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NON-ENGLISH MAJOR TEACHERS' EXPERIENCES OF TEACHING ENGLISH FOR YOUNG LEARNERS (TEYL): A PHENOMENOLOGICAL STUDY

M. Galuh Elga Romadhon[1*], Dzulfikri Dzulfikri[2], and M. Faruq Ubaidillah[3]
[1,2,3]Universitas Islam Malang, Indonesia
galuhelga23@gmail.com[1], dzulfikri@unisma.ac.id[2], mfubaidillah@unisma.ac.id[3]
*correspondence: galuhelga23@gmail.com
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Abstract
Non-English major teachers' experiences of teaching English for young learners in Indonesia have not been widely studied until recent times. To fill the lacuna, this phenomenological study looks at the lived experiences of four teachers with non-English major backgrounds who teach English for young learners. Semi-structured interviews were conducted with the participants and teaching observations were also additionally carried out to triangulate the data. The data were then analyzed following Braun and Clarke's (2006) thematic analysis. Findings suggest that the participating teachers encountered multi-level complexities in teaching English such as wording arrangement, sentence construction, spelling, mother tongue fossilization, and misbelief of English as a foreign language. The study also revealed the use of digital tools, songs, and games, as mostly utilized by the teachers. Interestingly, despite the non-English major backgrounds attached to the teachers, their teachings led to sustained and engaging English language learning among young learners. This study implies that pedagogical decisions have been of value to effective pedagogy and classroom activities in teaching English for young learners.

Keywords: English instruction, lived experience, non-English major teacher, teaching English for young learner

Introduction
Insufficient data are available regarding the phenomenon of non-English major teachers who teach English for young learners. Globally, teachers from diverse backgrounds are required to take on the role of English language instructors within their own classrooms (Cummins, 2009). However, prior studies have indicated that teaching English to young learners poses significant challenges (Copland et al., 2014; Hasanah & Utami, 2020; Patanduk et al., 2024). As a result, there has been a shift in the pedagogical approach to English instruction, with teachers now emphasizing a comprehensive approach to learning. Therefore, it is imperative to investigate the teaching experiences of non-English major teachers when teaching English for young learners (Sullivan et al., 2015). Such an

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investigation would yield pedagogical decisions garnered from these teachers' lived experiences in the early English instructions (Awla, 2014; Susanti et al., 2023).

Nowadays, the current demographic trend within the early childhood education sector indicates that a significant proportion of teachers lack a formal English education background (Haslip & Gullo, 2018; Rao & Yu, 2021).This has become a hindrance as English is taught in the early childhood education by non-English major teachers. The primary source of teachers' academic qualification is mainly derived from undergraduate programs in early childhood education or related fields. Consequently, this change has required a corresponding alteration in teaching methods within the early English classrooms. Currently, preschool teachers are central to adopting a holistic educational approach that covers different facets of a child's growth, such as play-based learning, artistic expression, musical involvement, and physical activity (Nufus, 2019). Additionally, teachers tend to utilize a variety of teaching methods, including inquiry-based learning projects and collaborative learning, in order to engage students in the learning process and promote the development of skills necessary for academic and personal achievement.

Teaching young learners in English presents complexities for early childhood teachers, regardless of the teaching method they employ. It is essential to handle the incorporation of English into preschool curriculum with great caution because of its profound impact (Marulis & Neuman, 2010; Rahmatullah et al., 2021; Yee et al., 2022). However, in the EFL context, teachers' English language skills who teach English for young learners are not satisfactory (Lau, 2020; Zein, 2015). Additionally, there exists a significant knowledge gap when it comes to effectively implementing cross-teaching methods for preschool teachers who are teaching English for young learners. Thus, further research is necessary to address this matter comprehensively.

Several studies have endeavored to elucidate the challenges faced by preschool teachers in their English as a Young Learner (EYL) education (see Adipat et al., 2021; Aprilia et al., 2023; Budianto et al., 2022; Cortina-Pérez & Andúgar, 2021; Diyanti & Madya, 2021; Kent, 2021; Malik et al., 2021; Mamat et al., 2023; Martí & Portolés, 2022; Millán Librado & Basurto Santos, 2020; Nagauleng et al., 2021; Pamuji et al., 2021; Pertiwi et al., 2022; Setyaningrum et al., 2022; Sperti, 2022). In a prior investigation by Nagauleng et al. (2021), the focus was on the perceptions of non-English teachers regarding their English teaching proficiency. The study found that despite facing challenges such as limited vocabulary and difficulties in effective communication, these non-English teachers positively influenced their students' learning outcomes.

The previous studies highlighted various findings on the teaching of English by preschool teachers. However, several research gaps are identified in the present study. Notably, there is a lack of detailed explanation regarding the challenges faced by preschool teachers when teaching English in the school environment. Moreover, there is a limited exploration of the effectiveness of strategies used by these teachers to tackle these challenges from a phenomenological perspective. Additionally, research is scarce on the long-term effects experienced by preschool teachers while teaching English to preschool students. In response to these research gaps, the present study aimed to investigate specific challenges encountered by non-English major teachers when teaching English for young learners, coping strategies

employed by these teachers, and their long-term teaching effects on students' English language learning.

Method

This research employed a phenomenological study to explore and interpret the participants' lived experiences related to teaching English for young learners. Phenomenological research is used to garner data from life experiences and common conceptions of a group of individuals (Cresswell & Poth, 2018) toward the phenomenon. Although it is similar to narrative inquiry, it differs in the sense that the latter focuses more on delving into personal stories with a temporal dimension (Sudarwati et al., 2022). This research recruited participants from one preschool institution based in Pasuruan, East Java, Indonesia. The school is comprised of four teachers who have different educational backgrounds and varying levels of teaching experience. Table 1 below details the participants' data.

Table 1. Participants' backgrounds

Name (Code)	Gender	Age	Roles	Educational Background
T1	Female	51	Teacher	Bachelor of Elementary Education
T2	Female	52	Principal	Bachelor of Early Childhood Education
T3	Female	54	Teacher	Bachelor of Animal Husbandry
T4	Female	56	Teacher	Senior High school

Furthermore, the researchers chose a purposive sampling method to select individuals with relevant knowledge and experience in teaching English for young learners (Berndt, 2020; Suri, 2011). This process involved purposively choosing preschool teachers from diverse educational backgrounds or settings, with whom they have been teaching preschool students for more than ten years.

In order to gather the data, selected preschool teachers were engaged in in-person semi-structured interviews, which aimed to explore their teaching experiences and educational background in instructing English to young students (Turner, 2010). With the participants' consent, the interviews were conducted face-to-face, with the researchers visiting the school premises to directly interact with the teachers and carry out the research interviews. Consequently, the researchers recorded the participants' responses in this particular study. Then, the interview questions consisting of five questions were included, along with additional inquiries, in order to ensure the clarity of the data. The researchers conducted interviews with the participants in Indonesian to avoid misunderstanding and miscommunication, the researchers also observed the school environment in order to gather visual data. Following the interviews, the researchers also conducted teaching observations in each class, so that the data could be triangulated. The data collection took place from March to June 2023.

The interview data were transcribed and analyzed to identify the themes (Braun and Clarke, 2006). During this phase, the researchers aimed to reveal the underlying patterns, themes, and categories present in the data, facilitating the extraction of significant findings and valuable insights pertaining to the difficulties encountered by preschool teachers, their coping strategies, and their long-term teaching effects. To ensure the bracketing process, memos during the interviews were employed to explore researchers' personal reflections on the data during the

analysis phase (Tufford & Newman, 2012). Table 2 displays the sample of data analysis using themes.

Table 2. Sample of data analysis

Data	Code	Sub-themes	Themes
...I believe I can expand my vocabulary by delving into English literature, such as books, articles, and more.	Vocabulary	Lack of Vocabulary	Teachers' Specific Challenges
I often utilize the internet to discover English resources for my students.	ICT	Using ICT	Teachers' Coping Strategies
... I have observed encouraging progress in the English language skills and overall development of young learners.	Learning Participation	Sustained and Engaging Learning	Long-Term Teaching Effects

Findings and Discussion

Findings of the present study are elaborated into three themes, namely teachers' specific challenges of teaching English for young learners, teachers' coping strategies to deal with such challenges, and teachers' long-term teaching effects.

Teachers' specific challenges

Regarding their challenges in teaching English for young learners, the teachers showed a wide range of perspectives. In her interview, T1 highlighted a number of key obstacles that arose when teaching English to young learners. These challenges mainly revolved around issues related to accurately pronouncing specific English words and the struggles associated with translating English vocabulary. T1 shared that:

> *I'm having trouble pronouncing English words when I teach my students. I often stumble, trip over my words, and sometimes forget the meanings of certain words. It's possible that these difficulties are due to my age, as my memory may not be as sharp as it used to be. I'm looking for help or guidance to improve my pronunciation skills and enhance my memory recall abilities. This way, I'll be able to communicate effectively with my students and give them a better learning experience.*

The excerpt indicated that T1 had trouble expressing words when teaching English to young learners. In this case, the teacher's highlighted challenge is pronunciation. This may be due to factors such as age-related memory loss or a lack of exposure to the language during their formative years. This finding is similar to previous research by Nagauleng et al. (2021). This empirical evidence probably occurs because the teachers were not trained to pronouncing and expressing words in English formally through university lectures. Therefore, as expressed by T1, support and guidance would help them improve their pronunciation skills and memorization.

Furthermore, T2 faced considerable difficulties in constructing cohesive sentences while teaching English for young learners. Meanwhile, T3 emphasized

the obstacles she encountered while translating English vocabulary. T3 stressed the significance of investing considerable effort to ensure the efficient translation of English vocabulary for students. She argued that regular endeavors are essential for effectively conveying English vocabulary to students. T3 shared that:

> *Being a preschool teacher, I often come across challenges when it comes to teaching vocabulary effectively to my students. Back in college, I had access to materials that were meant for elementary-level English, but I found them quite difficult to understand myself. As a result, I now face difficulties in translating and introducing new words to my students. This obstacle greatly impacts my ability to effectively convey and reinforce essential language skills. Therefore, I am seeking assistance and support to improve my understanding of vocabulary instruction techniques. This will enable me to provide my students with a more comprehensive and engaging learning experience.*

T3's excerpt is contrary to that of Stapleton and Kin (2019), who found that translating can be an effective way to improve vocabulary understanding. This contradicting evidence may be because the previous research recruited and explored second language teachers in Hong Kong who had been trained for years to use translation machines. While this is the case, the present finding did not recruit teachers with that experience. Despite the prevailing discomfort experienced by the majority of the teachers when it comes to pronunciation and vocabulary translation, T4, being the sole instructor without a bachelor's degree, expressed her perplexity in selecting a suitable lexicon for her students. Furthermore, she expressed that her educational background posed a hindrance to her instructional abilities and impeded her proficiency in imparting English language skills to her students.

Such assertions were substantiated by the researchers' observations, which indicated that a significant number of teachers employed incorrect spelling and pronunciation techniques for certain English words. Notably, during lessons on animals, for example, the teachers mispronounced the names of various animals, such as *"Elephant"* as *"Elepen"* and *"Rhinoceros"* as *"Rinoseor."* Such hindrances also may be due to limited training in pronunciation drills or speaking practices.

Teachers who do not have a background in English language teaching faced significant obstacles when teaching vocabulary. This can lead to unexpected challenges when students ask questions about unfamiliar or complex words. The teachers encounter unique difficulties in effectively addressing their students' language-related inquiries due to their limited language proficiency. This aligns with the perspective expressed by T3:

> *I employ a consistent teaching method when teaching English, but it can be difficult to accurately assess my students' understanding. As a result, my main goal is to teach basic English skills to everyone without using complicated words... I base my teaching approach on using everyday objects like windows, doors, lights, and toys to encourage effective communication. By incorporating these familiar items, I strive to create a positive learning environment that helps students express themselves clearly and confidently in English.*

T1 has also observed that some students demonstrated a propensity for critical thinking and a persistent inclination to delve into inquiries related to English vocabulary. In this particular instance, T1 has taken note of a group of students who possess a genuine passion for critical thinking and learning English vocabulary. This was done to nurture their interests in learning English.

Furthermore, T1 mentioned in his interview that many preschool teachers encountered challenges in teaching English due to cultural constraints and the prevailing belief within the community that English is a difficult foreign language. He said:

> *Some people find English to be a difficult foreign language. Regrettably, a lot of students struggle to retain what they've learned because they lack support from their parents at home. To make things worse, there are times when parents join English classes and poke fun at it, which can be quite embarrassing for me.*

Based on T1's excerpt, it is evidenced that English has been positioned as a foreign language which affects parents' decisions in their children's learning. In fact, lack of practice and parental support might contribute to students' deterioration in English proficiency. It might be humiliating when parents make jokes about English in class. This problem may be resolved by expressing emotions to a teacher or other responsible adults.

The study also underscored the challenge of identifying appropriate vocabulary for their students. T4, for instance, who did not undergo a bachelor's study, expressed confusion in selecting the right lexicon. This assertion is consistent with the findings of Yussof and Sun (2020) which revealed the difficulties encountered by EYL teachers, including the struggle to choose suitable words for their students. Additionally, numerous studies have discussed how a limited vocabulary can pose a challenge for teachers when instructing English at the preschool level (Millán Librado & Basurto Santos, 2020; Nafissi & Shafiee, 2020).

Subsequently, the problems were additionally substantiated through the observation of inaccurate spelling and pronunciation methods employed by certain teachers, resulting in misunderstandings and mispronunciations among students. Sperti (2022) posited that cultural restrictions and inadequate parental encouragement were pinpointed as barriers to English language learning. Previous research has also provided support for the influence of cultural factors on the English language learning process among young learners (see Aprilia et al., 2023; Marlow et al., 2019). In this particular case, a number of individuals view English as a language that is not native to them. The absence of parental engagement or even the act of making jests about English within the classroom can lead to teachers feeling embarrassed. Moreover, inadequate support from parents and the community can play a role in students forgetting what they have previously learned and impede their progress in English language acquisition.

Teachers' coping strategies

Following the identification of the difficulties encountered by the teachers, the researchers investigated the approaches employed by them to effectively manage their classroom teachings. Drawing from the gathered data, a significant

number of teachers disclosed their utilization of songs and games as instructional aids to foster students' involvement with English materials. These findings corroborate T4's excerpt, emphasizing the effectiveness of incorporating songs and games, which necessitate active vocalization and repetition, in order to have a notable influence on students. Additionally, T1 shared in the interview:

> *Incorporating games and music into preschool English classes can be a highly effective learning strategy. Children are naturally drawn to music and tend to engage enthusiastically, which helps them remember the vocabulary being taught. Games, on the other hand, are great for capturing students' interest and enhancing their engagement with the lessons … One game that I often use is charades. I prepare cards with pictures of different objects or living beings and describe the corresponding English word. The students then have to guess the specific image I am referring to. This approach not only captures their attention but also encourages them to closely observe the captivating visuals on the cards.*

Based on the excerpt, it is apparent that T1 is engaged in simultaneous endeavors involving music composition and game learning. T1 passionately maintained that both music compositions and games have a significant ability to promote active participation among students, thus aiding in their smooth interaction with educational content. This statement highlights the confidence in the potential of utilizing music and gaming as educational tools to improve students' involvement in an academic setting.

T1's viewpoint regarding the educational significance of songs and games originates from the acknowledgment that students frequently display increased interest and enthusiasm when exposed to these mediums. T1 strongly asserted that the incorporation of educational materials into musical compositions and games can successfully captivate students' attention, thereby promoting a profound level of involvement. By infusing educational content into captivating melodies or interactive gameplay mechanics, T1 envisioned a learning atmosphere that is not solely informative but also pleasurable and interactive. This aligns perfectly with her statement. She said:

> *The singing technique because it helps students remember and learn the vocabulary taught by the teacher more effectively. Even if the teacher doesn't introduce a lot of vocabulary, the goal is for students to have a solid grasp of English vocabulary. To start my teaching approach, I give students songs to practice. These songs have lyrics that cover topics like identifying colours, numbers, and animals. Then, I encourage students to sing along with the songs several times.*

Moreover, T3 utilized vocalization as a key strategy within her interdisciplinary teaching methods. Her pedagogical approach encompasses a range of tactics aimed at tackling complexity, promoting active participation, encouraging critical analysis, and fostering collaboration among students. Through the integration of multiple methods, T3 enabled students to effectively navigate across different disciplines and cultivate creative solutions. She mentioned:

> *I start my English teaching sessions by using interactive methods like singing and playing. Through songs, we get to learn basic vocabulary about days of the week, colours, animals, and more. To make the learning process more enjoyable, I also use playful techniques that help students stay engaged and remember what they learn. To begin, I always invite the students to sing along with me. After that, I introduce the vocabulary we will be focusing on. Then, we repeat the song together and move on to vocabulary-related games.*

Then, T2 utilized unconventional teaching methods, like incorporating narrative storytelling, to tackle the difficulties faced in improving students' English skills, which differs from the traditional instructional techniques commonly used by teachers. T2 believed that students in her class show a stronger preference for interacting with the teacher's stories, demonstrating increased levels of interest. T2 shared in the interview:

> *I use narrative storytelling as a teaching method to enrich students' learning experiences. I don't limit the stories to English only. I include English elements in the narratives, especially when talking about animals, colours, unique objects, and related subjects. I believe in the importance of sharing stories about personal experiences at tourist spots or observing natural events. Through this method, I hope to stimulate students' imagination and creativity while they learn.*

In the excerpt, T2 clarified that a considerable part of their narratives excluded the English language, predominantly utilizing Indonesian. Nonetheless, T2 sporadically alluded to specific English terms in order to introduce her students to the language.

Furthermore, the teachers utilized digital resources to enrich student participation in their English learning. For instance, T2 occasionally incorporated educational videos, such as English songs from YouTube and self-made videos to pique students' interest. This method surpasses traditional storytelling methods by incorporating videos as a tool to foster students' creativity and enhance their vocabulary acquisition (Sulistiyo et al., 2022). In the interview, T3 shared that:

> *I frequently incorporate audio tapes and laptops as teaching tools to enhance students' familiarity with English vocabulary. These resources possess an incredible ability to captivate students and ignite their enthusiasm for participating in English classes. While I may not be fully proficient in operating these technologies, I acknowledge their effectiveness in grabbing students' attention. Hence, I opt to utilize audio tapes and videos as valuable resources, enabling students to actively engage with the language and enhance their English skills.*

In this case, T3 utilized audio tapes and laptops as tools to enhance students' engagement and motivation in English language learning. She utilized auditory stimuli through the utilization of music and videos, integrating English vocabulary content to facilitate the acquisition of new vocabulary among students. Additionally, T3 contended that the utilization of audio tapes not only enhances students' engagement in learning English but also aids in improving their English proficiency. By employing audio tapes, she found it more convenient to enhance their English

pronunciation as she was relieved from the concern of making pronunciation errors herself. The audio tapes serve as a model for accurate pronunciation, enabling students to listen and learn from native English speakers or expert speakers featured on the tapes. In this manner, T3 could ensure that her students are exposed to authentic pronunciation and effectively develop their English language skills.

The research findings shed light on the strategies employed by teachers to effectively navigate their teaching activities and enhance students' engagement with English materials. The utilization of songs and games as instructional tools was reported by the majority of teachers, which is consistent with the data interview conducted with T4. Furthermore, T4 emphasized the effectiveness of using songs and games due to their requirement of active vocalization, repetition, and ability to capture students' interest, thus facilitating their engagement with the lessons. Previous research has also concluded that English for young learners teachers should strive to engage students by making the teaching process interesting (Adipat et al., 2021; Mamat et al., 2023; Pertiwi et al., 2022). Similarly, T1, who is involved in musical composition and game learning, asserted that both music and games have the potential to promote active involvement among students and enhance their participation in the learning process. This finding aligns with previous research that highlighted the effectiveness of songs and games in improving young learners' vocabulary (Budianto et al., 2022; Kormos et al., 2020; Novita & Kluczniok, 2022; Yee et al., 2022).

Moreover, T3 utilized a variety of methods, such as singing, playing, and vocabulary-related games, to tackle complexity, and promote active participation, critical thinking, and teamwork among students. Through the integration of different strategies, T3 enabled learners to explore interconnected fields and create innovative solutions. On the other hand, T2 employed narrative storytelling as an instructional approach to enrich students' learning experiences. This approach is supported by Nafissi and Shafiee (2020) who revealed that storytelling can effectively enhance EYL students' proficiency and interest in learning English. Within the narratives, T2 incorporated English elements to stimulate students' imagination and creativity. While the primary language used is Indonesian, occasional inclusion of English vocabulary helped familiarize students with the language. Both T2 and T3 teachers utilized technological tools like videos, audio tapes, and laptops to boost students' engagement and motivation. This aligns with the argument made by Kusumaningrum et al. (2022) that these technologies offer auditory and visual stimuli, aid in vocabulary acquisition, and enhance students' English language skills.

Teachers' long-term teaching effects

The obstacles faced by the teachers and the instructional approaches employed by teachers in educating young learners carry consequences for students' long-term learning endeavors. T3 shared her perspective on the lasting effects that arise from cross-teaching practices, as revealed in the interview transcripts. The teachers' viewpoints, as depicted in the transcripts, exhibit a range of diverse opinions on this matter.

> *... I have observed encouraging progress in the English language skills and overall development of young learners. Notable advantages include a broader*

> *vocabulary, improved communication skills, increased fluency, better understanding, enhanced social abilities, boosted creativity, refined motor skills, enriched cognitive growth, heightened cultural awareness, and increased self-confidence. These favourable results highlight the effectiveness of early childhood education in nurturing well-rounded language proficiency and holistic growth, setting the stage for future academic achievements and active participation in society.*

Empirically, T3 elucidated that, in her role as a teacher, she acknowledged a positive impact made by students on their proficiency in the English language during their early education years. The young learners have demonstrated progress, particularly in their ability to acquire and comprehend new vocabulary. Additionally, their fundamental communication skills have developed. The pupils have successfully showcased improved social skills and displayed increased levels of creativity. These findings support the claim that early childhood English language education leads to positive results, enhancing language proficiency, social interaction skills, and imaginative capabilities in children. Furthermore, the majority of the teachers asserted that, in the realm of educational endeavours, the students demonstrated a strong inclination. A significant portion of the student body displayed a sense of enjoyment and a tendency to consistently participate in the journey of attaining fluency in the English language. As an illustration, T4 expressed:

> *… I have observed a significant increase in students' enthusiasm and engagement in learning English, which is a positive development. They seem to be more actively participating in the learning process and genuinely eager to acquire English language skills. This heightened engagement is evident in their active involvement during classroom discussions, their eagerness to ask questions, and their overall interest in language-related activities. This positive change is encouraging as it indicates greater motivation and dedication among students, creating a more favourable learning environment. The enhanced enthusiasm shown by students is a promising sign for their progress and the overall effectiveness of English language instruction.*

The excerpt implies that the occurrence of persistent and enjoyable repetition in the process of acquiring the English language became a prominent characteristic in the educational setting. The classroom observation portrayed the students' inclination towards continuous and enthusiastic engagement in learning English, thus indicating a favorable emotional aspect in their language learning experience. Learning emotion attached to the students positively is one of the possible contributors to active participation and engagement in L2 learning. This attribute later could be linked to students' enjoyment, identity, and willingness to communicate in English (Saitoet al., 2018; Shao et al., 2019).

The focal point of the research discussion revolves around the challenges faced during the implementation of cross-teaching instruction and the teaching methods utilized by teachers in the early childhood education setting. Additionally, the study investigates the consequences of these factors on students' future educational endeavors. The interview analysis provides valuable perspectives from teachers and sheds light on their observations regarding the impact of cross-

teaching approaches on students' English language proficiency and overall development.

T3 acknowledged the favorable advancements in English language proficiency and holistic development of young learners that arise from the implementation of cross-teaching practices. She emphasized the effectiveness of early childhood education in fostering a well-rounded linguistic proficiency and overall development. This is achieved through a range of advantages, including an expanded vocabulary, improved communication skills, increased fluency and comprehension, enhanced social competencies, boosted creativity, refined fine motor skills, enriched cognitive growth, heightened cultural awareness, and strengthened self-confidence. These benefits lay the groundwork for future academic success and active engagement in society.

Moreover, T4 noted a substantial increase in students' engagement and enthusiasm towards acquiring English language skills. Students displayed genuine eagerness to improve their English proficiency by actively participating in classroom discussions, asking questions, and showing a strong interest in language-related activities. This heightened level of engagement reflects a greater sense of motivation and dedication among students, leading to a more positive learning atmosphere. The consistent and enjoyable involvement of students in English language learning activities indicates their sustained enthusiasm for the language acquisition process, highlighting a positive emotional aspect in their educational journey (Aprilia et al., 2023; Song & Park, 2021). The analysis demonstrates the positive impact of cross-teaching practices in early childhood education. It is evident that students make significant progress in their English language skills, vocabulary acquisition, communication development, social skills enhancement, creativity fostering, and holistic growth. It is related to Harmanto et al.'s (2021) research indicating that students' passion and active involvement in the learning process create an environment conducive to learning, thereby enhancing the effectiveness of English language instruction.

The implications of these research findings are significant for teachers and policymakers as they develop curriculum and teaching methods for early childhood education. The positive impact of cross-teaching practices on the language skills and total development of young students highlights the importance of incorporating thorough language instruction and creating a supportive learning environment (Jiang & Zheng, 2021; Wieduwilt et al., 2021). Strategies that encourage active student participation, such as interactive discussions in the classroom, inquiry-based learning, and language-focused activities, have the potential to enhance motivation and dedication among students.

Moreover, the results emphasize the importance of fostering a positive emotional aspect in the field of language learning. Creating an environment that encourages students to enjoy and actively participate in the language acquisition process can greatly enhance their long-term educational endeavors. Teachers should carefully consider incorporating student-centered and interactive teaching methods that stimulate enthusiasm, motivation, and a sense of ownership in the learning process. .

Conclusion

This study has delved into four Indonesian teachers' challenges, coping strategies, and long-term teaching effects when teaching English for young learners. To enhance the learning experience for young learners, it is crucial to provide support for the teachers' professional growth, develop captivating instructional approaches, address cultural constraints, and foster a positive emotional aspect in language learning and teaching. The findings of this study also provide empirical evidence of the beneficial effects of employing diverse teaching methodologies on the English language proficiency and overall development of young learners. The significant progress observed in vocabulary acquisition, communication skills, social competencies, creativity, and overall engagement among students highlights the effectiveness of preschool education. These insights offer valuable guidance to teachers and policymakers in designing curriculum and pedagogical strategies that promote comprehensive language proficiency, motivation, and a positive emotional aspect in the educational journey of young learners.

The present study exclusively focused on teachers' challenges, coping strategies, and long-term teaching effects. These findings have not yet informed the pedagogical effectiveness in the teaching of English for young learners. Thus, to address such a limitation, future research should concentrate on evaluating the effectiveness of instructional approaches and materials in curriculum design, with a specific focus on addressing vocabulary difficulties faced by learners and striving for precise translation. Additionally, it is essential to delve deeper into strategies that promote cultural sensitivity and encourage the active involvement of parents in the process of English language acquisition. Conducting further research that tracks students throughout their elementary education would help determine if initial gains in English proficiency are sustained over time. Furthermore, it would provide valuable insights into how early language instruction impacts later academic performance. In such a condition, further research is also encouraged to explore parents' responses to their children's English learning.

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