ANWARUL
Jurnal Pendidikan dan Dakwah

e-ISSN : 2808-7895
p-ISSN : 2809-1043

Terindeks: Sinta 5, Copernicus, Dimensions, Scilit, Lens, Semantic, Garuda, Google,

https://doi.org/10.58578/anwarul.v5i3.6538

STRATEGIES AND DIFFICULTIES OF MADRASAH TEACHERS IN TEACHING ENGLISH VOCABULARY FOR YOUNG LEARNERS

Riris Sugianto & Lalu Jaswadi Putera
Universitas Teknologi Mataram, Indonesia; University of Mataram, Indonesia
ririssugianto87@gmail.com; elputra@unram.ac.id

Article Info:

Submitted:	Revised:	Accepted:	Published:
May 15, 2025	Jun 13, 2025	Jun 25, 2025	Jun 30, 2025

Abstract

Vocabulary instruction is a critical component of early English language education, significantly contributing to the long-term language development of young learners. However, effectively selecting and applying teaching strategies that align with students' cognitive and affective needs poses notable challenges, particularly for teachers in *madrasah ibtidaiyah* (Islamic primary schools). These challenges are often compounded by factors such as limited parental involvement, overcrowded classrooms, scarce teaching resources, and constrained instructional time. This study investigates the vocabulary teaching strategies employed by English for Young Learners (EYL) madrasah teachers and the difficulties they encounter in their implementation. Using a qualitative descriptive design, data were gathered through classroom observations and semi-structured interviews with groups of madrasah teachers. The findings reveal that strategies such as "listen and repeat" and "question and answer" were widely adopted, while approaches like "demonstration," "brainstorming," "translation," and "outdoor activities" were used selectively based on students' grade levels. Teachers consistently reported various obstacles, including low student motivation, diverse proficiency levels, limited instructional materials, and insufficient time allocated for English instruction. These insights highlight the need for context-responsive pedagogical support and resource development to enhance vocabulary learning outcomes in Islamic primary school settings.

Anwarul is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

Keywords: Vocabulary Instruction; Madrasah Ibtidaiyah; English for Young Learners; Teaching Strategies; Instructional Challenges

INTRODUCTION

The exceptional cognitive and affective characteristics of young learners significantly affect how they acquire language. As noted by McKay (2009), primary school students typically have short attention spans, making it important to use a variety of engaging, flexible, and stimulating teaching approaches. Nunan (2016) underlines that meaningful interaction, playful activities, and developmentally suitable tasks are among the most effective methods for young learners to acquire language. He also highlights the significance of using age-suitable instructional materials, contextualized learning, and integrated skills instruction to retain student engagement and improve comprehension.

In contrast to older learners who frequently take advantage of explicit grammar instruction and structured learning, younger learners are apt to acquire language more effectively through prolonged exposure and natural acquisition processes (Lichtman, 2012; Lichtman, 2016). Vocabulary is fundamental in enabling learners to communicate meaningfully and supports the development of the four core language skills—listening, speaking, reading, and writing (Tifriyanta, Udin, & Putera, 2022). Early childhood is often referred to as the "golden age" of language learning, laying the foundation for future proficiency and long-lasting language development (Tuyen, 2021). Throughout this period, young language learners are distinctly receptive to gaining lexical knowledge and proper articulation due to their cognitive flexibility, strong memory retention, and natural ability to mimic sounds (Asher & García, 1969; Peters, 2022; Tuyen, 2021).

Acknowledging these stages of development, teaching vocabulary to young learners necessitates the use of effective, learner-centered approaches. Strategies for instruction must be flexible and engaging to suit young learners, enjoyable for children's inborn inclination for play, discovery, and interaction, while also accomodating their developmental needs and learning preferences.

Furthermore, the impact of vocabulary instruction on young learners' overall communicative competence is also significant (Güngör, 2020; Teng, 2025). As Eriksson

(2014) points out that young learners' distinctive cognitive and linguistic profiles must be carefully considered. In order to for students to maintain sustained vocabulary retention and active engagement, EYL teachers must adapt strategies thoughtfully. Taking into account the differing ways students learn in most primary classrooms, a multimodal approach—one that employs a variety of methods—is often most effective. Direct instruction is especially impactful, as it facilitates structured guidance on word meaning, pronunciation, and usage in context (Biemiller, 2003; Ebbers & Denton, 2008). Equally important is contextualization, a it entails integrating new vocabulary into meaningful narratives, visually rich materials, or real-life situations. As noted by Wood et al. (2011), this approach enables students to recognize subtle differences in meaning and apply vocabulary more accurately.

Interactive methods—such as role plays, educational games, language-based games, and collaborative projects—create greater engagement and enthusiasm in vocabulary acquisition. These activities endorse verbal practice, peer interaction, and active participation, which in turn foster deeper understanding (Klimova, 2015; Ornaghi, Brockmeier, & Gavazzi, 2011; Palmer & Rodgers, 1983). Games, for the most part when rooted in culturally familiar scenarios, have been evidenced to improve vocabulary retention by adding meaningful and memorable associations. Visual aids such as flashcards, illustrations, and realia (authentic objects) also instrumental in creating abstract vocabulary tangible and easier to understand. Through the accommodation of various learning styles, these media of instruction help drive improved comprehension and long-term retention (Sedita, 2005). Collectivelly, these strategies establish an enriching and stimulating learning environment that supports meaningful early language development.

Nevertheless, teaching vocabulary to young learners—particularly in *madrasah ibtidaiyah* (Islamic primary school) settings—comes with significant challenges. Preliminary interviews with EYL (English for Young Learners) teachers at one of the rural and semi-urban private *madrasahs* revealed several recurring issues. Teachers cited that their students showed low motivation, wide variations in language proficiency, and difficulties maintaining their attention. The teachers relied heavily on limited methods such as repetition and translation due to a lack of suitable teaching materials and insufficient professional training. Additional challenges included inadequate classroom infrastructure, minimal exposure to English after school, and limited instructional time, since English is often taught only as a local content subject.

Numerous studies have confirmed that teaching English to young learners brings about complex challenges that manifest differently by region and context. Kuchah (2018) documents that in many developing countries, early English instruction is observed in under-resourced environments, with students learning a foreign language in large-sized classrooms and having little to no exposure to English outside school. Under these conditions, delivering effective instruction becomes especially difficult. Nilsson (2024) describes how Swedish teachers encountered difficulties regarding varying proficiency levels, a shortage of differentiated materials, and the struggle to engage all students—particularly in speaking activities. While picture books, which is a valuable resource, are frequently overlooked in instruction. Similarly, Camlibel-Acar (2016) notes that Turkish pre-service teachers often recur the feelings of being ill-equipped to manage young learners due to limited practical training opportunities, which negatively impacts their confidence. Copland, Garton, and Burns (2013) add emphasis to the recurring issues such as large class sizes, resource shortages, mixed-ability classrooms, low motivation, and inadequate teacher preparation. While some of these issues are universal, others are stemmed from local educational systems and sociocultural influences. These findings reveal a significant gap that must be addressed for context-sensitive teacher training and targeted instructional support.

In the case of Indonesia, Anggraini (2018) identifies key issues including large class sizes, a lack of instructional materials, and students' short attention spans and low motivation. Pertiwi et al. (2022) further point to difficulties such as limited English proficiency among both students and some teachers, classrooms with diverse ability levels, and insufficient instructional time for English—particularly in Islamic elementary schools. Collectively, these studies highlight the pressing need for improved teacher preparation, access to appropriate teaching resources, ongoing professional development, and opportunities for authentic teaching practice to better equip teachers in addressing the complex demands of EYL instruction.

In order to navigate various instructional challenges, Islamic primary school teachers must integrate engaging, developmentally appropriate strategies that suit both the needs of young learners and the classroom context. While the importance of vocabulary instruction in early language development is widely acknowledged, there remains limited understanding of the specific strategies used in teaching young learner classroom or Islamic primary schools—particularly where English is taught as a local content subject. Moreover, little is known about the extent to which English for Young Learners (EYL) teachers in *madrasah*

ibtidaiyah (Islamic primary schools) struggle to implement such strategies effectively. This study, therefore, seeks to explore two key questions: (1) What strategies do EYL *madrasah* teachers implement in teaching English vocabulary in young learner classrooms? And (2) What difficulties do EYL *madrasah* teachers encounter in the process of implementing the strategies in the young learner classrooms?

METHODS

Research Design

The current study employed a qualitative descriptive research design with a case study approach to discover the strategies implemented and the difficulties experienced by English for Young Learner teachers teaching vocabulary in *madrasah ibtidaiyahs* settings. The qualitative approach was chosen to understand the experiences, perspectives, and classroom practices of teachers in their natural contexts more deeply. As explained by Creswell (2014), qualitative research aims to interpret the meanings that individuals give to educational phenomena. The case study method allows for in-depth and contextual analysis of a small group of EYL teachers in *madrasah* who teach English as a local content subject.

Research Setting

This study was conducted in September 2024 at one of the Islamic elementary school in Mataram, Lombok, Indonesia. This *madrasah* was selected because it included English as a local content subject and employed several *madrasah* teachers to teach English vocabulary and simple expressions to the young learners. This research site was thought to be an ideal site to obtain data regarding the strategies and difficulties encountered by EYL teachers in teaching voabulary.

Research Participants

The participants in this case study were two groups of EYL teachers that consist of four EYL teachers (two 1st grade and two 3rd grade teachers) who were working at one of the *madrasah ibtidaiyahs* (Islamic elementary schools) and were assigned to teach English at various grade levels. The first teacher was responsible for teaching English for first graders, while the other teaches English for third graders. Both teachers were purposively selected as research subjects given their active role in teaching English vocabulary as part of the local content curriculum at the *madrasah*. In addition, both teachers had experiences in working

with young learners at the elementary school level, which contributes significantly to an in-depth understanding of their teaching practices in the classroom.

For the purposes of this research, data were collected from both teachers through classroom observations and in-depth interviews to further explore the teaching practices they implemented, the strategies they used in teaching vocabulary, and the difficulties they encountered in the field. The selection of these participants is expected to provide a representative image of the reality of English teaching in the *madrasah ibtidaiyah* environment, especially in the context of English for young learners.

Data Collection Procedures

The data in this present study were collected through classroom observations and semi-structured interviews. The data collection process was carried out systematically to maintain the validity and depth of the findings. These data collection procedures were used in order to gather data regarding the teaching strategies used and the difficulties faced by EYL *madrasah* teachers in teaching English vocabulary in young learner classrooms.

1. Observation

The first stage of data collection procedure was commenced with non-participatory classroom observation, which allowed researchers to observe the learning process directly without disrupting classroom activities. These observations were conducted in several sessions with 4 EYL teachers from 1st grade and 3rd grade at the selected elementary *madrasah* in Lombok. The recording process was assisted by observation sheets that included vocabulary materials, teaching strategies used as well as student engagement, classroom management techniques, and the use of media or learning aids. In addition to the observation sheets, researchers also recorded additional information through field notes, such as non-verbal interactions between teachers and students, student responses, and the overall classroom atmosphere. These observations provided valuable insights into how learning strategies were implemented and adapted to the needs of students at various grade levels.

2. Interview

The second stage of data collection procedures was conducted through semi-structured interviews with the teachers previously observed. These interviews were conducted individually and scheduled right after the observation session was done so that teachers could reflect more accurately on their practices and experiences. Each interview

lasted 30 to 45 minutes, using an open-ended question guide that gave teachers space to explain the reasons behind their choice of teaching strategies and the difficulties they faced. In these interviews, teachers were asked to explain the reasons behind their choice of instructional strategies, their responses to student behavior, how they managed their classrooms, and the constraints related to limited learning facilities and infrastructure. Teachers also reflected on various barriers to implementing strategies, including students' writing skills, children's emotional states, classroom situations, and their dual roles as educators and emotional supporters of early childhood students. All interviews were audio-recorded with the consent of the participants and then fully transcribed for data analysis purposes.

Research Instruments

1. Observation Sheet

The first instrument used as a guide in the data collection process was observation sheet that focused on key aspects such as the vocabulary topics taught, the learning strategies implemented—such as repetition exercises, Q&A, translation, modeling and demonstration, brainstorming, and learning activities outside the classroom. In addition, observations also included interactions in the classroom, the use of media or learning aids, student engagement, and the general classroom atmosphere. During each session, the researcher also recorded additional information through field notes to record contextual details and non-verbal cues that appeared. This approach allowed the researcher to evaluate how the teaching strategies were implemented at different grade levels and types of materials, and to assess the extent to which the strategies were tailored to the needs and characteristics of the students.

2. Interview Guide

The second instrument used to gain a deeper understanding of teachers' strategies and the difficulties they faced in teaching English vocabulary were semi-structured interview guide. Each interview lasted 30 to 45 minutes and was conducted individually right after classroom observations. The interview guide consisted of two open-ended questions about the strategies and the difficulties encountered by the EYL *madrasah* teachers.

Data Analysis Technique

The current study used qualitative data analysis techniques based on Miles and Huberman's interactive model (1994) that include the three main components, that is, data reduction, data presentation, and drawing conclusions//verifying. In the Data Reduction stage, the researcher selected, simplified, and organized raw data from classroom observations and interviews. Observation notes were sorted to identify vocabulary teaching strategies, while interview transcripts were reviewed to highlight key themes related to difficulties experienced by *madrasah* teachers. Irrelevant or repetitive information was removed to focus on significant patterns and findings.

In the Data Display stage, the reduced data were presented in tables and diagrams to clarify relationships and highlight findings. For example, tables were used to show vocabulary topics and strategies applied by each teacher, while diagrams illustrate difficulties in implementing certain strategies. This visual presentation helped to systematically compare the practices of the two groups of teachers (Grade 1 and Grade 3 groups) and identify general and specific issues.

Conclusion Drawing and Verification, which is the final stage of this data analysis techniqu, was carried out by drawing conclusions based on the patterns and themes that appeared. The researcher interpreted the meaning of the strategies and difficulties in the context of teaching English vocabulary to young langugue learners. Data triangulation from observations and interviews was used to ensure the validity of the findings. The verification process was carried out continuously to maintain the accuracy and consistency of the conclusions. Through this stage, the researchers built a comprehensive understanding of the strategies used and the difficulties faced by EYL *madrasah* teachers in teaching Eng;ish vocabulary in real young language learner classrooms..

RESULTS

RQ1. What strategies do EYL *madrasah* teachers implement in teaching English vocabulary in young learner classrooms?

This section describes the findings of the first research question that explores about the strategies implemented by EYL *madrasah* teachers in teaching English vocabulary in the young learner classrooms. The data are shown in the heatmap diagram below. The diagram

consists of three columns that indicate the groups of *madrasah* teachers being compared, namely, column Grade 1 represents the teaching strategies used by 1st grade teacher group only, column Grade 3 represents the teaching strategies used by 3rd grade teacher group only, and column Both represents the teaching strategies used by both groups of teachers. Each cell displays whether a specific strategy is used by the group, 1 is for "used" and 0 is for "not used" strategy. The vertical axis shows the types of teaching strategies such as listen and repeat, question and answer, translation, brainstorming, modelling and demonstration, outdoor activity, see differences.

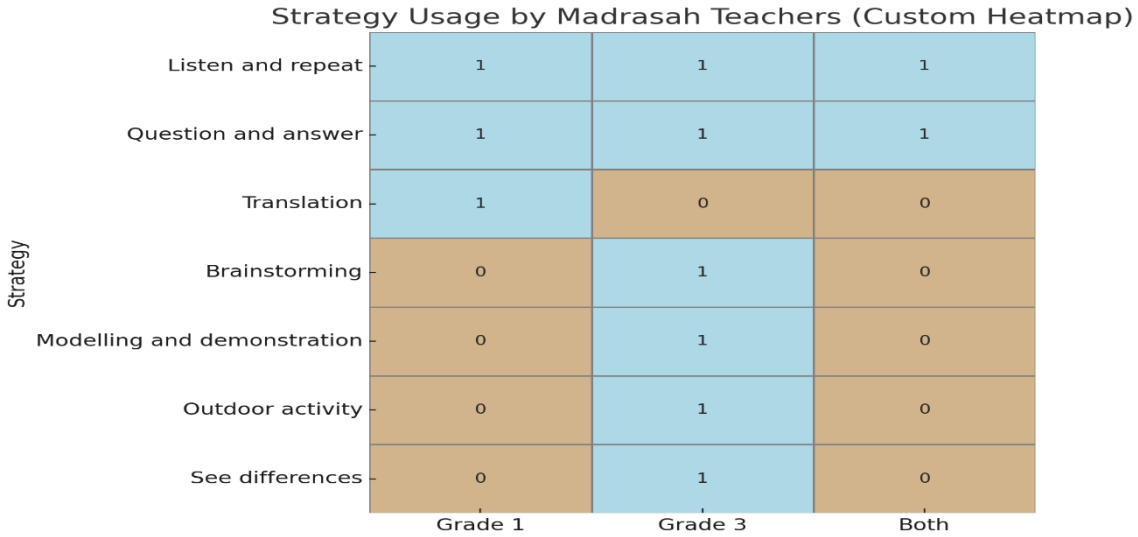


Figure 1. Strategies used by *madrasah* teachers in teaching English vocabulary in the young learner classrooms.

Figure 1 illustrates the similarities and differences in teaching strategies used by the two groups of *madrasah* teachers in teaching English vocabulary. The second section (middle) reveals that both group have shared strategies, namely, "question and answer" and "listen and repeat" which are effective, easy to apply strategies that help EYL students with pronunciation, vocabulary reinforcement, and engagement. The first section (left) indicates that only 1st grade teacher group uses "translation" strategy. The startegy is believed to help younger learners understand abstract vocabulary by bridging meaning through their native language. The third section (right) indicates that 3rd grade teacher group applies more diverse and cognitively challenging strategies such as "Modeling and Demonstration"**,** "Spot the

Difference", "Brainstorming", and "Outdoor Activities". They believe that such strategies can promote higher-order thinking skill, creativity, and real-world application.

To conclude, 1st grade teachers tend to use structured, repetitive strategies that are appropriate for early learners, while 3rd grade teachers prefer to use more interactive and exploratory ones that are aligned with older students' cognitive abilities. The findings indicate a thoughtful adaptation of pedagogy to the development of young learners, articulating the significance of going for strategies that resonate with students' needs and classroom setting.

RQ2. What difficulties do *madrasah* teachers encounter when these strategies are implemented in the young learner classrooms?

This section describes the findings of the second research question that focuses on the difficulties experienced by the two groups of *madrasah* teachers in teaching English vocabulary in the young learner classrooms.

1st Grade Teachers	3rd Grade Teachers
• Limited writing skills • Emotional factors • Short attention spans • Lack of stimulating materials • Limited parental support • Frequent classroom disruptions	• Peer model selection issues • Uneven language proficiency • Low participation in brainstorming • Limited media resources • Lack of differentiated instruction • Minimal English exposure outside class • Large class sizes • Restricted instructional time

Figure 2. Difficulties experienced by *madrasah* teachers in teaching vocabulary in the young learner classrooms.

Based on the interview data as shown in Figure 2, it was found that the difficulties experienced by each group of EYL *madrasah* teachers are distinct to one another during the learning activities. The 1st Grade Teacher Group, whose main strategies used are translation and listen and repeat, states that the 6 main difficulties in implementing the strategies to the first graders are included: *First,* studnets have limited writing skills. For example, students are

unable to write the English word after being given the Indonesian translation. This might be caused by the students are still in developmental process of understanding basic literacy of which many cannot write independently. *Second,* students have issues with their emotional factors. For example, students stop participating in repetition activities when feeling upset or tired. This may be caused by young learners' emotional states that can greatly affect their engagement and classroom behavior. *Third,* students have issue with short attention spans. For example, students tend to lose focus within minutes of vocabulary drills. This is likely due to their age in which early-grade children naturally have limited concentration spans. *Fourth,* lack of stimulating materials is also another issue. For instance, students show disinterest during lessons with only verbal instruction which can be due to the absence of colorful visuals, realia, or audio tools to attract and hold attention. *Fifth*, students have limited parental support, for instance, homework is not completed or students show no vocabulary reinforcement at home. This is probably due to parents' lack of time, skills, or awareness to assist children in English learning. Ultimately, *Sixth,* frequent classroom disruptions is also another issue, for instance, lessons are repeatedly interrupted by noise or unrelated student behavior. Weak classroom management and external distractions disrupt learning flow could be the cause.

The 3st Grade Teacher Group, whose main strategies are modeling and demonstration and brainstorming, states that the 8 main difficulties in implementing the strategies to the third graders are included: *First,* teachers have peer model selection issues in which it is difficult for them to find students who were both proficient and confident to serve as language models. For instance, fluent students are shy to model vocabulary in front of peers. This could be caused by self-confidence and language skill that do not always align and some fluent students avoid attention. *Second,* studnets uneven language proficiency which may be caused by wide variation in student skill levels within the same class.for instance, confident students make errors while demonstrating; accurate ones stay silent. *Third*, students show low brainstorming participation. For example, few students contribute ideas during vocabulary brainstorming sessions which is probably caused by classroom environment lacks active participation culture; some students are shy. *Fourth*, teachers' limited media resources in which brainstorming sessions lack visual prompts or stimuli which is probably caused by school lacks access to adequate multimedia or visual teaching aids. *Fifth,* teachers lack of differentiated instruction, for example, advanced students finish quickly; struggling students fall behind. This can be due to no leveled materials or tasks tailored to mixed-ability learners.

Sixth, students have minimal English exposure outside class, for instance, students forget vocabulary quickly after lessons which is likely due to the fact that English is not used or reinforced in daily life outside the classroom. *Seventh*, the *madrasah* has large class sizes that makes teachers cannot give feedback to all students during vocabulary activities. Overcrowded classrooms reduce the ability to monitor or assist individuals effectively. Ultimately, the *Eighth* difficulty is limited instructional time, for example, teachers are rushed to deliver the vocabulary lessons or oftentimes they dismiss the class before the lessons complete. English is taught only a few hours per week as a local content subject is likely to be the cause.

These findings underscore the need for more personalized support and context-responsive strategies in the teaching of English vocabulary for young language learners, predominantly in private Islamic elementary schools in Indonesia.

DISCUSSION

This study confirms the importance of using developmentally appropriate strategies to teach English vocabulary in Islamic elementary schools, aligning with established theories in early language learning. Teachers tailored their methods based on students' cognitive stages—First grade teacher group used simple, repetitive approaches for younger students, while third grade teacher group employed more varied, interactive strategies for older learners. These practices support findings by Nunan (2016), Biemiller (2003), and Ebbers & Denton (2008), who emphasize the value of meaningful, direct instruction for children.

First grade teacher group's use of translation supports Pinter's (2017) view of translation as a useful scaffold for beginners, especially in contexts with limited English exposure. Though overuse of translation may hinder deeper processing (Cook, 2010, 2018), in low-resource settings like Indonesia, it provides essential clarity. Meanwhile, Teacher B's use of modeling, demonstration, and brainstorming aligns with Suyanto's and Shin's frameworks, reflecting constructivist principles and the greater cognitive readiness of upper-grade students. Outdoor learning also echoed Scott and Ytreberg's (1990, cited in İlter, 2015) call for experiential methods in EYL.

The study also identified major challenges, including low student motivation, varied ability levels, and limited class time—consistent with issues raised by Copland et al. (2014) and Anggraini (2018). Third grade teacher group's difficulty in choosing student models

illustrates the tension between peer motivation and language accuracy, also observed by Zhang (2025). Classroom management problems and the absence of engaging materials, especially in semi-urban madrasahs where English is only a local subject, further hindered instruction (McKay, 2009; Pertiwi et al., 2022).

The lack of differentiated materials, noted by third grade teacher group, echoes concerns from global contexts such as Sweden and Turkey (Nilsson, 2024; Camlibel-Acar, 2016). However, unlike better-resourced settings, many Indonesian madrasahs lack even basic tools like flashcards or audio aids. Although research supports the use of games and interactive methods (Klimova, 2015; Ornaghi et al., 2011), such techniques are hard to implement without adequate resources or instructional time.

All thing considered , the study affirms the value of contextualized, age-appropriate methods but also highlights systemic barriers such as limited training, insufficient materials, and inadequate institutional support that challenge effective EYL teaching. Overoming these difficulties improved teacher preparation, better access to teaching aids, and increased support for English instruction in madrasahs.

However, the study's scope was limited. It involved only four teachers from a single school, relied solely on interviews and observations, and excluded student perspectives. These constraints limit generalizability and long-term insights, indicating the need for broader, multi-site, and longitudinal research that includes learners' voices.

CONCLUSION

This qualitative study examined how Islamic primary-school teachers in a semi-urban Indonesian district teach English vocabulary and the obstacles they meet. Teachers adapted their methods to pupils' developmental stages: lower grades relied on "listen-and-repeat" drills and translation, whereas upper grades used more interactive tasks such as modelling, brainstorming, and outdoor assignments. These age-responsive choices echo prior research. Yet teachers still struggled with limited writing skills, uneven student abilities, scarce materials, brief lesson slots, low motivation, and frequent distractions—signalling a need for stronger pedagogical and systemic support.

To tackle these issues, stakeholders should offer continuous professional development focused on varied, level-appropriate strategies and on managing mixed-ability

classes in low-resource contexts. Schools need visual aids, realia, and audio tools, while policies could extend English contact hours and embed the subject firmly in the core curriculum. Collaboration with parents can also broaden exposure beyond school.

Future EYL research should compare strategy use across school types, especially in Islamic and resource-poor settings, and employ longitudinal or intervention designs to test the lasting impact of age-sensitive methods and multimodal media. Investigating teachers' pedagogical beliefs, parental involvement, and curriculum frameworks—and including children's perspectives—will deepen insight into the socio-cultural forces shaping early English vocabulary learning.

REFERENCES

Anggraini, D. R. (2018). Challenges in teaching English to young learners. *Lingua, 18*(2), 141–146. https://shorturl.at/jXLRy

Asher, J. J., & García, R. (1969). The optimal age to learn a foreign language. *The Modern Language Journal, 53*(5), 334–341. https://doi.org/10.2307/323026

Biemiller, A. (2003). Vocabulary: Needed if more children are to read well. *Reading Psychology, 24*(3–4), 323–335. https://doi.org/10.1080/02702710390227297

Camlibel-Acar, Z. (2016). Teaching English to young learners: Some challenges faced by pre-service teachers. *The Eurasia Proceedings of Educational and Social Sciences, 5*, 323–327. https://dergipark.org.tr/en/pub/epess/issue/30752/366815

Cook, G. (2010). *Translation in language teaching: An argument for reassessment*. Oxford University Press.

Cook, G. (2018). Learning through translation. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to learning English as a second language* (pp. 289–297). Cambridge University Press.

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

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Ebbers, S. M., & Denton, C. A. (2008). A root awakening: Vocabulary instruction for older students with reading difficulties. *Learning Disabilities Research & Practice, 23*(2), 90–102. https://doi.org/10.1111/j.1540-5826.2008.00267.x

Eriksson, C. C. (2014). *Children's vocabulary development: The role of parental input, vocabulary composition and early communicative skills* [Doctoral dissertation, Stockholm University].

Güngör, B. (2020). *The effects of early childhood English language education program on very young learners' vocabulary knowledge and communicative skills* [Doctoral dissertation, Marmara University].

İlter, B. G. (2015). How does technology affect language learning process at an early age? *Procedia - Social and Behavioral Sciences, 199*, 311–316. https://doi.org/10.1016/j.sbspro.2015.07.552

Klimova, B. F. (2015). Games in the teaching of English. *Procedia - Social and Behavioral Sciences, 191*, 1157–1160. https://doi.org/10.1016/j.sbspro.2015.04.312

Kuchah, K. (2018). Teaching English to young learners in difficult circumstances. In S. Garton & F. Copland (Eds.), *The Routledge handbook of teaching English to young learners* (pp. 73–92). Routledge.

Lichtman, K. (2016). Age and learning environment: Are children implicit second language learners? *Journal of Child Language, 43*(3), 707–730. https://doi.org/10.1017/S0305000915000598

Lichtman, K. M. (2012). *Child-adult differences in implicit and explicit second language learning* [Doctoral dissertation, University of Illinois at Urbana-Champaign].

McKay, P. (2009). Assessing young language learners. *ELT Journal, 63*(1), 91–94. https://doi.org/10.1093/elt/ccn063

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage Publications.

Nilsson, M. (2024). Challenges and teaching materials in English for young learners in Sweden. *Educare, (3)*, 1–29. https://doi.org/10.24834/educare.2024.3.941

Nunan, D. (2016). Teaching English to young learners. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 68–81). Routledge.

Ornaghi, V., Brockmeier, J., & Gavazzi, I. G. (2011). The role of language games in children's understanding of mental states: A training study. *Journal of Cognition and Development, 12*(2), 239–259. https://doi.org/10.1080/15248372.2011.563487

Palmer, A., & Rodgers, T. S. (1983). Games in language teaching. *Language Teaching, 16*(1), 2–21. https://doi.org/10.1017/S0261444800009836

Pertiwi, C. A. A., Mustofa, M., Ubaidillah, M. F., & Hariyanto, S. (2022). The portrait of challenges in teaching English to young learners: A case study in an Indonesian Islamic school. *Journal of English Language Teaching and Linguistics, 7*(3), 467. https://dx.doi.org/10.21462/jeltl.v7i3.892

Peters, E. (2022). The golden age of foreign language learning: Age and language learning beyond the classroom. In P. Benson & A. K. Fung (Eds.), *The Routledge handbook of language learning and teaching beyond the classroom* (pp. 112–125). Routledge.

Sedita, J. (2005). Effective vocabulary instruction. *Insights on Learning Disabilities, 2*(1), 33–45. https://keystoliteracy.com

Shin, J. K. (2000). *Teaching English to young learners*. University of Maryland, Baltimore County. https://www.scottsclasses.com

Suyanto, K. K. E., & Rachmatika, R. (2014). *English for young learners: Melejitkan potensi anak melalui English class yang fun, asyik, dan menarik*. Bumi Aksara.

Teng, M. F. (2025). Assessing young learners' vocabulary learning via communicative tasks. *The Language Learning Journal*, 1–15. https://doi.org/10.1080/09571736.2025.2505891

Tifriyanta, T., Udin, U., & Putera, L. J. (2022). How effective is implementing Jigsaw IV in teaching reading of the narrative text to the eleventh grade students? *Fondatia, 6*(2), 251–271. https://doi.org/10.36088/fondatia.v6i2.1804

Tuyen, T. N. T. (2021). A study on golden age for Vietnamese learners of English. *SocArXiv Papers*. https://doi.org/10.31235/osf.io/gwby9

Wood, K., Wood, K. D., Harmon, J., & Taylor, D. B. (2011). Guidelines for integrating comprehension-based word study in content classrooms. *Middle School Journal, 42*(5), 57–64. https://doi.org/10.1080/00940771.2011.11461786

Zhang, X. (2025). An inquiry into the effect of peers on L2 motivation under the L2 motivational self system. *Chinese Journal of Applied Linguistics, 48*(2), 207–227. https://doi.org/10.1515/CJAL-2025-0204