



European Journal of English Language Studies

Volume 5, Issue 1, 17 - 30.

ISSN: 2770-9752

<https://www.ejels.com/>

Enhancing Kindergarten Students' English Language Use through Bilingual Mini Theater: A Participatory Action Research

Mozes Kurniawan* 

Satya Wacana Christian University, INDONESIA

Sarah Putri Wulandari

Satya Wacana Christian University, INDONESIA

Received: December 4, 2024 • Revised: February 20, 2025 • Accepted: March 5, 2025

Abstract: Early childhood is a critical period for growth and language development, including the ability to communicate effectively. In modern educational institutions, alongside Indonesian as the mother tongue, English is often introduced as a foreign language. Teaching English to young children is approached through engaging and educational activities designed to enhance their language skills. This study employs Participatory Action Research (PAR) involving 41 kindergarten students as participants. Effective methods include singing, reading bilingual storybooks, giving instructions in English, and role-playing. Singing helps children recognize English sounds and rhythms naturally, while bilingual storybooks enrich vocabulary by linking English words to familiar contexts. Role-playing, particularly bilingual mini-theater, stands out as a prominent method. In this activity, children interact using a mix of Indonesian and English dialogues, fostering both language skills and enjoyment. By participating in such dialogues, they deepen their understanding of English words in context. Additionally, instructions given in English during role-play help children familiarize themselves with hearing and responding to the language, promoting internalization. The findings highlight that the bilingual mini-theater approach fosters a dynamic learning environment that promotes vocabulary acquisition, expressive communication, and practical language application. These creative activities make learning interactive and enjoyable, effectively supporting early childhood English language development.

Keywords: *Bilingual learning, English learning, kindergarten students, theater.*

To cite this article: Kurniawan, M., & Wulandari, S. P. (2025). Enhancing kindergarten students' English language use through bilingual mini theater: A participatory action research. *European Journal of English Language Studies*, 5(1), 17-30. <https://doi.org/10.12973/ejels.5.1.17>

Introduction

The development of language during early childhood plays a vital role in a child's overall growth and progress (Yang et al., 2021). Language serves not only as a tool for communication but also as a fundamental way for individuals to think, process information, and make sense of the world around them. It shapes cognitive development, influences social interactions, and enhances problem-solving skills. In today's globalized world, being proficient in multiple languages is seen as a significant asset, as it opens doors to diverse cultural experiences, improves career opportunities, and strengthens cognitive flexibility (Xolmatovna, 2025). Consequently, many early childhood education institutions teach not only Indonesian as the mother tongue but also introduce English as a foreign language.

The approach to teaching English to young children in various educational institutions involves activities designed to develop their language skills in an enjoyable and educational manner (Karenina, 2023). Effective strategies for developing English language skills in young children involve interactive and immersive activities (Aloizou et al., 2025). Singing songs and nursery rhymes help reinforce vocabulary, pronunciation, and rhythm in a fun and memorable way. Reading bilingual storybooks not only introduces new words but also supports comprehension by providing context in the child's native language. Giving simple instructions in English during daily routines fosters familiarity with common phrases and encourages practical language use (Kurniawan, Putri & Alianti, 2024; Roberts & Rochester, 2023). Additionally, role-playing activities, such as pretending to be in a restaurant or a store, allow children to practice conversations in real-life scenarios, enhancing their confidence and communication skills. For instance, singing activities can help children naturally recognize the sounds and rhythms of English. Simple songs with repetitive lyrics introduce new vocabulary and basic sentence structures in English. Additionally, reading bilingual storybooks allows children to associate English words with contexts they understand in Indonesian, thereby enriching their vocabulary and

* Corresponding author:

Mozes Kurniawan, Satya Wacana Christian University, Indonesia. ✉ mozes.kurniawan@uksw.edu

© 2025 The author(s); licensee EJELS by RAHPSODE LTD, UK. **Open Access** - This article is distributed under the terms and conditions of the

Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>).



comprehension. One commonly used method, especially at the kindergarten level, is role-playing activities, such as those conducted in bilingual theater. In bilingual theater, children interact using a mix of Indonesian and English dialogues. This activity not only hones their language skills but also engages them in an interactive and enjoyable learning process. Through these dialogues, children are expected to gain a deeper and more contextual understanding of English words and expressions (Yulianeta et al., 2024).

During the role-playing sessions, children are given various instructions in English. This practice of listening to and responding to English instructions is a crucial step in helping children internalize English as part of their daily lives (Hafidah & Dewi, 2020). Thus, through creative and educational role-playing activities, children can effectively develop their English language skills while enjoying an interactive and fun learning experience. However, despite the implementation of various methods, the effectiveness of each in enhancing young children's English language skills requires further research.

Early childhood is a fundamental stage of growth and development, where building communication skills presents both opportunities and challenges. In today's educational landscape, many early childhood institutions incorporate English as a foreign language alongside Indonesian, requiring engaging and effective teaching approaches. However, there are several challenges faced by teachers and students in learning English, particularly in kindergarten settings. One major obstacle is the lack of teacher proficiency in using English (Hartanti & Kurniawan, 2022) presents a significant challenge. Many kindergarten teachers lack adequate background or training in teaching English, making it difficult for them to deliver material and communicate effectively with students in the language (Sondakh & Sya, 2022). This hinders the learning process and reduces students' motivation to learn English. Additionally, there is a limited selection of fun and age-appropriate learning activities (Aini et al., 2023). Monotonous and unengaging activities can quickly bore children and diminish their interest in learning. At this age, a fun and interactive approach is crucial to maintaining children's interest and attention. Another obstacle is the lack of daily exposure to English. Children need a supportive environment where they can practice and use English regularly to develop their language skills effectively. However, in many areas, opportunities to interact in English are still very limited.

One promising solution is role-playing activities through bilingual theater. In bilingual theater, children are encouraged to interact using a mix of Indonesian and English dialogues. This activity is designed to involve an interactive and enjoyable learning process (Fitriani, 2021). Bilingual theater offers a natural and meaningful context for children to use English. Moreover, it provides teachers with opportunities to improve their English proficiency through training and hands-on practice (Khoiruzzadi & Karimah, 2020). Implementing English learning through bilingual theater is expected to address existing challenges effectively and enjoyably, significantly enhancing early childhood English skills.

Despite its potential benefits, the use of bilingual theater in early childhood language learning is not without controversy. Some educators argue that young children may struggle with cognitive overload when exposed to two languages simultaneously, leading to confusion rather than language development (Arsyad, 2024; Shahlo, 2025). Additionally, limited teacher proficiency in English poses a significant barrier, as many early childhood educators lack confidence in using English effectively, which may affect the quality of instruction (Shan & Aziz, 2022). There are also concerns regarding the time and resources required to implement bilingual theater, as preparing scripts, rehearsals, and performances demand extra effort from both teachers and students (Bora, 2021). However, despite these challenges, bilingual theater remains a valuable and effective method for stimulating children's language development. Research indicates that children have a remarkable ability to absorb and differentiate between languages when provided with consistent exposure and interactive learning environments (Riad et al., 2023). Bilingual theater not only makes language learning engaging but also fosters confidence, creativity, and social interaction. To address teacher-related challenges, professional development programs can be introduced, helping educators build their English proficiency and teaching strategies. Additionally, simplifying the implementation process by incorporating short, repetitive scripts can ease the workload while maintaining effectiveness (Dutton & Rushton, 2022). Given its immersive and enjoyable approach, bilingual theater provides more advantages than drawbacks, making it a worthy strategy for enhancing young children's English proficiency in a fun and interactive way.

Based on this background, the study aims to address the question: "How can the use of English among kindergarten students be improved through Mini Bilingual Theater?" This research seeks to determine the extent to which role-playing activities in bilingual theater positively impact children's English language development. It is expected to make a significant contribution to early childhood education, particularly in teaching foreign languages, while offering new insights for educators to design more effective and engaging teaching methods. This study introduces an innovative approach to early childhood English learning through bilingual theater, combining interactive role-playing with the use of both Indonesian and English. Bilingual theater remains underexplored in the context of early childhood education, especially in Indonesia. This research focuses on the outcomes of using bilingual theater to enhance children's English skills while providing practical training for teachers. Thus, the study contributes to the development of more creative, effective, and enjoyable learning methods for children.

Literature Review

Characteristics of English Learning in Early Childhood Education

Early Childhood Education (ECE), particularly at the kindergarten level, serves as a critical period for language acquisition. At this stage, children are in their sensitive period for language development, characterized by high receptivity and flexibility. English learning for young children is distinct in its reliance on play, storytelling, songs, and games, which align with the natural ways children learn their first language. The primary aim is not fluency but fostering familiarity and confidence in using the language (Shi & Yeung, 2024).

Kindergarten learners, typically aged 4 to 6 years, have limited attention spans and are best engaged through short, interactive, and engaging activities. Repetition is a critical aspect of their learning, enabling them to internalize vocabulary, pronunciation, and simple phrases. Learning activities at this stage often involve sensory experiences, as young children learn more effectively through visual, auditory, and tactile stimuli. Encouragement and a non-threatening environment are essential to promote a positive attitude toward learning English, emphasizing communication over accuracy (Kurniawan, Putri & Alianti, 2024).

Another notable characteristic is the focus on vocabulary acquisition and phonological awareness rather than complex grammar. Simple greetings, basic nouns, colors, and numbers form the foundation. Songs, rhymes, and storytelling are particularly effective, as they embed language in rhythm and context, making retention easier. Moreover, integrating English with physical activities like gestures or movements helps reinforce understanding and sustain engagement (Wu et al., 2023). Educators often emphasize social interaction to develop conversational skills, promoting peer collaboration to encourage language use in a natural, enjoyable setting.

Characteristics of Bilingual Education in Kindergartens and Best Practices in Indonesia

Bilingual education in kindergartens involves the use of two languages as mediums of instruction. In Indonesia, bilingual education often combines the national language, Bahasa Indonesia, with English. The objective is to cultivate bilingual proficiency and cognitive advantages, such as improved problem-solving skills and greater cultural awareness (Probert, 2024).

Successful bilingual education programs in kindergartens emphasize immersion and dual language models (Serafini et al., 2022). Immersion programs introduce English in a natural context, using it for communication during activities rather than as a standalone subject. The dual language approach balances the use of both languages, ensuring children do not lose proficiency in their native tongue while acquiring English. Teachers trained in bilingual education employ scaffolding techniques, where they gradually increase the complexity of language exposure, ensuring children feel supported.

In Indonesia, some notable best practices include:

1. **Integrated Language Activities:** Schools integrate English into everyday activities, such as morning routines, arts and crafts, and snack time, ensuring children are exposed to the language in context.
2. **Interactive Teaching Methods:** Programs often employ interactive and multisensory teaching approaches, including storytelling, singing, and hands-on projects, to make language learning engaging.
3. **Parental Involvement:** Encouraging parents to use simple English phrases at home or read bilingual books with their children enhances learning continuity.
4. **Cultural Inclusion:** Schools celebrate cultural events in both languages, fostering a deeper understanding of both linguistic and cultural contexts.

Prominent schools demonstrate effective bilingual models by employing native speakers and ensuring the curriculum blends local and international standards. These schools highlight the importance of maintaining cultural relevance while achieving language proficiency.

Kindergarten Fun Learning Through Visual, Auditory, and Kinesthetic Play

Fun learning strategies are vital in kindergarten education, where engaging children through their natural learning styles enhances retention and enjoyment. Incorporating visual, auditory, and kinesthetic (VAK) modalities ensures activities cater to diverse learners. Role play and drama activities, for instance, embody all three modalities and are particularly effective for young children (Kurniawan, Putri & Alianti, 2024; Shen, 2024).

1. **Visual Learning:** Children rely heavily on visual cues to understand and remember new concepts. Incorporating pictures, flashcards, colorful props, and visual storytelling enhances comprehension. In role-play, costumes, masks, and puppets provide visual stimulation that enriches the experience.
2. **Auditory Learning:** Songs, rhymes, and dialogue practice in drama help auditory learners grasp language patterns and pronunciation. Incorporating sound effects or background music during mini-theater activities further immerses children in the learning experience.

3. Kinesthetic Learning: Movement-based activities such as acting out scenarios, using gestures, or engaging in physical games align with kinesthetic learners' needs. Mini theater activities provide ample opportunities for children to express themselves physically, fostering language use through action.

Role play and mini theater activities are particularly impactful as they combine elements of pretend play, creativity, and structured learning. Children learn to express themselves, collaborate with peers, and practice language in real-life contexts. A mini theater activity, for example, could involve children reenacting a story using simple dialogues, costumes, and props. This approach allows children to connect language with meaning, enhancing retention and comprehension, which means that those will possibly increase their interest in learning language (Ananda, 2023).

Mini Theater Activity for Kids: Narrowing the Concept

A mini theater approach aligns seamlessly with the developmental needs of kindergarteners. This activity blends fun with structured learning by engaging children in storytelling, acting, and dialogue practice. Teachers guide children to understand the plot, assign roles, and rehearse simple lines, ensuring the language used matches their proficiency level. Repetition during rehearsals helps solidify vocabulary and expressions, while the performance aspect boosts confidence and public speaking skills (Zakopoulos et al., 2023). Moreover, mini theater incorporates collaborative elements, teaching children teamwork and empathy. Children must listen to their peers, wait for their turn, and adjust to group dynamics, fostering social and emotional skills alongside language development (Garcia-Peinado, 2024). This method also integrates cultural appreciation by selecting stories that highlight diverse traditions, enabling children to explore new perspectives.

Fun learning methods like mini theater offer a holistic approach to kindergarten education. By leveraging the VAK modalities and focusing on interactive, context-based language use, children develop foundational English skills while enjoying the process. In the Indonesian context, incorporating bilingual strategies and cultural elements into such activities ensures both linguistic and cultural proficiency, preparing children for future academic and social success.

Methodology

Research Design

The research method used in this study is Participatory Action Research (PAR), a participatory approach where researchers actively collaborate with community members to foster transformative actions (Rahmat & Mirnawati, 2020). This approach is highly relevant for facilitating early childhood understanding of English sentence meanings. PAR is not merely a data collection method but a collaborative process involving the active participation of research subjects. In this study, researchers not only observe but also engage directly in school activities. This involvement allows for a deeper contextual understanding and richer, more authentic data collection. Researchers conduct observations to identify behavioral patterns, needs, and barriers children face in learning English. These observations are complemented by interviews and focus group discussions with teachers, parents, and children, providing a comprehensive perspective. This information informs the design of effective, tailored learning activities, forming the basis for interventions aimed at changing behavior and outcomes in English learning.

The interventions include interactive and enjoyable activities such as role-playing, singing, and reading bilingual storybooks. These activities aim to motivate children to actively participate and learn. Researchers also deliver instructions in English during activities to familiarize children with hearing and using the language in meaningful contexts. Continuous observation and collaborative reflection with participants guide adaptations and improvements to the interventions, embodying the reflective-action cycle central to PAR (Zunaedi, 2024). By working closely with the school community, this approach not only identifies but also addresses challenges in English learning, ensuring practical and impactful outcomes.

The PAR approach emphasizes structured steps tied to the research objective of enhancing English use in learning:

1. **Habitual Use of English Instructions**
Researchers and teachers consistently use English instructions in daily classroom activities. This habituation creates a language-rich environment where children become accustomed to hearing and responding in English. Frequency and consistency in using English are considered critical for natural language internalization (Kurniawan, 2021).
2. **Use of Classroom Language**
Teachers incorporate routine classroom language in English, such as phrases like "please sit down," "listen carefully," and "let's start the lesson." Regular use of these expressions aims to build children's understanding of commonly used phrases in contextual, real-life learning scenarios. Through this structured process, PAR serves not only as a research method but also as a tool for positive social change. It ensures that the study outcomes are both academically valuable and practically impactful in enhancing early childhood English skills.
3. **Classroom Language Use**

The third step involves actively engaging students in English dialogue in daily interactions. At this stage, children are encouraged to communicate and converse in English, not only with teachers but also with their peers. These interactions include simple conversations such as greetings, asking questions, and providing responses. Through this practical application, children have the opportunity to practice their language skills in meaningful and relevant contexts. Additionally, memorizing English scripts for performances, such as in theater activities, is a practical step in implementing this participatory research.

Sample and Data Collection

The Participatory Action Research (PAR) process begins with identifying key challenges within the community, specifically focusing on young children's difficulties in understanding and using English. To address these issues, researchers collaborate closely with teachers and school staff to design and implement targeted interventions aimed at enhancing children's English language skills. This study takes place at Satya Wacana Christian Kindergarten in Salatiga, with a specific focus on TK A students (ages 4-5), involving a total of 41 participants (24 boys and 17 girls). To ensure the reliability and depth of qualitative data, multiple data collection methods are employed. Researchers use anecdotal notes to document observations of student engagement, progress, and interactions, while checklists systematically track behavioral and linguistic development during structured activities. These methods allow for a comprehensive and consistent analysis of student learning.

A central component of the intervention is bilingual theater, which integrates both Indonesian and English to reinforce language acquisition. Through this approach, children learn and memorize English dialogues, which they later perform in a theatrical setting. This method not only enhances their language skills but also boosts confidence and creativity. The selected theme for the performance, SEGIKU (Sehat Gigiku, or My Healthy Teeth in English), is both educational and practical, as it connects directly to everyday life, making learning more meaningful and relatable for the children.

This theater activity not only hones the children's language skills but also builds their confidence in using English in public settings. Through the PAR approach, the researcher actively monitors, evaluates, and reflects on the effectiveness of each step taken. Feedback from teachers, students, and parents is used to continually refine and adjust the implemented learning strategies. This cycle of reflection and action ensures that the methods remain relevant and effective in achieving the research objective: improving early childhood understanding and proficiency in English. The process is visually summarized in Figure 2, illustrating the steps in implementing participatory action research to enhance kindergarten students' use of English.

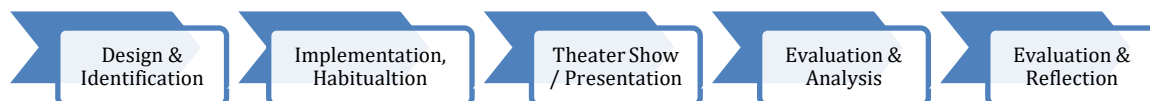


Figure 2. Participatory Action Research Bilingual Mini Theater

Analyzing of Data

The data analysis in this study aims to evaluate the effectiveness of bilingual habituation—integrating both English and Indonesian—through bilingual theater and other structured learning activities in early childhood education. To ensure the reliability and validity of findings, data were gathered using multiple techniques, including observation, interviews, anecdotal notes, student development checklists, and evaluations from structured activities. Employing diverse data sources allows for cross-validation, strengthening the credibility of the findings through inter-rater reliability.

1. Observation Data Analysis

Observation data is analyzed descriptively, focusing on children's behavioral patterns, engagement in activities, and responsiveness to English instructions. Researchers systematically record key behaviors such as children's willingness to speak English, their ability to follow instructions, and peer interactions. These behaviors are then categorized and analyzed to identify patterns of language development. Additionally, triangulation is applied by having multiple observers assess the same events, reducing subjectivity and ensuring consistency in data interpretation. This method also helps measure changes in children's confidence when using English.

2. Language Habituation Data Analysis

The analysis of language habituation involves tracking how children respond to the consistent use of English in classroom activities, such as instructions and daily conversations. To enhance reliability, anecdotal notes and student checklists are used as cross-check points to document the frequency and quality of English responses. A comparative analysis is conducted between different time frames and among different observers to ensure consistency in findings. By assessing patterns in students' comprehension and participation, researchers can determine the effectiveness of the habituation process in making English a natural part of the learning environment.

3. Analysis of Bilingual Theater Activity Results

The effectiveness of bilingual theater in developing English language skills is analyzed by assessing children's ability to understand, memorize, and perform English dialogues. Data is collected through structured performance evaluations, where students' accuracy in delivering lines, pronunciation, and confidence levels are documented. To reinforce inter-rater reliability, evaluations are conducted by multiple assessors, including teachers and researchers, who independently rate students' performances. This approach minimizes biases and ensures a well-rounded analysis of children's language proficiency development in real-life contexts.

By incorporating multiple data collection techniques and implementing cross-checking measures such as triangulation and multi-rater assessments, this study ensures the reliability of its findings. These methodological strategies enhance the accuracy of the analysis, providing a comprehensive understanding of how bilingual habituation through theater and structured activities influences early childhood language development. The data analysis process follows a structured approach to ensure accuracy and reliability. First, all collected data—observations, anecdotal notes, checklists, and interview transcripts—are organized systematically based on categories such as student engagement, comprehension, and language use. Next, researchers cross-check data from different sources to identify recurring patterns and discrepancies, ensuring consistency. For quantitative aspects, such as the frequency of English responses or participation rates, data is tabulated and analyzed using simple statistical measures to track progress over time. For qualitative data, thematic analysis is applied, where key themes related to language development and confidence levels are identified. To further enhance reliability, inter-rater agreement is established by having multiple assessors independently review and code the data before comparing results. Finally, the findings are interpreted in relation to the research objectives, providing a comprehensive evaluation of the bilingual theater approach's effectiveness in fostering English language skills in young children.

Data Collection Rubric

This rubric provides clear criteria for evaluating students' progress in English Vocabulary, Expression, and Practical Use during bilingual mini-theater activities. Each category is assessed on three levels: Significant Improvement, Fair Improvement, and Less Improvement.

Table 1. Rubric for Assessing English Improvement in Bilingual Mini-Theater

Category	Significant Improvement	Fair Improvement	Less Improvement
English Vocabulary	- Recalls enough range of new English words (more than 7 words / more than a sentence) - Demonstrates enthusiasm in learning new vocabulary	- Remembers some new English words but may occasionally forget (around 4 to 7 words / a sentence) - Shows moderate confidence in using new words	- Struggles to remember and apply new vocabulary (less than 4 words / an incomplete sentence) - Hesitates using English words during activities
English Expression	- Forms complete and meaningful sentences with appropriate pronunciation - Demonstrates a willingness to speak in English without hesitation	- Uses short phrases or simple sentences - Needs guidance to speak in English during activities	- Speaks in isolated words or relies on gestures instead of verbal expression - Avoids speaking in English, even with guidance
English Practical Use	- Uses English spontaneously in daily interactions outside main activity	- Uses English for familiar situations but struggles with spontaneous use	- Rarely uses English outside of rehearsed scripts

Findings/Results

Table 2 summarizes the demographic characteristics of participants involved in a bilingual mini-theater initiative. The participants are categorized into students and teachers/facilitators. Among the students, there are 24 males, representing 58% of the student group, and 17 females, constituting 41%. The teacher/facilitator group is exclusively female, with three members making up 100% of this category. Regarding the educational background of teachers, none have a high school background. One teacher (33%) holds a bachelor's degree in English education, while two teachers (67%) possess bachelor's degrees in non-English fields. This data provides an overview of the gender distribution and qualifications among the participants, offering a foundation for understanding the structure and potential dynamics of the bilingual mini-theater program.

Table 2. Bilingual Mini Theater Participants' Identity

No	Identity	Participants	
		Total	%
Number of Students			
1.	Male	24	58
	Female	17	41
Number of Teachers/Facilitators			
2.	Male	0	0
	Female	3	100
Teacher Educational Background			
3.	High School Background	0	0
	Bachelor's Degree (English Edu. Background)	1	0
	Bachelor's Degree (Non-English Edu. Background)	2	0

To provide a more detailed understanding of the research context, descriptive statistical analysis is applied to the participant demographics, language learning progress, and bilingual mini-theater outcomes. Table 1 presents an overview of the participants involved in the study. The student population consists of 41 children, with 24 males (58%) and 17 females (41%). The teaching and facilitation team is composed entirely of female educators (100%), with no male facilitators involved. Regarding educational background, only one teacher (33%) holds a Bachelor's degree in English Education, while the remaining two teachers (67%) have degrees in non-English education fields. The absence of facilitators with a strong English education background highlights the need for well-structured learning interventions and external language development support.

The data collected through anecdotal notes and checklists indicate a steady improvement in students' ability to understand and use English. At the beginning of the program, only 30% of students responded correctly to basic English instructions such as "sit down" or "stand up." By the midpoint of the study, this number increased to 55%, and by the final assessment, 78% of students could follow instructions with minimal repetition. Additionally, the frequency of spontaneous English use in classroom interactions increased from an average of 2-3 words per child per session in the initial phase to 8-10 words by the end of the intervention. These findings suggest that consistent exposure to English through structured activities positively influences early language development.

The bilingual theater performance was evaluated based on students' ability to memorize, pronounce, and confidently deliver English dialogues. Observational checklists and teacher assessments showed that 85% of students successfully memorized their assigned English lines, while 73% demonstrated clear pronunciation. Additionally, confidence levels, measured through willingness to speak during rehearsals and performances, increased significantly. Initially, only 40% of students volunteered to speak English, but by the final performance, 90% actively participated. These results indicate that the bilingual theater approach is an effective method for reinforcing language learning through experiential activities as reflected from the study of Poulouse (2024) about acting in English classroom. By analyzing both qualitative and quantitative data, this study provides a comprehensive evaluation of the effectiveness of bilingual habituation in early childhood education. The structured learning process, supported by observational and statistical evidence, confirms the positive impact of bilingual mini-theater on children's English language development.

The bilingual mini-theater program explores the integration of English language learning through structured teaching procedures categorized into pre-teaching, during-teaching, and post-teaching activities as shown in Tabel 3. The pre-teaching phase includes components such as greetings, apperception, and conversational practice, all confirmed to be present within the program. These steps serve as foundational elements, creating an engaging and contextually appropriate starting point for participants.

During the teaching phase, the program incorporates English-mediated instruction, demonstration or simulation activities, and conversation. This blend ensures active engagement and fosters English language acquisition through practical, real-world applications. In the post-teaching phase, reflective practices and conversational opportunities between students and teachers are included, emphasizing reinforcement and feedback. The structured activities across all phases reflect a comprehensive approach to bilingual education through theater, promoting language and intercultural communication.

Table 3. English Language Learning through Bilingual Mini Theater

No	Activities	Existence	
		Yes	No
1.	Pre-teaching Procedure		
	Greeting	1	0
	Apperception	1	0
	Conversation	1	0
2.	During Teaching Procedure		
	English-mediated Instruction	1	0
	Demonstration / Simulation	1	0
	Conversation	1	0
3.	Post-teaching Procedure		
	Student-Teacher Reflection	1	0
	Conversation	1	0

Table 4 shows the evaluation of student outcomes in three key areas: English vocabulary, English expression, and English practical use. Across all categories, a majority of students demonstrate fair improvement, with 22 participants in each area experiencing noticeable progress. A smaller subset of participants (3) shows less improvement, indicating some challenges in their language acquisition journey. Nearly half of the students (16) achieve significant improvement, suggesting that advanced proficiency may require additional targeted support or extended engagement.

These outcomes highlight the bilingual mini-theater's role in fostering incremental language development among participants. The emphasis on English vocabulary, expression, and practical use reflects the program's commitment to balanced and functional language acquisition. However, the number of students achieving significance shows the potency of English vocabulary development in kindergarten.

Table 4. Bilingual Mini Theater Outcomes

No	Students' Improvements	Amount
English Vocabulary		
1.	Significant Improvement	16
	Fair Improvement	22
	Less Improvement	3
English Expression		
2.	Significant Improvement	6
	Fair Improvement	32
	Less Improvement	3
English Practical Use		
3.	Significant Improvement	2
	Fair Improvement	36
	Less Improvement	3

The results of the bilingual mini-theater intervention indicate varying levels of improvement in students' English language skills, specifically in vocabulary acquisition, expressive ability, and practical usage. While most students demonstrated progress, the degree of improvement varied, highlighting both the effectiveness and limitations of this approach in early childhood bilingual education. Vocabulary acquisition was one of the most notable areas of improvement. Among the 41 participants, 16 students (39%) exhibited significant improvement, meaning they were able to recall and use a wide range of new words accurately. Meanwhile, 22 students (54%) demonstrated fair improvement, showing partial but consistent progress in recognizing and using English vocabulary. However, 3 students (7%) showed less improvement, indicating difficulty in retaining or applying new words despite repeated exposure. These variations suggest that while bilingual theater provides an engaging context for language learning, individual differences in learning pace and exposure outside the classroom may influence vocabulary retention.

Regarding expressive ability, which includes pronunciation, sentence formation, and clarity of speech, 6 students (15%) achieved significant improvement, confidently using full sentences and expressive intonation. A majority of students (32 students or 78%) experienced fair improvement, meaning they could use short phrases and simple sentences with some fluency but occasionally required prompting. A small group (3 students or 7%) displayed less improvement, struggling with articulation or lacking confidence in verbalizing English phrases. These findings highlight that while structured theater activities can improve fluency, some children may require additional language support, such as targeted pronunciation exercises or one-on-one practice sessions.

The most challenging aspect of language development was the ability to apply English in real-life interactions beyond scripted dialogues. Only 2 students (5%) exhibited significant improvement, meaning they used English spontaneously in daily classroom interactions without teacher prompting. The vast majority (36 students or 88%) showed fair improvement, indicating they could apply English in structured settings but still relied on cues or modeled phrases. The remaining 3 students (7%) demonstrated less improvement, rarely using English beyond rehearsed lines. This suggests that while bilingual theater strengthens memorization and performance skills, additional strategies—such as conversational practice and peer interactions—are necessary to enhance spontaneous language use in practical situations. The findings relate to the development of early childhood that arises from the use of innovative methods, including interaction and story in the bilingual way (De Houwer, 2021).

Discussion

Qualification, Demographics, and Implication of Bilingual Mini Theater

The gender distribution among student participants in the bilingual mini-theater indicates a significant male predominance, with males comprising 58% and females 41%. This skew suggests potential differences in interest or availability among genders, possibly influenced by cultural, social, or program-specific factors. The balanced presence of male and female students, albeit leaning towards males, could positively impact group dynamics by encouraging a range of perspectives and interactions. Meanwhile, the complete absence of male facilitators raises questions about gender-specific roles in teaching or facilitation within the context of the bilingual theater program.

The data on teacher educational backgrounds highlights a significant detail: two-thirds of the facilitators lack formal education in English, while only one facilitator holds a degree in English education. This composition could influence the quality of bilingual instruction and the effectiveness of language integration within the theater program. Teachers with non-English backgrounds might bring diverse teaching methods or cultural perspectives, but their limited English specialization could pose challenges in delivering language-focused content. Conversely, the presence of a facilitator with an English education degree provides a solid foundation for supporting language proficiency development among participants.

The program's participant structure reflects key strengths and areas for improvement. The predominantly male student group may prompt organizers to explore outreach strategies targeting increased female engagement to achieve gender balance. Similarly, the teacher composition signals a need for further training or recruitment strategies to enhance English language competency among facilitators. This would ensure the program's objectives—presumably fostering bilingual skills and cultural expression—are met effectively. Future iterations of the program could benefit from systematic evaluation, incorporating feedback from students and facilitators to refine participant selection and training processes, thereby maximizing its educational and cultural impact.

Bilingual Theater Preparation, Engagement and Reflection for English Improvements

The pre-teaching activities set the stage for effective language acquisition by building a supportive and interactive environment. As highlighted by Shi and Yeung (2024), early English language education benefits significantly from activities that stimulate familiarity and comfort with the target language. The inclusion of greetings, apperception, and conversation aligns with best practices in sustainable language education. However, challenges may arise in ensuring these activities address the diverse linguistic backgrounds of participants, requiring facilitators to adapt content creatively to meet varying needs.

The core of the bilingual mini-theater program lies in its during-teaching activities, which involve English-mediated instruction, demonstration, and conversations. These methods resonate with Probert's (2024) findings, which emphasize the value of project-based learning in developing dual language skills and intercultural communication. The use of demonstration and simulation provides authentic contexts for language use, enhancing comprehension and practical application. Yet, facilitators may face challenges such as balancing language complexity with participant proficiency, as highlighted by Kurniawan (2021), who suggests that digital tools and storytelling might help bridge this gap by capturing interest and motivation effectively.

Post-teaching activities, such as reflective discussions and conversational exchanges, consolidate learning outcomes by encouraging participants to analyze and verbalize their experiences. Probert (2024) underscores the role of reflection in fostering deeper intercultural understanding and language retention. However, sustaining motivation during this phase may be challenging, especially if students perceive these activities as redundant. Addressing this requires innovation in reflection techniques, such as using digital storytelling or group feedback sessions, as suggested by Kurniawan (2021). These approaches could maintain engagement while reinforcing language skills and cultural insights effectively.

Thus, the bilingual mini-theater program exhibits a robust structure, supporting English language learning through its pre-teaching, during-teaching, and post-teaching phases. By incorporating strategies from relevant literature, such as project-based learning and digital storytelling, the program can address challenges while maximizing its educational and cultural impact.

Children's English Language Learning through Bilingual Theatrical Method

The improvements in vocabulary acquisition underline the bilingual mini-theater's success in creating a language-rich environment. Most students achieving fair improvement suggests that the program offers adequate exposure to new words and contexts. However, significant improvement can be a highlight to this method anticipating children's levels of engagement or prior knowledge. Zakopoulos et al. (2023) emphasize the integration of digital technologies in drama education, which could be leveraged to present vocabulary through interactive tools, thereby enhancing retention and understanding. The program could incorporate such tools to bridge the gap between fair and significant improvement levels.

The focus on English expression aims to improve students' ability to convey thoughts effectively in a foreign language. Similar to vocabulary, the fair improvement observed among the majority of participants indicates consistent practice through theatrical dialogue and activities. Shen (2024) highlights the role of thematic and interactive lessons in fostering expressive skills among young learners. Drawing inspiration from Shen's findings, the program could integrate themed performances or role-playing scenarios to contextualize language use, enabling students to develop stronger expressive abilities and potentially increase the number achieving significant improvement.

Practical application of English involves transferring learned vocabulary and expressions into real-world scenarios. While fair improvement in practical use mirrors patterns observed in the other categories, significant improvement remains minimal. The challenges here may stem from limited opportunities for real-world application or a lack of reinforcement outside the theater setting. Zakopoulos et al. (2023) suggest integrating sustainability-focused themes in educational performances, which could foster a broader engagement with real-life contexts. Additionally, encouraging collaborative projects or peer-led activities post-performance could provide further practice, ensuring the skills developed are retained and applied.

In summary, the bilingual mini-theater program achieves commendable outcomes in fostering English language skills, particularly in vocabulary, expression, and practical use. Drawing on relevant literature, the integration of digital tools, thematic lessons, and sustainability-focused content could address current challenges, enabling more students to achieve significant improvements. These enhancements would not only refine the program's methodology but also broaden its educational and cultural impact.

The results indicate that bilingual theater is effective in enhancing vocabulary and expressive ability, but practical language use remains a challenge for many young learners. The structured nature of theater helps children feel more comfortable using English in rehearsed situations, but additional reinforcement is needed for them to internalize language beyond scripted performances. Factors such as individual learning styles, prior language exposure, and confidence levels play a crucial role in determining the extent of improvement. Future interventions could integrate more interactive, free-speaking activities and real-life conversational practice to bridge the gap between performance-based learning and natural language use. By combining both quantitative and qualitative perspectives presented on the result section earlier, the analysis provides a deeper understanding of how bilingual theater contributes to early childhood language development while identifying areas for refinement in future implementations.

Before the implementation of the bilingual mini-theater, English learning in the classroom primarily relied on traditional methods such as song repetition, flashcards, and teacher-led instructions. While these methods introduced students to basic vocabulary and phrases, they lacked opportunities for active language use, particularly in interactive or spontaneous situations. Observations showed that at the beginning of the program, only 30% of students responded correctly to basic English instructions, and spontaneous English usage was minimal, with most children relying heavily on their native language for communication. Additionally, many students displayed hesitation or lack of confidence when attempting to speak in English.

After implementing the bilingual mini-theater approach, students were given structured yet engaging opportunities to practice English in meaningful contexts. Through role-playing and memorized dialogues, children gradually became more comfortable using English words and phrases in a performance setting. By the final stage of the program, 78% of students could follow English instructions with minimal repetition, and spontaneous English use increased significantly, particularly among students who showed strong engagement in rehearsals. Confidence levels also improved, with 90% of students actively participating in the performance, compared to only 40% at the start. These changes highlight how integrating drama-based activities into language learning can provide an effective bridge between passive vocabulary exposure and active language use. However, the findings also emphasize the need for additional reinforcement strategies, such as post-performance conversational activities, to further enhance practical English application beyond the theater setting.

Conclusion

This study highlights the potential of bilingual theater as an innovative and engaging method for teaching English to young learners. By combining role-playing with the use of both Indonesian and English, the bilingual mini-theater approach fosters a dynamic learning environment that promotes vocabulary acquisition, expressive communication, and practical language application. The structured integration of pre-teaching, during-teaching, and post-teaching activities

ensures a comprehensive approach to language development, as evidenced by the observed improvements among participants. Drawing from the analysis, it becomes evident that activities such as thematic role-playing, interactive storytelling, and digital tools can amplify the impact of bilingual theater. Integrating sustainability themes and culturally relevant narratives, as suggested in related literature, not only enhances language acquisition but also broadens students' awareness and engagement. This aligns with findings that emphasize the importance of contextual learning and creative approaches in early childhood education, where methods like singing, reading bilingual storybooks, and thematic dialogues have proven effective. The study also underlines the importance of teacher training and resource development to overcome challenges in delivering high-quality bilingual education. Practical applications such as reflective discussions and peer-led activities further reinforce the language skills acquired through theater performances. Ultimately, the bilingual mini-theater serves as both a language learning tool and a platform for intercultural understanding, contributing to the broader goals of early education.

The findings indicate that while bilingual theater significantly enhances vocabulary and expressive ability, the spontaneous use of English in everyday interactions remains a challenge for many young learners. The structured and performative nature of theater helps children gain confidence in using English within rehearsed settings, but additional reinforcement is necessary to encourage natural language use outside of scripted dialogues. The study found that 85% of students successfully memorized their assigned English dialogues, while 73% demonstrated clear pronunciation, yet only 5% of students exhibited significant improvement in practical English usage beyond the classroom. These findings emphasize the importance of supplementing bilingual theater with additional strategies, such as interactive peer conversations, free-speaking activities, and real-life role-playing exercises, to bridge the gap between performance-based learning and natural communication. The study also highlights the critical role of teachers in facilitating bilingual education, reinforcing the need for professional development programs to equip educators with the skills to implement creative and engaging language-learning methodologies.

In the context of early childhood education curriculum development in Indonesia, the study's findings align with the ongoing shifts toward a more interactive, communicative, and contextualized approach to language learning. Indonesia's National Curriculum for Early Childhood Education has increasingly emphasized the importance of play-based and experiential learning, making bilingual theater a suitable pedagogical tool to meet these goals. The study's results support the integration of creative arts and language learning into the curriculum, encouraging policymakers and educators to adopt innovative bilingual strategies that foster engagement and cognitive development. As the Indonesian government promotes early exposure to foreign languages, this research highlights the need to refine teaching methods by incorporating interactive storytelling, thematic drama, and role-playing activities to enhance children's bilingual proficiency in a meaningful and enjoyable way.

These findings are further supported by previous studies that have explored drama-based language learning in early childhood education. For instance, Siddiqui (2024) found that drama activities improve students' confidence and motivation in second-language learning by providing a low-pressure, immersive environment. Similarly, Allee-Herndon, et al. (2022) emphasized the benefits of play-based language instruction, noting that young learners acquire new vocabulary and expressions more effectively when engaged in interactive and context-driven activities. Additionally, state of the art research by Kurniawan, Wijayaningsih, and Listyani (2024) showed that storytelling and additional audio and kinesthetic practice significantly enhance comprehension in bilingual education in early childhood education. These studies reinforce the idea that bilingual theater is an effective method for early language learning, aligning with global best practices that advocate for experiential and communicative approaches. The integration of these findings into early childhood education can contribute to the broader discourse on language acquisition, ensuring that bilingual programs are both developmentally appropriate and pedagogically sound.

Recommendations

To maximize the benefits of bilingual theater, teacher training, and curriculum design should be adapted to support children's language development in early childhood education. Educators need professional development opportunities that equip them with effective strategies for integrating bilingual drama into their teaching practice. Workshops on interactive storytelling, classroom role-playing, and expressive communication techniques should be incorporated into teacher training programs. Additionally, teachers should receive practical guidelines on assessing students' language progress through observational techniques, anecdotal notes, and structured assessments. Given that the success of bilingual theater depends on consistent exposure and reinforcement, schools should also develop a bilingual-friendly environment by integrating English into daily classroom routines beyond theater activities. This can be achieved by incorporating simple English phrases into morning greetings, instructions, and classroom games, allowing children to develop familiarity with the language in an engaging and natural way.

To ensure the sustainability and accessibility of bilingual mini-theater in classrooms, a low-cost adaptation of this method should be encouraged. Instead of relying on elaborate props or expensive costumes, teachers can implement mini-theater activities using simple materials such as hand puppets, illustrated flashcards, and everyday classroom objects. Role-playing can also be structured around familiar daily themes, such as shopping at a market or visiting a doctor, reducing the need for extensive preparation while still maintaining language engagement. By integrating bilingual storytelling

with basic dramatic expressions, teachers can foster language learning in a way that is both resource-efficient and developmentally appropriate for young learners. Furthermore, future research should explore the scalability and adaptability of bilingual theater programs across diverse educational settings and larger populations. Expanding the study to include various regions in Indonesia or different age groups would provide a broader perspective on its effectiveness. Investigating the integration of digital tools, such as augmented reality or interactive storytelling platforms, could also enhance engagement and provide richer learning experiences. Additionally, studies should focus on the long-term effects of bilingual theater on language retention and practical application to determine its sustained impact on English proficiency. Comparative analyses between bilingual theater and other interactive methods, such as singing or bilingual storybook reading, would offer valuable insights into the relative effectiveness of these approaches. Furthermore, incorporating cross-cultural narratives and sustainability themes into bilingual theater could deepen students' intercultural understanding, as suggested in related literature. Teacher training and professional development in bilingual education should also be examined to identify best practices for equipping educators with the skills and resources needed to maximize the program's potential and overcome implementation challenges.

Limitations

A key limitation of this research is the limited timeframe available for observing the bilingual mini-theater program's impact on participants. Language acquisition, particularly in young learners, often requires extended periods to yield significant and measurable improvements. The relatively short duration of the study may not fully capture the long-term benefits or retention of English language skills. Additionally, the sample size, constrained by program logistics and resource availability, may limit the generalizability of the findings. Future studies could address these limitations by extending the research duration and expanding participant numbers for more robust and comprehensive analysis.

Ethics Statements

This study involves human participants were approved by the school where the children are studying at in priority to the safety and credential, and reviewed by Satya Wacana Christian University Research and Community Service Directorate (DRPM UKSW) as the subject to this research.

Funding

This research is funded by Satya Wacana Christian University Research and Community Service Directorate (DRPM UKSW) through Undergraduate Student-Lecturer Joint Research Program (RBDM-S) 2024.

Generative AI Statement

This article is written originally using the idea, concept structure, and data interpretation from the author(s). The author(s) used AI and similar technology, i.e., ChatGPT and DeepL, for the purpose of correcting written errors to enhance language expression and clarity.

Authorship Contribution Statement

Kurniawan: Research framework and design, data analysis, writing. Wulandari: Research implementation, data gathering.

References

- Aini, A. N., Salim, H., & Mashudi, E. A. (2023). Kepercayaan Diri Calon Pendidik AUD dalam berbicara bahasa inggris pada kegiatan English credential camp [Self-confidence of prospective AUD educators in speaking English at English credential camp activities]. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(1), 321-334. <https://doi.org/10.37985/murhum.v4i1.216>
- Allee-Herndon, K. A., Roberts, S. K., Hu, B., Clark, M. H., & Stewart, M. L. (2022). Let's Talk Play! Exploring the Possible Benefits of Play-Based Pedagogy on Language and Literacy Learning in Two Title I Kindergarten Classrooms. *Early Childhood Education Journal*, 50, 119-132. <https://doi.org/10.1007/s10643-020-01141-6>
- Aloizou, V., Linardatou, S., Boloudakis, M., & Retalis, S. (2025). Integrating a movement-based learning platform as core curriculum tool in kindergarten classrooms. *British Journal of Educational Technology*, 56(1), 339-365. <https://doi.org/10.1111/bjet.13511>
- Ananda, E. P. (2023). Daya Minat Dalam Penggunaan bahasa inggris dan pengaruhnya terhadap komunikasi masyarakat Indonesia [Interest in using English and its influence on Indonesian community communication]. *HYPOTHESIS: Multidisciplinary Journal of Social Sciences*, 2(01), 172-184. <https://doi.org/10.62668/hypothesis.v2i01.664>
- Arsyad, M. (2024). Harnessing Wordwall for enhanced vocabulary acquisition and engagement in non-formal elementary education. *Journal of Languages and Language Teaching*, 12(4), 2064-2075. <https://doi.org/10.33394/jollt.v12i4.12020>

- Bora, S. F. (2021). Curtain up! Enhancing L2 Spontaneous and authentic speaking opportunities through play scripts and drama-based approaches. *RELC Journal*, 52(3), 458-473. <https://doi.org/10.1177/0033688219887536>
- De Houwer, A. (2021). *Bilingual development in childhood*. Cambridge University Press. <https://doi.org/10.1017/9781108866002>
- Dutton, J., & Rushton, K. (2022). Drama pedagogy: Subverting and remaking learning in the thirdspace. *The Australian Journal of Language and Literacy*, 45, 159-181. <https://doi.org/10.1007/s44020-022-00010-6>
- Fitriani, L. (2021). Pengembangan kecerdasan linguistik aud di kelompok awal melalui pembelajaran bilingual di tk Fawwaz global Islamic school [development of aud's linguistic intelligence in early childhood groups through bilingual learning at Fawwaz global Islamic school kindergarten]. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 2(1), 25-40. <https://doi.org/10.55681/nusra.v2i1.64>
- Garcia-Peinado, R. (2024). The impact of classroom climate on emotional development in childhood. *Environment and Social Psychology*, 9(1), Article 1868. <https://doi.org/10.54517/esp.v9i1.1868>
- Hafidah, R., & Dewi, N. K. (2020). TPR (Total Physical Response) Method on teaching English to early childhood. *Early Childhood Education and Development Journal*, 2(1), 9-17. <https://doi.org/10.20961/ecedj.v2i1.45167>
- Hartanti, D., & Kurniawan, M. (2022). Buku literasi augmented reality sebagai media pendukung pembelajaran aspek keaksaraan AUD [Augmented reality literacy book as a supporting media for early childhood literacy learning]. *Journal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3100-3110. <https://doi.org/10.31004/obsesi.v6i4.2042>
- Karenina, A. A. (2023). Model pembelajaran bahasa Inggris untuk pendidikan anak usia dini [English learning model for early childhood education]. *PERNIK: Jurnal Pendidikan Anak Usia Dini*, 6(1), 46-59. <https://bit.ly/3XmI8mq>
- Khoiruzzadi, M., & Karimah, N. (2020). Pembelajaran bilingual dan usaha sekolah memaksimalkan perkembangan kognitif, sosial, dan motorik anak [Bilingual learning and school efforts to maximize children's cognitive, social, and motor development]. *JECED: Journal of Early Childhood Education and Development*, 2(2), 147-160. <https://bit.ly/3Fgiut>
- Kurniawan, M. (2021). Digital storytelling: Teachers' guide to attract children's interest and motivation in kindergarten's English language learning. *Satya Widya*, 37(1), 16-24. <https://doi.org/10.24246/j.sw.2021.v37.i1.p16-24>
- Kurniawan, M., Putri, Y. A., & Alianti, G. C. (2024). Learning fun English through pop-up QR book: An Audio-visual aid for early childhood foreign language development. *European Journal of Education and Pedagogy*, 5(1), 7-14. <https://doi.org/10.24018/ejedu.2024.5.1.788>
- Kurniawan, M., Wijayaningsih, L., & Listyani. (2024). iSALTY as a Framework for Combining Three English Language Learning Methods: State-of-the-Art Research. *Jurnal Pendidikan Indonesia*, 13(4), 799-809. <https://doi.org/10.23887/jpiundiksha.v13i4.84386>
- Poulose, E. (2024). Theatrical pedagogy: Fostering learning through acting in the English classroom. *Journal from the District Centre of English, Thrissur*, (August), 11-19. <https://bit.ly/3D1F6gI>
- Probert, G. J. (2024). Developing dual language skills and intercultural communication strategies in a bilingual learning environment: Investigating a project based learning programme. *British Journal of Education*, 12(2), 63-81. <https://tudr.org/id/eprint/2596/>
- Rahmat, A., & Mirnawati, M. (2020). Model participation action research dalam pemberdayaan masyarakat [Participation action research model in community empowerment]. *AKSARA: Jurnal Ilmu Pendidikan Nonformal*, 6(1), 62-71. <https://doi.org/10.37905/aksara.6.1.62-71.2020>
- Riad, R., Allodi, M. W., Siljehag, E., & Bölte, S. (2023). Language skills and well-being in early childhood education and care: A cross-sectional exploration in a Swedish context. *Frontiers in Education*, 8, Article 963180. <https://doi.org/10.3389/feduc.2023.963180>
- Roberts, K. L., & Rochester, S. E. (2023). Learning through everyday activities: Improving preschool language and literacy outcomes via family workshops. *Journal of Early Childhood Literacy*, 23(4), 495-528. <https://doi.org/10.1177/14687984211005081>
- Serafini, E. J., Rozell, N., & Winsler, A. (2022). Academic and English language outcomes for DLLs as a function of school bilingual education model: The role of two-way immersion and home language support. *International Journal of Bilingual Education and Bilingualism*, 25(2), 552-570. <https://doi.org/10.1080/13670050.2019.1707477>
- Shahlo, K. (2025). Foreign Languages: Current Challenges. *American Journal of Education and Learning*, 3(2), 553-565. <https://bit.ly/4h33MDs>

- Shan, L. W., & Aziz, A. A. (2022). A systematic review of teaching English in rural settings: Challenges and solutions. *International Journal of Academic Research in Business and Social Sciences*, 12(6), 1956-1977. <https://doi.org/10.6007/IJARBS/v12-i6/14233>
- Shen, Y. (2024). Designing an effective animal-themed review lesson for young learners in EFL classroom. *International Journal of Education and Humanities*, 15(3), 220-225. <https://doi.org/10.54097/gxcvkb06>
- Shi, X., & Yeung, S. S.-S. (2024). Sustainable early English language education: Exploring the content knowledge of six Chinese early childhood education teachers who teach English as a foreign language. *Education Sciences*, 14(10), Article 1061. <https://doi.org/10.3390/educsci14101061>
- Siddiqui, R. (2024). Using role-playing in the classroom to aid English conversation. *Research Studies in English Language Teaching and Learning*, 2(5), 269-281. <https://doi.org/10.62583/rseltl.v2i5.58>
- Sondakh, D. C., & Sya, M. F. (2022). Kesulitan pembelajaran kosakata bahasa Inggris tingkat sekolah dasar [Difficulties in learning elementary school English vocabulary]. *Karimah Tauhid*, 1(3), 346-351. <https://bit.ly/41T9gMt>
- Wu, W.-C., Yang, C.-H., & Turner, M. (2023). Exploring the Interdisciplinary Relationship between Music and Language for Enhanced Bilingual Curriculum. *Journal of Curriculum Studies Research*, 5(3), 96-112. <https://doi.org/10.46303/jcsr.2023.33>
- Xolmatovna, T. M. (2025). Sociolinguistic features of bilingualism in Uzbek and English: Historical trends and contemporary perspectives. *Educator Insights: A Journal of Teaching Theory and Practice*, 1(2), 257-262. <https://bit.ly/4kAgc8T>
- Yang, N., Shi, J., Lu, J., & Huang, Y. (2021). Language development in early childhood: Quality of teacher-child interaction and children's receptive vocabulary competency. *Frontiers in Psychology*, 12, Article 649680. <https://doi.org/10.3389/fpsyg.2021.649680>
- Yulianeta, Y., Faisol, M., & Hazarika, A. (2024). Apakah penggunaan role play sebagai salah satu metode untuk meningkatkan kemampuan berbicara siswa efektif? [Is the use of role play as a method to improve students' speaking skills effective?] *Jurnal Penelitian Tindakan Kelas*, 1(3), 189-194. <https://bit.ly/41Ayinv>
- Zakopoulos, V., Makri, A., Ntanos, S., & Tampakis, S. (2023). Drama/theatre performance in education through the use of digital technologies for enhancing students' sustainability awareness: A literature review. *Sustainability*, 15(18), Article 13387. <https://doi.org/10.3390/su151813387>
- Zunaedi, A. (2024). *Metodologi pengabdian kepada masyarakat: Pendekatan praktis untuk memberdayakan komunitas* [Community Service Methodology: A Practical approach to empowering communities]. Yayasan Putra Adi Dharma.