AR) can help students visit new places virtually and talk about their experiences, both with classmates and in the form of video presentations. Finally, students can be creators and designers of their speaking practice through video recording and exchange it with the public online. Asynchronous computer-mediated practice can improve speaking proficiency and increase the willingness to communicate in English (Buckingham & Alpaslan, 2017). In self-expression activities, children record themselves talking about a topic or telling a story using a camera or video app, which helps them listen to and improve their speaking skills. Sun et al. (2017) highlight how mobile social networking's specific characteristics can improve young learners' English-speaking skills by providing low-stress, context-rich speaking opportunities.

9.6   Writing   Skills   Development   through Technology

Writing   applications,   writing   platforms,   digital storybooks, and storytelling are used to teach writing to young learners. Some applications provide pictures for young learners to write their narratives. Digital storybooks offer storybooks that children can read and continue by writing their own endings or creating their own versions of the stories. They can add text and images, and even record their narratives made by them. They can also write games. The

game provides practice by combining words, constructing sentences, or writing short stories. Some platforms invite students' creativity by providing ideas or opening sentences for them to continue. Digital whiteboard tools and blogging are also important for students to write topics they like and challenge learners to publish them to be consumed by the public. This can be an interesting topic in digital journaling. They were free to express themselves on these platforms. Spanou and Zafiri (2019) explored the use of blogs as a web tool to enhance reading and writing skills among young learners of English as a foreign language, highlighting that blogs facilitate collaborative learning and social interaction between students and teachers. In addition, they provide students with collaborative airing opportunities and discuss topics they like through writing. In this regard, students used their writing skills for authentic purposes. Students can also use Augmented Reality (AR) for writing based on 3D images that appear when they scan a book page or an object. It provides a new dimension in creative writing. Dunn and Sweeney (2018) emphasised the need for a shift in the teacher's role in accommodating new digital practices and integrating multimodal writing more prominently in classrooms to better align with students' contemporary technological experiences.

9.7 Challenges in Teaching Young Learners using Technology

Despite its advantages, gadget poses threats and challenges for its use in language learning. The first problem is the content quality. Not all educational apps or content is of high quality. They may be poorly developed or full of advertisements, particularly for free apps. This also occurs for content on YouTube, TikTok, or Instagram. The content might be poorly supervised, as it is not suitable for a certain

age or does not meet students' needs for language learning. It may contain more entertainment than is truly educational. This causes children to end up wasting their time for non-educational purposes on their gadgets (Sorokoumova et al., 2021).

The second is screen time management. Screentime management has become an inherent problem for parents worldwide. Excessive screen time can negatively affect children's physical and psychological health, impacting language development, social and emotional growth, and psychological well-being by reducing quality interactions with caregivers. Factors such as co-viewing, topic appropriateness, and increased risks of obesity, sleep disorders, and mental health issues like depression and anxiety (Mupalla et al., 2023) influence these effects. Prolonged screen time has been shown to impair attention, language, memory, and motor skill development, while also increasing the risk of obesity, decreasing physical activity, and causing sleep disturbances. Most studies suggest that limited and supervised screen exposure is crucial to mitigate these negative effects on child development, even though some positive impacts in educational contexts have been observed (Goswami & Parekh, 2023).

Children are too attached to technology and create scenes whenever their parents take their gadgets. This also creates problems for language learning. Children have become overreliant on learning technology. Artificial intelligence (AI) has been widely used. They might be used to complete responses from AI to complete their assignments. This affects students' critical thinking and problem-solving abilities. Moreover, not all AI provide spoken responses to train students' oral communication. This will lead to problems in terms of social interaction, behavioural issues, and developmental problems (Panjeti-Madan & Ranganathan, 2023). Sorokoumova et al. (2021) identify

potential threats and risks of digital dependence among students, including visual, posture, sleep, and nervous system impairments that affect their physical health; cognitive, emotional, and motivational-personal disturbances that impact their psychological health; and intellectual disorders, socio-cultural deviations, and communication disorders that compromise their social health.

Another challenge is digital divide. Children have varying levels of equity and access to technology. The technology gap refers to differences between individuals who use computers and other technologies and those who do not (Gunther et al., 2022). It is a new form of social inequality resulting from unequal access to new information and communication technologies based on factors such as gender, geographic location, and social class (Mínguez & Ballesteros, 2008). The digital divide, whether between groups or countries, encompasses not only inequalities in access to and use of Information and Communication Technologies (ICT), but also extends to disparities in knowledge, political, and cultural realms within societies (Dasgupta, 2013). It arises from the disparity in resources and skills, which creates a gap between individuals who have effective access to information technology and those who do not (Grace, 2009). Thus, this digital divide not only applies to developed, developing, and underdeveloped countries, but it can also happen from place to place in one area because it depends on social class, economy, etc.

Panjeti-Madan and Ranganathan (2023) recommended several activities to enhance students' developmental domains in the technological era. For cognitive development, they suggest encouraging play, engaging in games and puzzles, using real-world examples, providing opportunities for exploration and practical experiences, and practising healthy routines, such as mindfulness, a balanced diet, and adequate sleep. For socioemotional development, they advise

promoting face-to-face interactions, encouraging self-expression, limiting screen time, practising empathy, and fostering positive relationships. In terms of physical development, they recommended encouraging physical activity, outdoor play, reducing sedentary behaviours, promoting healthy eating habits, and ensuring good sleep routines. For language development, they advise children to read aloud, encourage regular conversations, play word games, sing songs, use descriptive language, and practice writing skills.

Taghizadeh and Hasani Yourdshahi (2020) elaborate that to effectively teach technology to young learners, it is crucial to provide teachers with specialized training in both pedagogical and technological aspects. They further mention that teachers should be equipped with knowledge of various digital tools, such as websites, apps, and multimedia resources. This can be achieved through professional development programs that focus on integrating technology into classrooms. Additionally, educational policymakers and stakeholders must support the implementation of technology in language teaching by creating opportunities for teachers to explore and utilise these tools. They concluded that this approach will help teachers feel more confident and competent, ultimately enhancing young learners' engagement and learning outcomes using technology.

9.8 Conclusion

Teaching English to young learners requires the use of technology, since digital-native children are familiar with it and can benefit from its educational use. Students who are excited about learning will have better opportunities to enjoy the class and make meaning during learning. Paying attention to modes and media students like most. Educational interactive applications and platforms, learning

webs, educational games, e-books, animation and videos, VR, AR, and AI should be incorporated while teaching English to young learners. Not only can this attract their interest, but it can also make them acknowledge the mindful use of technology for learning. It is expected that children who grow up with technology during their learning will have better awareness of the ethical use of technology, particularly AI in education. Making students familiar with technology in learning also fosters their sense of responsibility towards their learning which will lead them to become autonomous learners and long-life learners in the future.

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BAB 10
FUN LEARNING GAME FOR TEACHING ENGLISH YOUNG LEARNERS

Oleh Pipit Ertika Daristin

10.1 Pendahuluan

Pembelajaran bahasa Inggris di era modern ini menuntut metode yang tidak hanya efektif, tetapi juga menarik dan menyenangkan bagi siswa. Salah satu pendekatan yang banyak digunakan untuk mencapai tujuan tersebut adalah melalui permainan (games). Permainan dapat mengubah suasana belajar yang kaku menjadi lebih hidup dan interaktif. Buku ini bertujuan untuk menjelaskan bagaimana permainan dapat dimanfaatkan secara optimal dalam pengajaran bahasa Inggris. Peran Permainan dalam Pembelajaran Bahasa Permainan telah lama dikenal sebagai alat yang berharga di kelas bahasa. Menurut Wright et al. (2006), permainan memberikan konteks yang bermakna untuk penggunaan bahasa, meningkatkan interaksi, dan mengurangi kecemasan pelajar. Hipotesis Input Krashen (1982) mendukung gagasan bahwa input yang dapat dipahami, yang dapat disampaikan melalui permainan, sangat penting untuk penguasaan bahasa.

Menurut Wright et al. (2006), permainan dalam pengajaran bahasa menciptakan konteks yang alami untuk penggunaan bahasa. Permainan juga memfasilitasi komunikasi yang autentik dan memperkuat keterampilan berbahasa siswa. Pendekatan komunikatif (Communicative Language Teaching) mendukung penggunaan aktivitas yang bersifat menyenangkan dan komunikatif. Permainan dalam konteks pengajaran bahasa tidak hanya berfungsi sebagai hiburan, tetapi juga sebagai alat pedagogis yang kuat. Teori pembelajaran konstruktivisme juga mendukung penggunaan permainan karena memberikan kesempatan bagi siswa untuk membangun pengetahuan mereka sendiri melalui pengalaman langsung.

Motivasi dan Keterlibatan Permainan memicu minat pelajar, mendorong partisipasi, dan mempertahankan perhatian. Dörnyei (2001) berpendapat bahwa motivasi adalah salah satu faktor kunci dalam pemerolehan bahasa kedua, dan permainan berfungsi sebagai alat yang efektif untuk mempertahankan tingkat motivasi yang tinggi. Manfaat Kognitif dan Afektif Permainan mendukung perkembangan kognitif dan keterlibatan afektif. Vygotsky & Cole (1978) menekankan sifat sosial pembelajaran, dan permainan menyediakan kerangka kerja kolaboratif yang meningkatkan pembelajaran melalui interaksi sosial.

10.2 Jenis Permainan dalam ELt

Jenis permainan dalam ELt adalah sebagai berikut:
- Contoh Permainan Kosakata: Word Bingo, Pictionary, Hangman. Permainan ini membantu dalam memperkuat kosakata, ejaan, dan pengucapan.

- Contoh Permainan Tata Bahasa: Sentence Race, Grammar Auction, Bingo Vocabulary, Grammar Auction. Digunakan untuk melatih tenses, struktur kalimat, dan aturan tata bahasa dengan cara yang menarik.
- Contoh Permainan Berbicara dan Mendengarkan: Role Play, Information Gap, Guess Who, Simon Says, 20 Questions. Meningkatkan kelancaran, akurasi, dan pemahaman.
- Permainan Interaktif Digital Contoh: Kahoot!, Quizizz, Wordwall.
- Permainan Berbasis Cerita (Story-based Games) Contoh: Story Cubes, Create Your Own Ending.

10.3 Manfaat Penggunaan Permainan Dalam Pengajaran Bahasa Inggris

Penggunaan permainan dalam pengajaran Bahasa Inggris telah terbukti memberikan berbagai manfaat pedagogis, terutama dalam menciptakan suasana belajar yang menyenangkan, interaktif, dan bermakna. Permainan tidak hanya meningkatkan motivasi belajar siswa, tetapi juga mendorong partisipasi aktif dan memperkuat keterampilan berbahasa secara alami dalam konteks komunikatif. Menurut Hadfield (1990), permainan memberikan kesempatan bagi siswa untuk menggunakan bahasa target secara spontan dan autentik, yang penting dalam proses pemerolehan bahasa. Selain itu, Wright et al. (2006) menyatakan bahwa permainan membantu menciptakan suasana tanpa tekanan (low-anxiety environment) yang mendukung pembelajaran, khususnya bagi pembelajar muda. Dengan mengintegrasikan unsur hiburan dan tantangan, permainan mampu menjembatani antara pembelajaran formal dan pengalaman

nyata, serta memfasilitasi berbagai gaya belajar siswa. Oleh karena itu, permainan menjadi strategi yang efektif dalam meningkatkan keterampilan berbahasa sekaligus membangun sikap positif terhadap pembelajaran Bahasa Inggris.

10.3.1 Meningkatkan Motivasi Belajar

Salah satu manfaat utama penggunaan permainan dalam pengajaran Bahasa Inggris adalah kemampuannya untuk meningkatkan motivasi belajar siswa. Permainan menciptakan suasana yang menyenangkan, menantang, dan tidak monoton, sehingga dapat mengubah persepsi siswa terhadap pembelajaran bahasa yang sering dianggap sulit atau membosankan. Seperti yang dikemukakan oleh Hadfield (1990), permainan dalam pembelajaran bahasa berfungsi sebagai aktivitas yang melibatkan siswa secara emosional dan intelektual, sehingga mendorong mereka untuk lebih terlibat dalam proses belajar. Ketika siswa menikmati proses belajar melalui permainan, mereka lebih cenderung menunjukkan antusiasme dan komitmen dalam mengikuti pelajaran.

Selain menciptakan suasana yang menyenangkan, permainan juga memberikan tujuan yang jelas dan konkret dalam setiap aktivitas, seperti menyelesaikan misi, menjawab pertanyaan, atau memenangkan kompetisi. Hal ini sesuai dengan pendapat Ur (2012), yang menyatakan bahwa aktivitas pembelajaran yang memiliki tujuan dan tantangan tertentu dapat meningkatkan motivasi intrinsik siswa. Permainan yang dirancang dengan struktur dan aturan yang jelas memungkinkan siswa merasa bahwa mereka memiliki kontrol dan peran penting dalam pembelajaran, yang pada gilirannya meningkatkan rasa percaya diri dan kemauan untuk berpartisipasi aktif. Elemen kompetisi sehat yang

sering ada dalam permainan juga mendorong siswa untuk berusaha lebih keras dalam menggunakan bahasa target secara komunikatif.

Lebih jauh lagi, permainan juga membantu menciptakan *low-anxiety environment* yang sangat dibutuhkan dalam pembelajaran bahasa asing. Dalam situasi yang santai dan tidak mengancam, siswa merasa lebih nyaman untuk mengambil risiko dalam menggunakan bahasa Inggris, seperti mencoba kosa kata baru atau berbicara tanpa takut membuat kesalahan. Wright et al. (2006) menekankan bahwa rasa aman dan kenyamanan yang diberikan oleh permainan dapat mengurangi hambatan psikologis dalam belajar bahasa, yang merupakan faktor penting dalam meningkatkan motivasi belajar. Oleh karena itu, melalui atmosfer positif, tujuan yang jelas, dan keterlibatan aktif, permainan terbukti menjadi salah satu strategi paling efektif untuk memotivasi siswa dalam pembelajaran Bahasa Inggris.

10.3.2 Mengembangkan Kemampuan Berbahasa Secara Alami

Dalam permainan, siswa menggunakan bahasa secara spontan. Penggunaan permainan dalam pengajaran Bahasa Inggris mendorong siswa untuk mengembangkan kemampuan berbahasa secara alami karena permainan menghadirkan konteks komunikatif yang menyerupai situasi nyata. Saat bermain, siswa secara tidak langsung terdorong untuk menggunakan bahasa sebagai alat untuk menyampaikan maksud, menyelesaikan tugas, atau bekerja sama dalam kelompok. Menurut Nunan (2004), pembelajaran bahasa yang efektif terjadi ketika siswa terlibat dalam kegiatan komunikasi otentik yang bermakna, bukan sekadar menghafal aturan tata bahasa atau kosa kata secara terpisah. Dalam permainan, penggunaan bahasa menjadi

kebutuhan fungsional, bukan sekadar tuntutan akademik, sehingga siswa belajar berbahasa secara lebih spontan dan kontekstual.

Lebih lanjut, permainan juga menyediakan kesempatan bagi siswa untuk mengembangkan berbagai keterampilan bahasa secara terpadu—seperti mendengarkan, berbicara, membaca, dan menulis—tanpa tekanan formal. Dalam permainan seperti role-play, board games, atau information gap activities, siswa menggunakan bahasa Inggris untuk bertanya, menjawab, menjelaskan, atau menegosiasikan makna. Cameron (2001) menyatakan bahwa anak-anak belajar bahasa asing secara lebih efektif melalui penggunaan bahasa yang alami dalam konteks sosial dan interaktif. Dengan demikian, permainan tidak hanya mendukung perkembangan kompetensi linguistik, tetapi juga kompetensi komunikatif yang sangat penting dalam penggunaan bahasa sehari-hari.

Permainan juga memungkinkan terjadinya *recycling* bahasa—yaitu pengulangan struktur dan kosa kata dalam konteks yang bervariasi—yang penting dalam pemerolehan bahasa jangka panjang. Melalui interaksi berulang dalam permainan, siswa dapat memperkuat pemahaman dan penguasaan bahasa tanpa merasa jenuh. Wright et al. (2006) menegaskan bahwa permainan memberikan kerangka yang aman dan menyenangkan untuk bereksperimen dengan bahasa, yang dapat mempercepat proses internalisasi. Oleh karena itu, melalui penyajian konteks otentik, interaksi bermakna, dan pengulangan fungsional, permainan menjadi sarana yang efektif dalam mengembangkan kemampuan berbahasa siswa secara alami.

10.3.3 Menciptakan Lingkungan Belajar yang Menyenangkan

Suasana belajar yang menyenangkan dapat mengurangi kecemasan siswa dalam menggunakan bahasa asing. Salah satu kontribusi signifikan dari penggunaan permainan dalam pengajaran Bahasa Inggris adalah kemampuannya dalam menciptakan lingkungan belajar yang menyenangkan dan tidak menegangkan. Suasana yang positif sangat penting dalam pembelajaran bahasa, karena siswa cenderung lebih terbuka terhadap risiko berbahasa ketika mereka merasa nyaman secara emosional. Menurut Krashen (1982), *low affective filter* merupakan kondisi ideal dalam pemerolehan bahasa kedua, yaitu ketika hambatan emosional seperti kecemasan dan rasa takut membuat kesalahan ditekan seminimal mungkin. Permainan, dengan pendekatan santai dan penuh tawa, memungkinkan siswa belajar bahasa Inggris dalam suasana yang tidak penuh tekanan, sehingga mempermudah akuisisi bahasa secara alami.

Selain mengurangi ketegangan, permainan juga mampu meningkatkan keterlibatan dan antusiasme siswa dalam proses pembelajaran. Ketika siswa menikmati aktivitas yang dilakukan, mereka lebih fokus dan terdorong untuk berpartisipasi aktif. Hadfield (1990) menyatakan bahwa permainan memfasilitasi keterlibatan emosional dan intelektual siswa secara bersamaan, yang meningkatkan kualitas interaksi di kelas. Keterlibatan ini mendorong pembentukan iklim kelas yang lebih suportif, kolaboratif, dan dinamis, di mana siswa merasa bahwa mereka adalah bagian dari komunitas belajar. Suasana semacam ini sangat mendukung perkembangan keterampilan berbahasa karena siswa lebih berani untuk bereksperimen dan berkomunikasi.

Lebih lanjut, lingkungan belajar yang menyenangkan juga berdampak positif pada motivasi jangka panjang siswa dalam belajar bahasa Inggris. Ketika pengalaman belajar dikaitkan dengan kesenangan dan kepuasan, siswa akan mengembangkan sikap positif terhadap mata pelajaran tersebut. Wright et al. (2006) menekankan bahwa suasana bermain yang diciptakan oleh permainan dapat memperkuat hubungan antara siswa dan guru, serta antar siswa itu sendiri, yang pada akhirnya membentuk komunitas belajar yang sehat dan produktif. Oleh karena itu, menciptakan lingkungan belajar yang menyenangkan melalui permainan bukan hanya bermanfaat untuk keberhasilan pembelajaran jangka pendek, tetapi juga penting untuk membangun fondasi sikap positif terhadap pembelajaran bahasa sepanjang hayat.

10.3.4 Mendorong Interaksi Sosial

Banyak permainan yang melibatkan kerja kelompok atau berpasangan, sehingga meningkatkan interaksi antar siswa. Permainan dalam pengajaran Bahasa Inggris memiliki potensi besar untuk mendorong interaksi sosial antar siswa. Dalam kegiatan bermain, siswa secara alami terlibat dalam kerja sama, diskusi, dan pertukaran informasi untuk mencapai tujuan tertentu. Bentuk interaksi ini sangat penting dalam konteks pembelajaran bahasa, karena memungkinkan siswa menggunakan bahasa target secara aktif dalam situasi nyata. Menurut Vygotsky & Cole (1978), interaksi sosial merupakan fondasi utama dalam perkembangan kognitif dan bahasa, di mana pembelajaran terjadi melalui zona perkembangan proksimal (ZPD) melalui bantuan teman sejawat atau guru. Permainan menyediakan konteks autentik di mana interaksi ini berlangsung secara dinamis dan bermakna.

Melalui berbagai jenis permainan seperti role-play, board games, dan information gap activities, siswa tidak hanya berlatih menggunakan bahasa Inggris, tetapi juga belajar berkomunikasi secara efektif dengan orang lain. Mereka perlu mendengarkan, merespons, memberikan instruksi, serta menegosiasikan makna—semua keterampilan yang esensial dalam komunikasi sosial. Cameron (2001) menekankan bahwa pembelajaran bahasa yang melibatkan interaksi antarsiswa memperkuat kemampuan berbahasa sekaligus membangun rasa saling pengertian dan kebersamaan. Dengan kata lain, permainan mendorong pembentukan hubungan sosial yang sehat dan mendukung suasana kelas yang kolaboratif.

Selain itu, interaksi sosial melalui permainan membantu mengembangkan keterampilan sosial yang lebih luas seperti empati, kerja tim, dan kemampuan menyelesaikan konflik. Dalam permainan kelompok, siswa belajar memahami peran masing-masing, menghargai pendapat teman, dan beradaptasi dengan dinamika kelompok. Brewster et al. (2002) menyatakan bahwa permainan dapat membangun kepercayaan diri siswa dalam berinteraksi dan memberikan rasa memiliki terhadap komunitas belajar. Oleh karena itu, melalui permainan, pembelajaran Bahasa Inggris tidak hanya menumbuhkan kompetensi linguistik, tetapi juga memperkuat kompetensi sosial siswa sebagai bagian dari proses pendidikan holistik.

10.3.5 Melatih Berpikir Kritis dan Kreativitas

Permainan yang dirancang dengan baik dapat merangsang kemampuan berpikir siswa. Penggunaan permainan dalam pengajaran Bahasa Inggris dapat menjadi sarana yang efektif untuk melatih keterampilan berpikir kritis siswa. Dalam permainan berbasis masalah atau

tantangan, siswa didorong untuk menganalisis informasi, membuat keputusan, dan menyelesaikan masalah secara logis. Proses ini memerlukan penerapan strategi berpikir tingkat tinggi, termasuk evaluasi, sintesis, dan penalaran. Menurut Brookfield & Preskill (2012), berpikir kritis dalam pembelajaran terjadi ketika siswa mampu mempertanyakan asumsi, mempertimbangkan berbagai perspektif, dan menarik kesimpulan yang masuk akal. Dalam konteks pembelajaran bahasa, kegiatan seperti *mystery games* atau *problem-solving tasks* mendorong siswa menggunakan bahasa Inggris untuk mengungkap ide, mempertahankan argumen, dan berkomunikasi secara analitis.

Selain melatih berpikir kritis, permainan juga merangsang kreativitas siswa dalam menggunakan bahasa. Aktivitas seperti *storytelling games*, *role-play*, atau *design your own game* memberikan ruang bagi siswa untuk berekspresi secara imajinatif menggunakan kosakata dan struktur bahasa yang telah mereka pelajari. Seperti yang dikemukakan oleh Maley & Duff (2005) kegiatan kreatif dalam pembelajaran bahasa tidak hanya membantu siswa mengembangkan kemampuan linguistik, tetapi juga memungkinkan mereka untuk menghubungkan bahasa dengan pengalaman pribadi dan dunia nyata. Dalam permainan, siswa belajar mengimprovisasi, menciptakan narasi, dan berinovasi dalam penggunaan bahasa, yang menjadikan proses belajar lebih bermakna dan menyenangkan.

Permainan yang dirancang secara tepat dapat menggabungkan elemen tantangan dan kebebasan berekspresi yang mendukung perkembangan kognitif dan afektif siswa. Ketika siswa diberi kesempatan untuk berpikir di luar kebiasaan sambil tetap berada dalam kerangka tujuan pembelajaran, mereka terdorong untuk menjadi pemecah

masalah yang mandiri sekaligus komunikator yang kreatif. Hal ini sejalan dengan pendapat Torrance (1995) yang menyatakan bahwa kreativitas dalam pendidikan bahasa perlu dibina melalui lingkungan yang mendorong eksplorasi ide dan fleksibilitas berpikir. Oleh karena itu, dengan mengintegrasikan permainan dalam proses pembelajaran Bahasa Inggris, guru tidak hanya membekali siswa dengan keterampilan berbahasa, tetapi juga mengembangkan kapasitas berpikir kritis dan kreatif yang penting untuk kehidupan abad ke-21.

10.4 Strategi Implementasi Permainan Dalam Kelas

Strategi implementasi permainan dalam kelas pembelajaran bahasa merupakan langkah penting untuk memastikan bahwa kegiatan bermain tidak hanya menyenangkan, tetapi juga edukatif dan selaras dengan tujuan pembelajaran. Agar permainan benar-benar berkontribusi pada pengembangan keterampilan bahasa siswa, guru harus merencanakan pelaksanaan permainan dengan mempertimbangkan tujuan linguistik, alokasi waktu, tingkat kesulitan, serta karakteristik peserta didik. Wright et al. (2006) menekankan bahwa keberhasilan permainan bahasa di kelas sangat bergantung pada bagaimana guru mempersiapkan, memandu, dan mengevaluasi permainan tersebut. Selain itu, Hadfield (1990) menyarankan bahwa permainan sebaiknya tidak diterapkan secara acak, melainkan diintegrasikan dalam tahapan pembelajaran tertentu, seperti pengenalan materi, latihan terstruktur, atau penilaian. Dengan strategi implementasi yang tepat, permainan tidak hanya meningkatkan motivasi siswa, tetapi

juga memperkuat penguasaan bahasa secara kontekstual dan komunikatif.

10.4.1 Perencanaan yang Matang

Tentukan tujuan pembelajaran dan pilih permainan yang sesuai. Perencanaan yang matang merupakan kunci utama dalam strategi implementasi permainan bahasa di kelas agar tujuan pembelajaran dapat tercapai secara optimal. Permainan yang dirancang tanpa perencanaan yang jelas berisiko menjadi kegiatan yang tidak terarah dan kurang berdampak pada pengembangan keterampilan bahasa siswa. Cameron (2001) menekankan bahwa dalam konteks pembelajaran bahasa, guru harus merancang permainan dengan mempertimbangkan tingkat kemahiran siswa, tujuan linguistik yang ingin dicapai, serta alokasi waktu yang tersedia. Perencanaan juga mencakup penyesuaian materi permainan dengan kompetensi dasar dalam kurikulum, penyiapan alat atau bahan yang diperlukan, serta strategi pengelolaan kelas saat permainan berlangsung. Menurut Brewster et al. (2002), guru perlu mengantisipasi potensi hambatan selama permainan, seperti dominasi oleh siswa tertentu atau kurangnya partisipasi dari siswa lain, dan menyiapkan solusi yang sesuai. Dengan perencanaan yang komprehensif, permainan dapat menjadi sarana pembelajaran yang tidak hanya menyenangkan, tetapi juga bermakna dan efektif dalam meningkatkan kompetensi berbahasa siswa.

10.4.2 Integrasi dengan Materi Pembelajaran

Permainan harus relevan dengan topik atau keterampilan yang diajarkan. Integrasi permainan dengan materi pembelajaran merupakan elemen krusial dalam strategi implementasi permainan di kelas agar kegiatan

bermain tetap memiliki nilai edukatif yang kuat. Permainan yang dirancang dan dipilih harus secara langsung mendukung pencapaian kompetensi yang ditargetkan dalam kurikulum, baik dalam aspek keterampilan berbahasa maupun penguasaan unsur kebahasaan seperti kosakata dan tata bahasa. Nation (2001) menekankan bahwa kegiatan pembelajaran, termasuk permainan, harus selaras dengan fokus linguistik yang jelas agar siswa memperoleh manfaat maksimal dari pengalaman tersebut. Selain itu, Wright et al. (2006) menyatakan bahwa permainan bahasa yang efektif adalah permainan yang tidak hanya menyenangkan, tetapi juga kontekstual dan terintegrasi secara alami dengan materi pelajaran yang sedang dipelajari. Oleh karena itu, guru perlu memastikan bahwa setiap permainan yang digunakan di kelas bukanlah kegiatan tambahan semata, melainkan bagian integral dari proses belajar yang dirancang untuk memperkuat pemahaman siswa terhadap materi pembelajaran.

10.4.3 Pengelolaan Waktu

Alokasikan waktu yang cukup agar permainan tidak mengganggu bagian pelajaran lain. Pengelolaan waktu yang efektif merupakan aspek penting dalam strategi implementasi permainan di kelas agar aktivitas pembelajaran berjalan lancar dan tujuan pembelajaran tercapai. Guru harus mampu mengatur durasi permainan sesuai dengan kompleksitas materi dan tingkat kemampuan siswa, sehingga permainan tidak menjadi aktivitas yang berlarut-larut dan mengganggu alur pembelajaran lainnya. Menurut Wright et al. (2006), waktu yang dialokasikan untuk permainan harus cukup untuk memungkinkan siswa berpartisipasi aktif dan memahami instruksi, namun juga harus dibatasi agar fokus pembelajaran tetap terjaga. Selain

itu, Hadfield (1990) mengingatkan bahwa perencanaan waktu yang cermat membantu guru mengelola transisi antara permainan dan kegiatan pembelajaran lainnya secara efektif, sehingga menciptakan suasana kelas yang dinamis dan terorganisir. Dengan pengelolaan waktu yang tepat, permainan dapat menjadi alat pembelajaran yang efektif tanpa mengorbankan aspek lain dari proses belajar mengajar.

10.4.4 Refleksi dan Evaluasi

Guru perlu mengevaluasi efektivitas permainan dan memberi umpan balik. Refleksi dan evaluasi merupakan tahap akhir yang esensial dalam strategi implementasi permainan di kelas, karena memungkinkan guru untuk menilai efektivitas permainan dalam mencapai tujuan pembelajaran serta memahami respons siswa terhadap kegiatan tersebut. Melalui refleksi, guru dapat mengidentifikasi kekuatan dan kelemahan dari permainan yang telah digunakan, termasuk bagaimana permainan tersebut memfasilitasi penguasaan materi, keterlibatan siswa, dan dinamika kelas secara keseluruhan. Cameron (2001) menekankan pentingnya evaluasi pasca-pembelajaran untuk menyesuaikan metode pengajaran dengan kebutuhan dan perkembangan siswa. Selain itu, Shintani (2016) menyarankan bahwa guru perlu melakukan evaluasi formatif tidak hanya terhadap hasil belajar siswa, tetapi juga terhadap proses pelaksanaan permainan, agar permainan dapat disempurnakan dan lebih tepat guna dalam pelaksanaan berikutnya. Dengan melakukan refleksi dan evaluasi secara konsisten, guru dapat terus meningkatkan kualitas pembelajaran berbasis permainan sehingga lebih efektif dan bermakna bagi siswa.

10.4.5 Penyesuaian dengan Karakteristik Siswa

Pilih permainan yang sesuai dengan usia, tingkat kemampuan, dan minat siswa. Penyesuaian permainan dengan karakter siswa merupakan strategi penting dalam implementasi permainan di kelas agar kegiatan pembelajaran berjalan efektif dan inklusif. Setiap siswa memiliki gaya belajar, tingkat kemampuan bahasa, minat, serta latar belakang sosial yang berbeda, sehingga guru perlu memilih atau merancang permainan yang mampu mengakomodasi keberagaman tersebut. Pinter (2006) menekankan bahwa permainan yang disesuaikan dengan usia, tingkat kognitif, dan motivasi siswa akan lebih efektif dalam membangun keterlibatan dan meningkatkan hasil belajar. Selain itu, Brewster et al. (2002) menyatakan bahwa memahami kebutuhan dan karakter siswa membantu guru menciptakan suasana bermain yang positif dan aman, di mana setiap siswa merasa dihargai dan terdorong untuk berpartisipasi aktif. Dengan mempertimbangkan karakteristik siswa, permainan tidak hanya menjadi alat pembelajaran yang menyenangkan, tetapi juga mendukung perkembangan afektif dan sosial siswa secara menyeluruh.

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BIOGRAPHY

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Penulis merupakan dosen Program Sarjana Sastra Inggris di Sekolah Tinggi Bahasa Asing (STBA) Prayoga. Menyelesaikan studi Magister (S2) di bidang Kajian Bahasa Inggris, dengan fokus utama pada kajian sastra. Minat riset penulis mencakup pendidikan dan kajian sastra, khususnya dalam perspektif feminisme. Saat ini, penulis aktif dalam melaksanakan tugas-tugas Tridharma Perguruan Tinggi dan dapat dihubungi melalui email: melania@stba-prayoga.ac.id.

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Ira Mutiaraningrum is an assistant professor in Politeknik Negeri Sambas, Indonesia. Her research interests are situated in vocational education, English for specific purposes, mobile-assisted language learning, and digital multimodal composing.

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