

Interactive Strategies for Early English Development: A Case Study of an Indonesian Learner

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ABSTRAK

Penelitian ini mengeksplorasi efektivitas strategi pengajaran interaktif; bercerita, permainan, dan lagu; dalam mendorong perkembangan bahasa Inggris dini pada anak usia dini di Indonesia. Berdasarkan teori sosiokultural Vygotsky, penelitian ini menginvestigasi bagaimana pendekatan tersebut meningkatkan pemerolehan kosakata, pengembangan tata bahasa, dan kelancaran dalam konteks penutur bahasa Inggris non-asli. Selama lima bulan, seorang partisipan berusia tiga tahun menunjukkan kemajuan signifikan; kosakata aktifnya meningkat dari 58 menjadi 309 kata, bertransisi dari frasa terfragmentasi menjadi kalimat yang akurat secara tata bahasa, serta menunjukkan kelancaran dalam aktivitas terstruktur maupun interaksi spontan. Tantangan seperti campur kode (code-mixing) dan kesulitan retensi kosakata abstrak muncul, namun hal ini diatasi melalui penguatan terfokus, pembelajaran berbasis narasi, serta transisi bertahap dari bahasa pertama (L1) ke bahasa kedua (L2). Temuan ini menyoroti peran signifikan metode interaktif yang sesuai tahap perkembangan dalam mendukung akuisisi bahasa dini, serta menekankan pentingnya keterlibatan bermakna untuk membangun kompetensi linguistik. Terlepas dari desain partisipan tunggal, penelitian ini memberikan wawasan praktis bagi pendidik dan orang tua dalam mengintegrasikan teknik interaktif ke dalam instruksi bahasa dini. Penelitian ini berkontribusi pada bidang pendidikan dwibahasa melalui penerapan metode adaptif budaya dalam lingkungan multibahasa.

Kata Kunci : Anak Usia Dini, Strategi Pengajaran Interaktif, Perkembangan Bahasa Inggris Dini, Pemerolehan Kosakata, Studi Kasus

ABSTRACT

This study explores the effectiveness of interactive teaching strategies; storytelling, games, and songs; in fostering early English language development among very young learners (VYLs) in Indonesia. Drawing on Vygotsky's sociocultural theory, the research investigates how these approaches promote vocabulary acquisition, grammar development, and fluency improvement in a non-native English-speaking context. Over five months, a three-year-old participant showed remarkable progress, increasing his active vocabulary from 58 to 309 words, transitioning from fragmented phrases to grammatically accurate sentences, and exhibiting confident fluency in both structured activities and spontaneous interactions. Challenges such as code-mixing and difficulties with abstract vocabulary retention emerged, but these were mitigated through targeted reinforcement, narrative-based learning, and gradual transitions from first-language (L1) to second-language (L2) use. The findings highlight the significant role of interactive, developmentally appropriate methods in supporting early language acquisition, emphasizing the importance of contextualized, meaningful engagement in building linguistic competence. Despite the single-participant design and home-based setting, the study provides valuable insights for educators and parents, offering practical strategies for integrating interactive techniques into early language instruction. This research contributes to the growing field of bilingual education, demonstrating the potential of culturally adaptive methods in multilingual settings. Future research should expand on these findings by involving larger, more diverse samples and employing longitudinal approaches to better assess the broader applicability of these strategies in various educational contexts.

Keywords:

Very Young Learners (VYLs), Interactive Teaching Strategies, Early English Language Development, Vocabulary Acquisition, Case Study

1. INTRODUCTION

The significance of English as a foreign language in early childhood education has been increased by the growing globalization of education. It is highly valued as it makes young learners to be more adaptable and fluent in their later life as it provides them with cognitive and linguistic benefits

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that come with being exposed to English at an early age (Bland, 2019). Research shows that very young learners (VYLs), aged three to six, have heightened neurological plasticity which makes them especially good at acquiring new languages. Early English programs are increasing worldwide aiming to exploit these developmental advantages.

Indonesia necessitates English as a necessary skill for academic and professional success hence creating growing demand for early English teaching (Fikroni, 2022; Zein, 2017). However, implementation of effective programs for VYLs is fraught with difficulties. This problem includes dearth of trained teachers, limited pedagogical resources, cultural factors inhibiting productive engagement among others. These traditional teaching strategies mostly favor memorization rather than interactive approaches thereby limiting their efficacy on young students. Additionally, research focusing on age-appropriate interactive strategies that suit Indonesia's sociocultural context remains scanty hence leaving a vital void in enhancing childhood L2 instruction there (Kersten, n.d.; Thieme et al., 2022).

Globally, interactive techniques including storytelling, games and songs have been proven effective in early language acquisition through engaging children in meaningful (Collins, 2010; Gezer, 2021; Rahmawati, 2023). But these methods are under-explored in Indonesia particularly informal home-based settings. Besides, the strategic use of first language (L1) as a scaffold for second language (L2) acquisition is not well studied despite its potential to enhance understanding and decrease cognitive load. These gaps are very important for educators and parents who should look into this.

The current research investigates how well storytelling, games and songs (Gezer, 2021; Tsang & Yeung, 2024) can support vocabulary acquisition, grammar development and fluency improvement in VYLs in an Indonesian context. The study is based on Vygotsky's sociocultural theory (Alkhudiry, 2022; Sarmiento-Campos et al., 2022; Yaghoubi & Farrokh, 2022) and places a heavy emphasis on meaningful social interaction and developmental appropriateness. It hopes to answer the question: What strategies actually work to foster English language acquisition among Very Young Learners in countries such as Indonesia where English is not a native language?

Early Language Acquisition and Very Young Learners

Early childhood is an important stage for learning languages since it involves increased neuroplasticity that allows young children (VYLs) to learn new languages very quickly. In Piaget's preoperational stage (Pakpahan & Saragih, 2022), children are mainly involved in playing, imitating others as well as being involved with their senses hence requiring interactive teaching methods that fit the developing levels of learners. Nonetheless, age restricted requirements like understanding abstract concepts become difficult thus teachers have to provide hands-on experiences for learning them in contexts which are visible or connectable. Not only do these needs align well with interactive approaches such as storytelling, games, and songs (Gezer, 2021) but they also create a situation where learners are engaged repeatedly thereby facilitating L2 acquisition at this point.

Interactive Teaching Strategies for Second-Language Acquisition

Interactive strategies are well-known for their effectiveness in L2 learning by associating vocabulary and grammar with meaningful contexts. An example of this is story-telling, which uses a narrative structure to combine vocabulary and grammar into cohesive, relatable scenarios. According to Nurul (2019), story-telling helps learners retain vocabulary over long periods of time, particularly when it is supported by visual and auditory stimuli. In addition, through stories children can develop their imagination as well as emotionally become engaged in the topic which are crucial for keeping them focused during the teaching process.

Similarly, games promote active participation where learners get to practice vocabulary and sentence structures within dynamic non-threatening environment. For instance, role-playing games allow kids to experiment with new concepts of language whilst improving their social abilities as well as communication skills. Games provide immediate feedback according to Bakhsh, 2016 that enables children to correct errors as they learn in real-time. Furthermore, interactive games support collaborative learning where peers model language use promoting faster acquisition among themselves.

Phonological awareness and vocabulary retention are enhanced by songs. According to (Hermida, 2019; Joyce, 2011; Putri & Rustipa, 2023), music helps in learning language patterns in an enjoyable and memorable way. The repetitious pattern of "Twinkle, Twinkle, Little Star" facilitates the

maintenance of accepted rules of grammar and pronunciation for children. Moreover, songs also make language more accessible rather than intimidating by creating emotional links between the listeners and the language. Consequently, this study goes further into these methods, examining how they can be adjusted to various cultures and their effectiveness in Indonesia's multilingual situation.

The Role of L1 in Supporting L2 Learning

Using a learner's first language (L1) as a scaffolding tool for L2 acquisition has been debated. Researchers argue that L1 reduces cognitive load and facilitates understanding, especially in case of VYLs who normally depend on familiar linguistic models when acquiring new lexis and grammar structures. In addition, Bruen & Kelly, 2017 observed that the skills use of L1 in classrooms helps to clarify unclear instructions resulting in reduced frustration among learners. For example, one may introduce new words into L2 while giving explanations in L1 so that comprehension is enhanced without endangering immersion experience.

However, according to critics relying too much on L1 can lead to incomplete understanding of L2; it can also hinder immersion and natural acquisition. Multilingual contexts such as those where learners were brought up with different languages present this danger even more vividly. Moreover, Fürst & Grin, 2023 found that both methods could be used together: employing L1 as a link moreover raising exposure to L2 progressively. This technique will not only eliminate language barrier among students but also develop their metalinguistic awareness.

But in informal home-based environments such as those found in Indonesia, Indonesian can still be used to teach English as a second language, especially for intricate semantic concepts and sentence structures. For instance, by initially using the words "morning" and "evening" interchangeably before they are linked to their real meaning, students get the meanings quickly. The research seeks to find out how the use of first language as a scaffold can facilitate easier transition into fluent second language use among very young learners of Indonesian.

Challenges in Teaching English to VYLs in Indonesia

Indonesia's multilingual setting, which is frequently seen in the use of indigenous languages and Bahasa Indonesia at early-stage schooling, makes it challenging for children to be taught English from a very young age (Oktavia et al., 2022). This is worsened by a lack of qualified teachers, appropriate materials for their age groups, and interactive tools in remote areas, among others. On the other hand, such conventional methodologies as memorization-oriented teaching undermine motivation and dullness in L2 learning.

Cultural differences between what is taught in schools and the daily experiences of the learners have created a gap. Many English teaching materials are designed for western environments that make them less useful for Indonesian students. For instance, literature about winter occurrences or festivals in western countries can be confusing to some students who may not know anything about it. Lack of culturally appropriate texts necessitates the creation of indigenous resources that incorporate familiar contexts like local games, stories narrated by parents/guardians and situations common to communities.

Additionally, infrastructure inadequacies hinder effective English instruction. In rural areas most educational institutions lack multimedia tools, interactive storybooks or competent facilitators; hence reducing chances for engagement and culturally responsive learning (Boy Jon et al., 2021). Often as informal teachers within these contexts, parents may possibly miss pedagogical skills required for successful implementation. The purpose of this research is to address these issues by examining how interactive techniques can be customized to fit into Indonesia's socio-cultural framework ensuring that they are accessible and relevant at the same time.

Gaps in Existing Research

Although there has been extensive research on early language acquisition, important aspects of how interactive strategies work in non-native multilingual contexts remain unknown. Most studies deal with classroom-based instruction done in western contexts thus ignoring the more practical informal home-based approaches which are common in places like Indonesia whereby they are more applicable. Moreover, while the role of L1 for supporting L2 has been examined worldwide, its implications within bilingual or multilingual environments are yet to be investigated thoroughly. The present study is an

attempt to fill this void through exploring interactive methods integrated with L1 support to promote English learning among Indonesian VYLs.

Relevance to the Current Study

This study's relevance to Indonesian context lies in its modification of interactive strategies from existing literature to suit the society's specific socio-cultural and linguistic needs. The study looks at how its approach, which merges stories, songs, games with certain L1 support enhances vocabulary learning, grammar building and fluency among VYLs. The purpose of the research is to provide country-specific recommendations for parents, educators and policy makers aiming to promote early English language teaching in non-native English set-ups.

2. METHOD

Research Design

The study employed a descriptive case study design to investigate how interactive teaching methods can assist very young learners in acquiring English at an early stage. By using this method, the researcher was able to examine linguistic development of children in a naturalistic environment, which gave detailed information about how vocabulary, grammar and fluency evolved over time. This design was specifically meant to provide profound insights that are contextualized with Vygotsky's sociocultural theory (Alkhudiry, 2022) which stresses on scaffolding and social interaction for cognitive and linguistic development.

Participant

A three-and-a-half-year-old Indonesian child named Omar is our subject who had Bahasa Indonesia as his first language (L1). Prior to this study, he had little informal English exposure, consisting of songs and storybooks, with an active vocabulary of less than 20 English words. Omar was an ideal candidate for conducting research on very young learners due to his intellectual development and curiosity, which were typical for children his age. His mother was the main researcher who conducted all the learning sessions while her sister who graduated from in English literature department helped her ensure continuity of instruction. Independent observation and standardized methods were used so as to control any possible bias because she is both a mother and a researcher.

Teaching Program

The teaching program lasted five months, with five-day-a-week sessions lasting 30 to 45 minutes each. This program started with easier, more concrete themes and then moved on to more abstract ideas that were appropriate for Omar's growth level through repetition, newness, and interaction. The sessions followed this pattern:

1. Warm-Up (5–10 minutes): At the beginning of a session, such stimulation as going over new words with flashcards or games or singing popular songs helped raising enthusiasm.
2. Introducing New Words (10–15 minutes): New vocabulary was taught using visual aids like illustrations, real objects or toys. For instance, the teacher would move a toy lion and say, "This is a lion."
3. Interactive Practice (15–20 minutes): Vocabulary and grammar skills improved through activities like scavenger hunts, role playing, and matching games. Some sentences like "The lion is big" were practiced in context.
4. Review (5–10 minutes): Combine new and prior vocabulary with chants, games, or easy questions to improve retention.

Themes and Content:

The program was organized into three categories of themes:

1. Basic Themes (e.g., colors, numbers, fruits, and animals): During a color lesson, Omar learned to match items and words like "The apple is red."
2. Contextual Themes (e.g., household objects, family members, vehicles): The use of expressions such as "I want orange" was promoted through role-playing games like shopping situations.

3. Abstract Themes (e.g., emotions, adjectives, time concepts): Concepts such as “happy” and “sad” were better understood through stories and visual aids with simple sentences such as “The boy is sad.”

Types of Games

Games (Bakhsh, 2016) played an important role in Omar’s learning program in terms of encouraging active participation contextual language use and social interaction. Key types included:

- Matching Games: For themes such as colors or animals, Omar matched flashcards with real objects or pictures to reinforce vocabulary comprehension.
- Role-Playing Games: These are games whereby Omar can practice making sentences out of constructing situations such as shopping or visiting a zoo for example ‘I want red apple’ or ‘The lion is big.’
- Scavenger Hunts: Omar searched for hidden objects around the house while naming them, promoting vocabulary retention and physical engagement.
- Sorting Games: In this case Omar was named object he searched for them around their house also he promoted vocabulary retention plus physical engagement.

These games were designed to give sessions that are enjoyable and stress-free, thus making it interactive and memorable. In addition, they helped Omar learn new words in fun and interesting ways by acting as building tools.

Songs and Chants

To improve Omar’s speaking and listening skills, his mother incorporated songs and rhymes in her weekly lesson plan. Linguistic patterns can be implanted into the brain by using songs and chants, which in turn help one to be focused on not on rhythm or pronunciation but how to communicate in English. Omar’s mother thus played a song repeatedly until the child became relaxed enough to speak without fear of being taught lessons in class.

Storytelling

Because Omar loved listening to stories, storytelling became a big component of his education. The mother used this strategy to create a stimulating and pleasant atmosphere to keep him quiet and engaged throughout storytelling. Stories about animals, emotions, and family were integrated into weekly lesson plans. To encourage conversation, Omar's mother asked plot-related questions instead of forcing him to recite the stories. This strategy helped Omar feel more confident when expressing himself in English.

Data Collection Methods

In order to ensure that data was collected extensively, three approaches were employed in this study:

1. Observations: His responsiveness, language use, and involvement in planned and unplanned interactions were recorded every week in notes.
2. Researcher’s Diary: It included daily records that documented activities, problems encountered, and noticeable changes made, so providing qualitative insights into learning processes.
3. Oral Vocabulary Tests: These tests are given before the study starts, at the mid-point and at the end to determine vocabulary memory, fluency and correct language use using questions such as “What is this?” And “Describe the picture.”

Data Analysis

This research used both qualitative and quantitative approaches towards an analysis of data whereby thematic coding was used with regard to observational and diary data leading to motivation trends, engagement patterns and language usage. Results were numeric in nature regarding oral vocabulary test results with growth measured along categories like nouns, verbs or adjectives. Reliability was achieved by using triangulation of data sources which led to reduced bias since another independent observer verified that results.

Ethical Considerations

In pursuance of ethical principles aimed at making sure Omar's welfare is safeguarded throughout the research process; prior informed consent was obtained from his parents (guardians). The identity of the participant remained confidential throughout all documentation and reports. The researcher acknowledged that she played a dual role both as a mother-teacher and an observer thus ensuring no biases occurred by inviting an external person who acted as an independent observer (the sister to researcher).

Limitations

Although a single participant design gave depth into contextualized findings it may not generalize these findings. Besides, outcomes in formal classroom settings might differ from those experienced in this home-based parent-led context. To achieve this objective, future studies should have diverse subjects and investigate long-term impacts on interactive teaching methods

3. RESULT AND DISCUSSION

Result

Vocabulary Acquisition

Omar's vocabulary exhibited substantial improvement, increasing from 58 (baseline) to 309 by the end of the study – a 440% improvement (Table 1). Early progress also focused on tangible themes like animals in the zoo and home belongings. By the second month, Omar could readily name about 14 zoo animals such as "lion," "giraffe" and "elephant," in sentences like 'the lion is big.' Such activities as matching games and storytelling contributed significantly to these improvements by reinforcing vocabulary in engaging ways.

The abstract vocabulary presented more problems. At first, Omar struggled with words like 'morning', 'night' or adjectives such as 'big' and 'small'. However, repeated exposure through routines and interactive storytelling improved his retention. By the fifth month, he was able to confidently use these terms in sentences like, "The dog is running." He would also say things like, "In the morning, I wake up". His spontaneous language use during playtime was also noticeable, as he said "This is a chair" and "This is a table." These findings are consistent with Vygotsky's observation that scaffolding is critical for language development (Alkhudiry, 2022; Sarmiento-Campos et al., 2022).

Table 1. Table of Student Learning Outcomes in Two Months and Five Months After Treatment

No.	Category	Before Treatment	After Two Months	After Five Months
1	Numbers	5	10	15
2	Fruits	2	6	15
3	Vegetables	1	6	14
4	Zoo animals	6	14	23
5	Farm animals	3	8	15
6	Sea animals	4	9	20
7	Parts of body	4	8	20
8	Colors	4	10	15
9	Things at home	0	8	19
10	Time concepts	1	3	10
11	Adjectives	2	7	16
12	Feelings and emotions	2	5	10
13	Jobs	4	8	18
14	Vehicles	3	8	15
15	Shapes	0	4	8
16	Foods	0	8	15
17	Family members	3	7	15
18	Actions	2	10	20
19	Objects	2	10	25
Total Active Vocabulary		58	151	309

Total Vocabulary	200	200	400
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Grammar Development

Omar significantly improved his grammar accuracy during the research. In his initial presentation, he mostly used single words or broken sentences like “red car” or “big tiger,” often leaving out the articles and auxiliary verbs. By the third month, structured activities like role-playing contributed to his ability to construct subject-verb-object (SVO) phrases such as, “I like the apple” and “The monkey is climbing the tree.”

By the fifth month, Omar could confidently use prepositions, articles and descriptive adjectives in statements such as, “The small cat is sleeping.” Errors of this nature were however reduced by intense reinforcement through storytelling and sentence construction games e.g. non-use of articles (“I like cat”). The results showed that practicing grammar in context can develop language accuracy.

Fluency Improvement

Over time, Omar's fluency got better. He went from being shy and speaking in pieces to speaking in confident, smooth words. He hesitated a lot at first, pausing often between words like “It...is...a ball...” Songs, combined with interactive activities, had an important role in increasing fluency because they gave repeated opportunities to practice linguistic patterns without putting pressure on them. By the third month, Omar was able to sing proper intonation and beat for whole lines of songs like “Twinkle Twinkle Little Star.”

In playtime, Omar started conversations by saying things like, “I'm building a big tower.” This showed spontaneous fluency. These changes show how important it is to have both structured lessons and free time to use language in natural ways.

Tabel 2. Table of Oral Vocabulary Test Findings

Age	Data collection moments	*Exposure hour	Overall vocabulary gain	Vocabulary gain by period
3y 6m	0 month	0	29%	29%
3y 9m	2 months	26,75	107,5%	75,50%
4y	5 months	49,5	184,75%	77,25%

Exposure hour: Average of 30–45-minute exposure to English 5 days a week

Code-Mixing

Code mixing (CM) that is alternation between L1 (Indonesian) and L2 (English) proved to be a crucial concern during the early stages of this research. Omar often used his L1 to fill up gaps in his English vocabulary resulting into sentences like, “I want apel merah” (red apple) or “The monkey makan banana” (eats). This is typical at this stage but it also calls for consistency in enforcement and gradual transitions to L2. It suggests movement from one language to the other such that stronger languages are used more often than weaker ones through which better communication can be achieved (Bruen & Kelly, 2017)

To handle code mixing, gentle corrections were used by the mother during structured activities. For instance, when Omar said “this bola is blue” (Indonesian), the mother would prompt him to self-correct with ‘This ball is blue’, thus modelling the correct phrase and encouraging Omar to self-correct. Activities like storytelling and role playing gave an opportunity for Omar to employ L2 vocabulary within meaningful contexts as well as reduced over-reliance on L1.

By the fifth month, there was a significant decline in instances of code-mixing; only spontaneous situations that arose from unfamiliarity with terms could cause them, such as saying “we pergi to the park” (go). The results of this study indicate that code-mixing might actually be a cognitive tool rather than a limitation in child language acquisition processes that may improve early stage’s language development. Ongoing reinforcement and contextualized practice minimized code mixing while keeping learning environments supportive and encouraging.

Retention of Abstract Vocabulary

Omar had more difficulty with abstract concepts such as emotions, adjectives and time. At first, he stumbled over words like “morning” and “night,” often using them interchangeably, and was unable to express feelings correctly. For example, when he was shown a picture of a weeping child, instead of saying “The boy is sad,” Omar said “The boy is good.” Such problems are a result of the less concrete nature of abstract terms which necessitate extra cognitive processing.

For that reason, the mother used stories and visual aids. Like this, for example, to another story about a little boy who dropped his balloon helped Omar in connecting the phrase “sad” with certain situations. Emojis were put on flashcards so that Omar would also strengthen his knowledge of emotions and matching skills too. As a result of all these activities such as storytelling, role-play, and singing, he eventually learned how to use the words sad as well as happy in meaningful context like “The boy is sad because his balloon is gone.”

The daily routines allowed him to practice using abstract vocabulary. For illustration purposes, Omar understood time by stating that “In the morning I eat rice,” and “I sleep at night.” As they became spontaneous overtime reflecting improved retention. These results imply that abstract lexicon ought to be integrated into an everyday speech which makes learning more comprehensive in terms of comprehension and application.

Discussion

This research sought to establish the efficiency of interactive teaching strategies like storytelling, games, and songs in developing English as a second language among very young learners (VYLs) in a non-native English-speaking setting. The participant greatly improved on vocabulary acquisition, grammar development and fluency during five months with code-mixing being one of the difficulties experienced by the participant in attaining abstract vocabulary retention. These findings indicate that second language learning among early bilingualism can be enhanced by using interactive methods, which can be applied within context.

The growth in vocabulary was quite enormous for instance from words 58 to 309; this indicated how significant practice and rich exposure could support retention. Through scaffolding such as storytelling and role playing an interactional technique based on Vygotsky’s sociocultural theory (Bodrova & Leong, 2007; Sarmiento-Campos et al., 2022) enabled the participant to connect new terms with personal experiences. For instance, taking part in a trade exercise did not only confer lesson vocabularies such as “apple” or “orange” but also sentence building; hence exemplifying practical ways of teaching a second language better than just giving lectures.

These activities such as interactive games or songs seemed to have significantly improved fluency in terms of using language spontaneously. By undertaking low-pressure, repetitive job students can develop their confidence. For instance, the student got from stopping and breaking their words to making full sentences. The results from Gezer, 2021 and Hermida, 2019 revealed that songs and repetition can enhance fluency and phonological awareness among young learners.

In the early stages of the research, code-switching took over marking an important time. Use of L1 Indonesian as well L2 English was heavily employed by the participant since he relied on his first language to fill gaps in his vocabulary. Such action is consistent with research that suggests that code-switching is utilized as a cognitive strategy in bilingual development assisting learners overcome language barriers without interrupting conversations. Code-mixing dropped considerably by month fifth due to constant encouragement and practice within real-life situations. This demonstrates how vital it is to effect incremental shifts from L1 to L2 at an early stage in language learning process.

Memorizing abstract terms about emotions and time is the most challenging part of this topic, it required more explanation through storytelling and constant practices. Advanced cognitive processing is necessary for understanding abstract ideas rather than concrete ones because they are difficult to perceive. The competence of a participant in using such terms as “happy” or “sad” only means that a good abstraction often comes out together with other additional elements of meaning like narration or pictorial aid. Piaget also found out that children’s thinking needs a transition from tangible objects to intangible ideas.

In whole, this research stresses the importance of interactive, age-appropriate ways in early teaching English as a Second Language (Bland, 2019, 2016; Nguyen, 2021). Involvement in storytelling, games and singing also served to make learners more active and at the same time developed their language skills within a culturally consistent context through home-based study. These findings are

important for future studies on bilingual education since they show that these strategies could be used for other non-English speaking countries like Indonesia.

However, because of its single-participant nature, generalization cannot be made from these results. To understand the long-term effects of interactive approaches on bilingualism it is best to undertake longitudinal investigations on large samples involving different participants in comparison with this pilot or experimental investigation. Furthermore, comparative analysis of these methodologies when used in formal school set ups and informal home-based setups would provide insights into their adaptability as well as scalability.

4. CONCLUSION

In a non-English speaking environment, this study demonstrated the effectiveness of interactive teaching strategies- like storytelling, games and songs-in promoting early English language acquisition among very young learners (VYLs). Over 5 months, there was considerable improvement in participant's vocabulary acquisition, grammar development and fluency. The researcher's active vocabulary expanded from 58 to 309 words while s/he became more capable of constructing grammatically correct sentences and speaking fluently. This outcome demonstrates the significance of contextually-rich methods that are suited for the child age group while supporting early language learning.

Meaningful scaffolding came about through such interactive strategies as storytelling and role-playing that enabled him/her to naturally interact with English. Fluency plus phonological awareness was made possible by songs and games while storytelling brought about storage of both concrete and abstract terms. Despite early difficulties including code switching and misunderstanding abstract ideas, constant reinforcement as well as contextualized practice worked out well. These results reinforce Vygotsky's sociocultural theory emphasizing on scaffolding as well as meaningful interaction during language acquisition.

Additionally, the study shows that parental involvement and home-based learning environments are crucial in language development especially in multilingual contexts like Indonesia. However, the single-participant design restricts generalization though such findings form an important basis for future studies. Bigger studies over a long time period need to be conducted to assess the long-term effects of these strategies as well as their implementation in different educational platforms. Such undertakings will assist in refining culturally responsive methods of bilingual education, thus enabling proper instruction of young children who learn another language besides their own.

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