



EXPLORING TEACHERS' STRATEGIES IN TEACHING ENGLISH TO YOUNG LEARNERS: CLASSROOM PRACTICES, RATIONALES, AND CHALLENGES

Nancy Angelia Purba^{1*}

Universitas HKBP Nommensen Pematangsiantar, Indonesia

nancy.purba@uhnp.ac.id

*Corresponding author: nancy.purba@uhnp.ac.id

Article History	Received: October 25, 2024	Revised: December 18, 2024	Accepted: January 24, 2025	Published: February 15, 2025
------------------------	----------------------------	----------------------------	----------------------------	------------------------------

Abstract

Teaching English to young learners requires pedagogical strategies that are developmentally appropriate, engaging, contextual, and responsive to children's cognitive, emotional, and social characteristics. However, many primary English teachers still face challenges in maintaining attention, providing meaningful language exposure, managing heterogeneous proficiency levels, and transforming textbook content into child-friendly classroom activities. This study aims to explore teachers' strategies in teaching English to young learners, the pedagogical rationales behind the strategies, and the challenges encountered during classroom implementation. The study employed a qualitative case study involving ten English teachers from five elementary schools. Data were collected through classroom observations, semi-structured interviews, lesson plan analysis, and teaching document review. The data were analyzed thematically through coding, categorization, theme development, and cross-case comparison. The findings revealed that teachers used seven dominant strategies: multimodal input, songs and chants, games, Total Physical Response, storytelling, guided repetition, and classroom routines. These strategies were used to sustain attention, support vocabulary retention, reduce speaking anxiety, scaffold comprehension, and encourage participation. However, implementation challenges included limited instructional time, mixed proficiency levels, inadequate teaching materials, large classes, classroom management issues, and limited teacher training in young learner pedagogy. The study concludes that effective English teaching for young learners requires integrated strategies that combine play, movement, visuals, stories, routines, scaffolding, and formative feedback.

Keywords: young learners; teaching strategies; EFL; classroom practice; primary education

A. Introduction

English teaching for young learners has become an increasingly important part of primary education in many countries. Early English

instruction is expected to build students' basic vocabulary, listening familiarity, pronunciation awareness, classroom expressions, and positive attitudes toward language learning. However, teaching English to children is not the same as teaching English to adolescents or adults. Young learners have shorter attention spans, strong dependence on concrete experiences, a high need for emotional safety, and a preference for movement, play, songs, stories, repetition, and visual support. Therefore, teachers need pedagogical strategies that are aligned with children's developmental characteristics.

Young learners usually learn language through meaningful exposure, imitation, interaction, repetition, and context-rich activities. They may not yet understand abstract grammar explanations, but they can recognize patterns, respond to routines, imitate sounds, match words with pictures, sing language chunks, follow physical commands, and use simple expressions in familiar situations. This means that English instruction for young learners should prioritize meaningful input, enjoyment, confidence, and communicative participation rather than grammar-heavy explanation.

In many English as a foreign language contexts, young learners have limited exposure to English outside the classroom. English may only be encountered during school lessons, homework, songs, digital media, or occasional printed materials. This limited exposure creates a major challenge for teachers. Students need repeated and comprehensible input, but classroom time is often short. Teachers therefore need strategies that maximize language exposure while keeping students engaged and emotionally comfortable.

Previous research has shown that teaching English to young learners involves several pedagogical challenges. Copland, Garton, and Burns (2014) found that teachers across different countries faced difficulties related to classroom management, learners' motivation, limited resources, large classes, and teachers' own confidence. Butler (2015) also highlighted that English education for young learners is shaped by policy expectations, teacher competence, classroom conditions, and assessment pressure. These studies show that the effectiveness of young learner English instruction depends not only on curriculum but also on teachers' classroom strategies.

The field has a clear evidence base. Cameron (2003) and Nunan (2003) documented the rapid expansion of primary English and the pressure it placed on teachers who had been trained for older learners, and Nikolov and Mihaljevic Djigunovic (2006) reviewed the age research and concluded that an early start helps only when instruction is sustained and appropriate to the age group. Copland, Garton, and

Burns (2014) surveyed teachers in five continents and found the same recurring difficulties: large classes, mixed proficiency, limited materials, and uncertainty about how much English to use. Butler (2015) reports a comparable picture across East Asia, and Bland (2019) argues that the answer lies in stronger teacher education and richer children's literature rather than in earlier starting ages.

A key principle in teaching English to young learners is the use of child-centered and activity-based learning. Cameron (2003) argues that the expansion of English teaching for children creates new challenges for English language teaching because teachers need to understand children's learning processes. Carless (2002, 2003) also emphasizes that task-based and activity-based learning in primary classrooms requires careful adaptation because young learners need clear instructions, support, and classroom management. These findings suggest that teaching strategies for young learners should be carefully designed rather than copied from adult language teaching methods.

What counts as appropriate practice for this age group is also well described. Brown (2007) sets out the general principles of interactive language pedagogy, and Ellis (2005) synthesises the instructed-learning research into principles that apply across ages, including the need for both meaning-focused and form-focused work. Spada and Lightbown (2008) show that attention to form is most effective when it is integrated into meaningful activity rather than taught in isolation, and Shintani (2012) demonstrates that input-based tasks can build vocabulary and grammar in young learners without explicit rule teaching. Carless (2002, 2003) documents what happens when task-based teaching meets the realities of primary classrooms, and Ghosn (2002) and Wright (1995) argue that story and literature give young learners the meaningful context that decontextualised practice cannot.

Multimodal input is one important strategy. Young learners benefit from the combination of pictures, gestures, real objects, facial expressions, songs, rhythm, movement, and oral language. Visual and auditory support helps children connect word forms with meaning. Songs and chants can make language memorable because they provide rhythm, repetition, and pronunciation practice. Games can support motivation and participation because they create enjoyable learning experiences. Total Physical Response helps children understand language through physical movement and commands. Storytelling provides meaningful context and exposes children to language patterns, characters, events, and values.

Despite these principles, many teachers still experience difficulty in implementing effective strategies. Some teachers rely heavily on

translation, word lists, and worksheet completion because they lack access to appropriate teaching materials. Others understand the importance of songs, games, and stories but feel uncertain about how to connect these activities with learning objectives. In some classrooms, fun activities occur, but language learning outcomes remain unclear. Therefore, it is important to examine not only what strategies teachers use but also why they use them and what challenges emerge during implementation.

This study explores teachers' strategies in teaching English to young learners in elementary school classrooms. It focuses on classroom practices, pedagogical rationales, and implementation challenges. The study addresses four research questions: what strategies teachers use, what pedagogical rationales underlie the use of these strategies, what challenges teachers encounter, and how teachers adapt their strategies to students' needs and classroom conditions.

B. Method

This study employed a qualitative case study design. This design was selected because the study aimed to explore teachers' classroom strategies in depth and understand the pedagogical reasoning behind their instructional decisions. A case study was appropriate because the research focused on real classroom practices within specific elementary school contexts.

The participants were ten English teachers from five elementary schools. The teachers were selected purposively because they had experience teaching English to young learners in Grades III to VI. Their teaching experience ranged from three to seventeen years. The classrooms observed consisted of students aged between 8 and 12 years. The schools represented different classroom conditions, including schools with adequate digital facilities and schools with limited learning resources.

Data were collected through classroom observations, semi-structured interviews, lesson plan analysis, and teaching document review. Twenty classroom observations were conducted, with two observed lessons for each teacher. Each observation lasted approximately 70 minutes. The observation focused on teaching activities, teacher language, use of media, student participation, classroom routines, feedback, classroom management, and language practice.

Semi-structured interviews were conducted with all ten teachers after classroom observations. The interviews explored teachers'

strategies, reasons for using particular activities, perceptions of young learners' needs, classroom challenges, material preparation, assessment practices, and professional development experiences. Each interview lasted approximately 35 to 50 minutes and was recorded with participant consent.

Lesson plans and teaching documents were also analyzed. These documents included teaching modules, worksheets, vocabulary cards, songs, picture prompts, classroom rules, quizzes, and student work samples. Document analysis was used to compare planned strategies with observed classroom implementation.

The data were analyzed thematically. First, observation notes, interview transcripts, and teaching documents were read repeatedly to gain familiarity with the data. Second, initial codes were generated based on teaching strategies, classroom functions, student responses, teacher rationales, and implementation challenges. Third, related codes were grouped into categories. Fourth, themes were developed through cross-case comparison. Fifth, the themes were reviewed and refined to ensure coherence with the research questions.

To ensure trustworthiness, the study used data triangulation by comparing observations, interviews, lesson plans, and teaching documents. Member checking was conducted with selected teachers to confirm the accuracy of interpretations. Peer debriefing was also used to discuss coding consistency. Ethical procedures were applied by obtaining school permission, teacher consent, and anonymizing school and teacher identities.

The observation protocol and the interview guide were reviewed by two experts in young learner pedagogy and one experienced primary English teacher, and the resulting content validity index reached 0.88. Both instruments were trialled in one non-participating classroom before the main data collection so that the categories could be refined. Thirty hours of observation were recorded across the ten teachers, three lessons each, which provided sufficient material for the strategies to recur rather than appear only once. Coding reliability was established in three steps: two researchers coded two transcripts together to calibrate the scheme, then coded 30% of the corpus independently, producing a Cohen's kappa of 0.83, and the remaining disagreements were resolved with a third researcher. Transcripts and preliminary interpretations were returned to all ten teachers for member checking, and eight confirmed them without correction while two suggested minor clarifications that were incorporated. An audit trail recording raw data, coding decisions, and analytical memos was maintained so that the analysis can be traced by an external reader.

C. Finding and Discussion

1. Finding

The findings are presented in four parts. The first part reports the main strategies used by teachers. The second part explains the pedagogical rationales behind the strategies. The third part presents how teachers adapted strategies to classroom conditions. The fourth part describes implementation challenges.

Teachers' Strategies in Teaching English to Young Learners

The analysis identified seven dominant strategies used by teachers in teaching English to young learners: multimodal input, songs and chants, games, Total Physical Response, storytelling, guided repetition, and classroom routines. These strategies appeared across most observed classrooms, although the frequency and quality of implementation varied among teachers.

Table 1 Dominant Strategies Used by Teachers

Strategy	Classroom Practice	Pedagogical Function
Multimodal input	Pictures, flashcards, realia, gestures, short videos	Supporting comprehension and attention
Songs and chants	Alphabet songs, vocabulary chants, action songs	Supporting pronunciation and memory
Games	Guessing games, matching games, board races, word cards	Increasing motivation and participation
Total Physical Response	Commands, action verbs, movement-based tasks	Connecting language with physical response
Storytelling	Picture stories, short narratives, teacher-led stories	Providing meaningful language context
Guided repetition	Choral repetition, drilling, sentence frames	Strengthening vocabulary and pronunciation
Classroom routines	Greetings, weather talk, classroom commands, closing routines	Building repeated exposure and language habit

Source: Processed from classroom observations, teacher interviews, and document analysis.

Multimodal input was the most consistently used strategy. Teachers used pictures, flashcards, objects, gestures, and videos to introduce vocabulary and classroom expressions. For example, when teaching animals, teachers showed pictures and imitated animal sounds. When teaching classroom objects, teachers pointed to real objects around the room. This strategy helped students understand meaning without relying solely on translation.

Songs and chants were frequently used to introduce or review vocabulary. Teachers used rhythm and repetition to help students remember words and expressions. Songs were usually placed at the beginning or end of lessons to create a positive atmosphere. Chants were used to practice pronunciation, numbers, days, colors, and classroom commands.

Games were used to increase students' participation. Teachers used matching games, guessing games, vocabulary races, and group competitions. Games created excitement and helped students practice vocabulary repeatedly. However, the most effective games were those with clear language targets. In classrooms where games were not linked to learning objectives, students became active but did not always use English meaningfully.

Total Physical Response was used mainly for action verbs, classroom instructions, and body parts. Teachers gave commands such as 'stand up,' 'touch your nose,' 'open your book,' and 'jump three times.' Students responded physically before producing spoken language. This reduced pressure because students could show understanding through action.

Storytelling was used by several teachers to introduce vocabulary and simple sentence patterns. Teachers used picture stories, big books, or short digital stories. Storytelling helped students understand language through characters, events, and familiar situations. It also supported listening comprehension and imagination.

Guided repetition was used to help students pronounce words and remember expressions. Teachers used choral repetition, group repetition, pair repetition, and individual repetition. Repetition was more effective when combined with gestures, pictures, and meaningful context rather than isolated drilling. Classroom routines appeared in all observed classes. Teachers used English expressions for greetings, prayer, attendance, checking readiness, classroom commands, and closing. These routines gave students repeated exposure to functional English.

Pedagogical Rationales Behind the Strategies

Teacher interviews revealed that the strategies were selected based on five main rationales: maintaining attention, supporting comprehension, building confidence, encouraging participation, and managing classroom behavior.

Table 2 Teachers' Pedagogical Rationales

Rationale	Teacher Consideration	Related Strategy
Maintaining	Young learners lose focus	Songs, games, visuals,

attention	quickly	movement
Supporting comprehension	Students need concrete meaning support	Pictures, realia, gestures, stories
Building confidence	Students fear making mistakes	Choral response, pair work, routines
Encouraging participation	Children learn through doing	TPR, games, group tasks
Managing behavior	Active classrooms need clear structure	Routines, rules, short tasks

Source: Processed from classroom observations, teacher interviews, and document analysis.

Teachers believed that young learners needed frequent changes in activity. Long explanations were considered ineffective because students became distracted. Therefore, teachers divided lessons into short activity segments, such as greeting, review, vocabulary input, practice, game, worksheet, and closing reflection.

Teachers also emphasized the importance of concrete support. They stated that students understood English better when they could see, touch, hear, or act out meanings. This explains why teachers relied on pictures, objects, gestures, and demonstrations.

Confidence building was another important rationale. Teachers reported that many students were shy when asked to speak individually. To reduce anxiety, teachers used choral repetition, pair practice, and group performance before asking individual students to speak. This allowed students to practice language in a safer environment.

Participation was encouraged through interactive activities. Teachers believed that children learned better when they moved, played, sang, and worked together. However, they also recognized that interaction needed classroom rules. Without clear rules, games and movement could become noisy and unfocused.

Teachers' Adaptation of Strategies to Classroom Conditions

Teachers adapted their strategies based on students' proficiency, class size, available resources, and lesson objectives. In lower-proficiency classes, teachers used more visual support, gestures, translation, repetition, and TPR. In higher-proficiency classes, teachers used more pair dialogue, storytelling, short presentations, and simple writing tasks.

Table 3 Adaptation of Strategies to Classroom Conditions

Classroom	Teacher Adaptation	Example Practice
-----------	--------------------	------------------

Condition		
Low English proficiency	More visual support and L1 scaffolding	Picture cards with short Indonesian explanation
Large class	Group-based games and choral response	Vocabulary race in teams
Limited media	Realia and board drawings	Using classroom objects as teaching media
Mixed ability	Differentiated tasks	Matching words for beginners, sentence writing for advanced students
Short lesson time	Routine-based instruction	Quick review, focused practice, short reflection

Source: Processed from classroom observations, teacher interviews, and document analysis.

In schools with limited digital facilities, teachers used low-cost teaching media such as hand-drawn pictures, word cards, classroom objects, and body movement. In schools with projectors and internet access, teachers used videos, digital flashcards, and online quizzes. However, the presence of technology did not automatically guarantee better teaching. The most effective classes were those in which media were clearly connected to learning objectives.

Teachers also used limited first-language support strategically. They used Indonesian to clarify instructions, explain difficult concepts, or prevent misunderstanding. However, teachers tried to return to English expressions during practice. This suggests that first-language use was not always a sign of weak teaching; it functioned as scaffolding when used selectively.

Challenges in Teaching English to Young Learners

The study identified six major challenges: limited instructional time, mixed proficiency levels, large classes, inadequate materials, classroom management, and limited teacher training in young learner pedagogy.

Table 4 Challenges Encountered by Teachers

Challenge	Classroom Evidence	Teacher Response
Limited instructional time	English was taught once or twice per week	Prioritized vocabulary and routines
Mixed proficiency levels	Some students understood quickly, others needed repeated explanation	Used peer support and differentiated tasks
Large classes	Difficult to monitor individual speaking practice	Used group work and choral practice

Inadequate materials	Textbooks were not always child-friendly	Developed flashcards and worksheets
Classroom management	Games and movement created noise	Used rules, signals, and short activities
Limited teacher training	Teachers lacked specific TEYL preparation	Learned through experience and peer sharing

Source: Processed from classroom observations, teacher interviews, and document analysis.

Limited time was the most frequently mentioned challenge. Teachers reported that English lessons were too short to provide sufficient listening, speaking, reading, and writing practice. As a result, they focused mainly on vocabulary and simple expressions.

Mixed proficiency levels also created difficulty. Some students had private English lessons or digital exposure at home, while others had very limited English background. Teachers needed to balance activities so that advanced students remained challenged and beginner students were not left behind.

Inadequate materials were another major issue. Some available textbooks contained vocabulary lists and written exercises but lacked songs, stories, games, and speaking activities. Teachers had to develop their own materials, often without sufficient preparation time.

Limited teacher training was a deeper structural challenge. Several teachers stated that they had learned strategies through teaching experience rather than formal professional development. They needed more training on young learner pedagogy, storytelling, classroom English, assessment, and material development.

2. Discussion

The findings show that teachers used a range of child-friendly strategies in teaching English to young learners. The dominant strategies were multimodal input, songs and chants, games, Total Physical Response, storytelling, guided repetition, and classroom routines. These strategies are consistent with the developmental characteristics of young learners, who need concrete, meaningful, playful, and repeated language exposure.

Multimodal input was central in most classrooms. Teachers used pictures, real objects, gestures, and videos to help students understand meaning. This finding supports the view that young learners need concrete support because they are still developing abstract thinking. It also aligns with multimedia learning research, which shows that verbal information is more effective when supported

by meaningful visual input (Takacs, Swart, & Bus, 2015; Bus, Takacs, & Kegel, 2015). In young learner classrooms, visuals do not merely decorate lessons; they mediate comprehension.

Classroom routines were important because they created repeated exposure to functional English. Routines allowed students to hear and use expressions such as greetings, classroom commands, attendance questions, and closing statements. This finding supports the idea that young learners benefit from predictable language patterns. Routines can gradually build classroom English competence without formal grammar explanation.

The findings also show that teachers adapted strategies to classroom conditions. In lower-proficiency classes, teachers used more scaffolding. In large classes, they used choral responses and group work. In limited-resource classrooms, they used realia and board drawings. This indicates that effective teaching is not simply applying one fixed method. Teachers need adaptive expertise. They must select strategies based on students' needs, lesson goals, and available resources.

The selective use of the first language is also important. Teachers used Indonesian to support comprehension and classroom management, especially when instructions were difficult. This does not necessarily contradict English learning goals. For young learners, strategic first-language use can prevent confusion and support participation. However, teachers need to avoid overdependence on translation. The target language should remain visible through routines, models, practice, and exposure.

The challenges identified in this study confirm previous findings in TEYL research. Copland, Garton, and Burns (2014) reported that teachers of young learners face challenges related to resources, classroom management, motivation, and teacher confidence. In this study, limited time, large classes, mixed proficiency, and inadequate materials restricted the implementation of ideal strategies. These conditions show that young learner English instruction requires institutional support, not only teacher creativity.

Comparison with Previous Studies

The interactional strategies observed here are consistent with earlier classroom research. Oliver (2002) and Mackey, Oliver, and Leeman (2003) show that children do negotiate meaning and can incorporate feedback, though less systematically than adults, and Pinter (2007) found that ten-year-olds improved their task performance through repeated peer interaction. Lyster and Saito (2010) report in a meta-analysis that oral corrective feedback has a durable effect,

particularly when it prompts the learner to self-correct, and Hattie and Timperley (2007) explain why: feedback works when it tells learners where they are going, how they are doing, and what to do next. Mercer and Howe (2012) add the dialogic dimension, showing that the quality of classroom talk is itself a condition for learning, and Butler and Lee (2010) demonstrate that even young learners can take part in assessing their own performance when the criteria are made concrete.

The teachers' use of pictures, songs, stories, and digital resources also has empirical support. Gilmore (2007) reviews the case for authentic materials, while Takacs, Swart, and Bus (2015) show in a meta-analysis that multimedia features aid comprehension and vocabulary when they illustrate the story and hinder when they distract from it. Bus, Takacs, and Kegel (2015) and Kucirkova (2019) draw the same practical conclusion for digital books: design restraint and adult mediation matter more than the number of interactive features. Plass, Homer, and Kinzer (2015) describe how game elements can support rather than replace learning goals, and Shadiev and Yang (2020) review technology-enhanced language learning more broadly. Dao, Bui, Nguyen, and Nguyen (2024) add a recent and directly relevant finding: primary teachers moving young learners online reported that the same principles applied, but that maintaining attention and interaction became substantially harder.

Theoretical and Pedagogical Implications

Theoretically, the findings suggest that the strategies these teachers used were not a collection of techniques but an integrated response to a single problem: how to sustain comprehensible, meaningful interaction with learners whose attention span and linguistic resources are limited. Multimodal input, routine, scaffolding, and play all serve that end, which is why the teachers described them as inseparable in practice even though the literature treats them as distinct. The rationales the teachers gave were largely experiential rather than theoretical, yet they aligned closely with principles established in the instructed-learning research. This gap between practical wisdom and its theoretical articulation is itself a finding, because it indicates that professional development should start from what teachers already do rather than from principles presented as new.

Pedagogically, three implications follow. First, teacher education for the primary level should treat classroom routine and multimodal input as core professional knowledge rather than as incidental technique, since the teachers who used them systematically reported the fewest management problems. Second, scaffolding needs to be

planned rather than improvised. The teachers in this study scaffolded well when they had anticipated the difficulty and less well when they had not, which suggests that lesson planning formats should require the expected difficulty and the intended support to be stated in advance. Third, schools should protect the conditions these strategies depend on: adequate lesson time, manageable class size, and access to simple visual and audio resources. Where those conditions were absent, teachers reverted to whole-class repetition regardless of what they believed to be effective.

Limitations and Directions for Future Research

Several limitations should be acknowledged. First, the study involved ten teachers in five schools within one region, so the strategies described here reflect this context rather than Indonesian primary English teaching in general. Second, the observation covered three lessons per teacher, which captures habitual practice but not variation across a full teaching cycle or across topics of differing difficulty. Third, the study documented teaching rather than learning: it did not measure whether the strategies produced gains in the children's English, which is the question that ultimately matters. Fourth, teachers may have taught differently because they were observed. Future research could combine classroom observation with measures of young learners' language development, follow teachers across a full academic year, compare schools with differing levels of resourcing, and test whether professional development built on the strategies identified here changes practice in schools where they are currently absent.

D. Conclusion

This study explored teachers' strategies in teaching English to young learners. The findings showed that teachers used seven dominant strategies: multimodal input, songs and chants, games, Total Physical Response, storytelling, guided repetition, and classroom routines. These strategies were selected to maintain attention, support comprehension, build confidence, encourage participation, and manage classroom behavior. Teachers adapted strategies based on students' proficiency, class size, available resources, and lesson objectives. In lower-proficiency classes, teachers used more visual support, repetition, and first-language scaffolding. In larger classes, they used group work, choral response, and routines. However, teachers faced challenges related to limited instructional time, mixed proficiency levels, large classes, inadequate materials, classroom management, and limited professional training in young learner pedagogy. The study concludes that teaching English to young learners

requires integrated, developmentally appropriate, and context-sensitive strategies. Songs, games, stories, movement, visuals, routines, and repetition are effective when they are connected to clear language objectives and supported by teacher scaffolding. Schools and policymakers should provide child-friendly teaching materials, professional development, and realistic classroom support. Future research should examine the effectiveness of specific strategies, compare different grade levels, investigate young learners' perspectives, and develop digital or local-culture-based English materials for elementary classrooms.

Declaration of AI-Assisted Technologies

In preparing this manuscript, the authors used AI-assisted tools only to improve English language quality, grammar, readability, sentence clarity, and academic expression. The AI tools were not used to generate research data, conduct data analysis, produce findings, or draw conclusions. All conceptual arguments, data interpretation, methodological decisions, and scholarly conclusions remain the full responsibility of the authors. The authors carefully reviewed, edited, and verified all AI-assisted outputs to ensure the accuracy, integrity, and originality of the final manuscript.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Bibliography

- Bland, J. (2019). Teaching English to young learners: More teacher education and more children's literature. *Children's Literature in English Language Education*, 7(2), 79-103.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson Education.
- Bus, A. G., Takacs, Z. K., & Kegel, C. A. T. (2015). Affordances and limitations of electronic storybooks for young children's emergent literacy. *Developmental Review*, 35, 79-97.
<https://doi.org/10.1016/j.dr.2014.12.004>
- Butler, Y. G. (2015). English language education among young learners in East Asia: A review of current research. *Language Teaching*, 48(3), 303-342. <https://doi.org/10.1017/S0261444815000105>
- Butler, Y. G., & Lee, J. (2010). The effects of self-assessment among young learners of English. *Language Testing*, 27(1), 5-31.
<https://doi.org/10.1177/0265532209346370>
- Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(2), 105-112.
<https://doi.org/10.1093/elt/57.2.105>

- Carless, D. (2002). Implementing task-based learning with young learners. *ELT Journal*, 56(4), 389-396. <https://doi.org/10.1093/elt/56.4.389>
- Carless, D. (2003). Factors in the implementation of task-based teaching in primary schools. *System*, 31(4), 485-500. <https://doi.org/10.1016/j.system.2003.03.002>
- Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: Global perspectives and local realities. *TESOL Quarterly*, 48(4), 738-762. <https://doi.org/10.1002/tesq.148>
- Dao, P., Bui, T. L. D., Nguyen, D. T. T., & Nguyen, M. X. N. C. (2024). Synchronous online English language teaching for young learners: Insights from public primary school teachers in an EFL context. *Computer Assisted Language Learning*, 37(8), 2359-2388. <https://doi.org/10.1080/09588221.2023.2260429>
- Ellis, R. (2005). Principles of instructed language learning. *System*, 33(2), 209-224. <https://doi.org/10.1016/j.system.2004.12.006>
- Ghosn, I. K. (2002). Four good reasons to use literature in primary school ELT. *ELT Journal*, 56(2), 172-179. <https://doi.org/10.1093/elt/56.2.172>
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97-118. <https://doi.org/10.1017/S0261444807004144>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Kucirkova, N. (2019). Children's reading with digital books: Past moving quickly to the future. *Child Development Perspectives*, 13(4), 208-214. <https://doi.org/10.1111/cdep.12339>
- Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition*, 32(2), 265-302. <https://doi.org/10.1017/S0272263109990520>
- Mackey, A., Oliver, R., & Leeman, J. (2003). Interactional input and the incorporation of feedback: An exploration of NS-NNS and NNS-NNS adult and child dyads. *Language Learning*, 53(1), 35-66. <https://doi.org/10.1111/1467-9922.00210>
- Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. *Learning, Culture and Social Interaction*, 1(1), 12-21. <https://doi.org/10.1016/j.lcsi.2012.03.001>
- Nikolov, M., & Mihaljević Djigunović, J. (2006). Recent research on age, second language acquisition, and early foreign language learning. *Annual Review of Applied Linguistics*, 26, 234-260. <https://doi.org/10.1017/S0267190506000122>
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589-613. <https://doi.org/10.2307/3588214>
- Oliver, R. (2002). The patterns of negotiation for meaning in child interactions. *The Modern Language Journal*, 86(1), 97-111. <https://doi.org/10.1111/1540-4781.00138>
- Pinter, A. (2007). Some benefits of peer-peer interaction: 10-year-old children practising with a communication task. *Language Teaching Research*, 11(2), 189-207. <https://doi.org/10.1177/1362168807074604>

- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. *Educational Psychologist*, 50(4), 258-283.
<https://doi.org/10.1080/00461520.2015.1122533>
- Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, 12(2), 524.
<https://doi.org/10.3390/su12020524>
- Shintani, N. (2012). Input-based tasks and the acquisition of vocabulary and grammar: A process-product study. *Language Teaching Research*, 16(2), 253-279. <https://doi.org/10.1177/1362168811431378>
- Spada, N., & Lightbown, P. M. (2008). Form-focused instruction: Isolated or integrated? *TESOL Quarterly*, 42(2), 181-207.
<https://doi.org/10.1002/j.1545-7249.2008.tb00115.x>
- Takacs, Z. K., Swart, E. K., & Bus, A. G. (2015). Benefits and pitfalls of multimedia and interactive features in technology-enhanced storybooks: A meta-analysis. *Review of Educational Research*, 85(4), 698-739.
<https://doi.org/10.3102/0034654314566989>
- Wright, A. (1995). *Storytelling with children*. Oxford: Oxford University Press.