

REFERENCES

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
- Ashrafi Soltan-Ahmadi, Z., & Maleki Avarsin, S. (2024). Developing and validation of religious education curriculum in preschool. *Journal of Management and Educational Perspective*.
- Asrial, A., Syahril, S., Kurniawan, D. A., Subandiyo, M., & Andayani. (2019). Exploring obstacles in language learning among prospective primary school teacher. *International Journal of Scientific & Technology Research*, 8(10), 2230–2234.
- Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. NAEYC.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Chilà, P., Doria, G., Failla, C., & Vetrano, N. (2024). *Virtual reality for autism: Unlocking learning and growth*. *Frontiers in Psychology*, 15, Article 1417717. <https://doi.org/10.3389/fpsyg.2024.1417717>
- Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: Global perspectives and local realities. *TESOL Quarterly*, 48(4), 738–762. <https://doi.org/10.1002/tesq.148>
- Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). National Association for the Education of Young Children.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Pearson.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Curtain, H., & Dahlberg, C. A. (2010). *Languages and children: Making the match—New languages for young learners, grades K–8* (4th ed.). Pearson.
- Diansari, N. (2013). *The effectiveness of using student team achievement division (STAD) technique to improve students' speaking skill* (Undergraduate thesis, State Institute for Islamic Studies Sunan Ampel Surabaya).

- Diaz, R. M., & Berk, L. E. (2013). *Private speech: From social interaction to self-regulation*. Psychology Press.
- Diyoraxon, N., & Muqaddas, J. (2025). Difficulties in teaching foreign languages to young learners. *Tadqiqotlar*, 1(2), 50–57.
- Doss, C., Wang, E., & Cannon, J. (2024). *Supporting the development of social-emotional skills in prekindergarten: An evaluation of the PEDALS program*. Society for Research on Educational Effectiveness.
- Duan, Y. (2021). The application of Total Physical Response method (TPR) in preschool children's English teaching. *Theory and Practice in Language Studies*, 11(10), 1280–1286.
- Epstein, A. S. (2014). *The intentional teacher: Choosing the best strategies for young children's learning*. National Association for the Education of Young Children (NAEYC).
- Fleming, N. D., & Mills, C. (1992). Not another inventory, rather a catalyst for reflection. *To Improve the Academy*, 11, 137–155. <https://doi.org/10.1002/j.2334-4822.1992.tb00213.x>
- Gartrell, D. (2013). *Guidance for every child: Teaching young children to manage conflict*. Cengage Learning.
- Geçkin, V., & Kızıldaş, E. (2022, November 11–12). *Foreign language anxiety among preschoolers*. ResearchGate. https://www.researchgate.net/publication/365456789_Foreign_Language_Anxiety_Among_Preschoolers
- Goh, C. C. M. (2018). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Hamid, M. O., Susanti, D., & Hasanah, U. (2020). Language curriculum development in early childhood education: A conceptual review. *Indonesian Journal of Early Childhood*
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625–638. <https://doi.org/10.1111/1467-8624.00301>
- Hidayat, M., & Masita, E. (2023). *Teachers' question types and questioning strategies: A classroom interaction analysis*. Indonesian Research Journal in Education, Universitas Jambi.

- Hong, J. C., Ye, J. H., Chen, P. H., & Yu, Y. Y. (2020). A checklist development for meaningful learning in classroom observation. *International Journal of Educational Methodology*, 6(4), 575–589.
- Indrayanti, R., Susanto, A., & Lestari, I. (2023). Enhancing students' writing competence and 21st century skills simultaneously via infographics. *Australian Journal of Applied Linguistics*, 7(3), 94–108. <https://doi.org/10.29140/ajal.v7n3.761>
- Irfan, F., Awan, T. H., Bashir, T., & Ahmed, H. R. (2021). Using realia to improve English vocabulary at primary level. *Multicultural Education*, 7(4), 32–37. https://www.researchgate.net/publication/357360485_Using_Realia_to_Improve_English_Vocabulary_at_Primary_Level
- Kristiawan, M., & Asvio, N. (2025). Differentiated learning: A solution to increase students' potential seen from students' readiness to learn, interests and learning profiles. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 10(1), 1–12.
- Lee, K. A., & Ahn, H. (2025). Blended phonetic training with HVPT features for EFL children: Effects on L2 perception and listening comprehension. *Languages*, 10(6), Article 122. <https://doi.org/10.3390/languages10060122>
- Lee, L., & Lin, S. C. (2015). *The impact of music activities on foreign language English learning for young children*. Journal of the European Teacher Education Network.
- Madani, D., & Nasrabadi, M. M. (2017). *The effect of songs on vocabulary retention of preschool young English language learners*. Studies in Language Learning.
- Mailasari, D. U., & Herwani, S. (2023). Exploring the experiences of English-educated parents in supporting their very young children's English learning. *ThufuLA: Jurnal Inovasi Pendidikan*, 11(2), <https://journal.uinjkt.ac.id/index.php/thufula/article/view/>
- Männikkö, N., & Bach, T. A. (2025). The importance of justified patient trust in unlocking AI's potential in mental healthcare. *Frontiers in Human Dynamics*, 7, Article 1421025. <https://doi.org/10.3389/fhumd.2025.1421025>
- McLeod, S., & McKinnon, D. H. (2007). *The prevalence of communication disorders compared with other learning needs in 14,500 primary and secondary school students*. *International Journal of Language & Communication Disorders*, 42(1), 37–59.

- Mertler, C. A. (2017). *Action research: Improving schools and empowering educators* (5th ed.). Thousand Oaks, CA: SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Miller, E., & Almon, J. (2009). *Crisis in the kindergarten: Why children need to play in school*. Alliance for Childhood.
- Mislina, M. (2023). *Teachers' strategies in teaching speaking for young learners* (Undergraduate thesis, UIN K.H. Abdurrahman Wahid Pekalongan).
- Muliyah, P., & Rekha, A. (2023). *Three-periods lesson: A practical way in introducing English vocabulary using realia and flashcards*. *Journal of English Language, Literature, and Teaching*, 7(2), 77–85.
- O'Neill, S. (2016). *Multimodal literacy for young language learners: Developing reading and writing*. Routledge.
- Pestalozzi, J. H. (1894). *How Gertrude teaches her children: An attempt to help mothers to teach their children and an account of the method* (L. E. Holland & F. C. Turner, Trans.). Swan Sonnenschein & Co. (Original work published 1801).
- Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.
- Raihana, R., Utami, D. T., & Putra, A. A. (2021). *Role of early childhood educators' professionalism in managing learning activities in RA Uniq Kota Pekanbaru*. *Proceedings of the International Conference on Early Childhood Care and Education*.
- Rumfola, L. (2017). *Positive reinforcement positively helps students in the classroom*. State University of New York.
- Safitri, A. (2023). *Teachers' strategies for teaching English vocabulary to young learners: A case study at Islamic elementary schools in Sabang, Aceh* (Undergraduate thesis, Ar-Raniry State Islamic University).
- Sahranavard Kalantar, O. (2024). Factors affecting shyness in EFL classrooms. *Iranian Journal of Language Teaching Research*, 12(1), 15–28.
- Samodra, O. A., & Faridi, A. (2021). The correlation of positive reinforcement, self-confidence, and speaking performance of English young learners. *English Education Journal*, 11(1), 1–8.

- Sari, A. P., & Santosa, D. (2024). Application of Pavlov's classical conditioning theory in early childhood language learning. *Journal of Early Childhood Education Research and Practice*, 5(1), 45–56.
- Sayer, P., & Ban, R. (2014). *Young EFL students' engagements with English outside the classroom*. *ELT Journal*, 68(3), 321–329.
- Shin, S. J. (2018). *Bilingualism in schools and society: Language, identity, and policy* (2nd ed.). Routledge.
- Stani, M. D., Malik, H. A., & Yuliwati, Y. (2024). The effect of phonological awareness, sight recognition, and decoding on reading skills in children. *Proceedings of the International Conference on Education*. STKIP Kusumanegara.
- Sudrajat, I. (2022). Teachers' strategies and challenges in teaching speaking to young learners. *JELA (Journal of English Language Teaching and Literature)*, 3(1), 32–40.
- Tabbada-Rungduin, T., & Abulon, E. L. (2014). Exploring parental involvement and teachers' activities in early literacy development. *International Journal of Academic Research in Progressive Education and Development*, 3(4), 255–267.
- Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language* (2nd ed.). Paul H. Brookes Publishing.
- Timpe-Laughlin, V., Roters, L., Schurz, A., & Ruf, C. (2024). Task-based language teaching in early childhood foreign language education: A meta-analysis. *Journal of Child Language Teaching and Therapy*, 40(1), 15–32. <https://doi.org/10.1177/02656590231224388>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. & Trans.). Harvard University Press.
- Waluyo, U., & Soepriyanti, H. (2024). English teachers' strategies in teaching preschool students using the Montessori method: A case study at Bale Anak Lombok Montessori School Futura Indonesia. *Jurnal Ilmiah Profesi Pendidikan*, 9(1), 88–97.
- Weisberg, D. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Guided play: Where curricular goals meet a playful pedagogy. *Mind, Brain, and Education*, 7(2), 104–112.

- Whitebread, D., Coltman, P., Jameson, H., & Lander, R. (2017). *Teaching and learning in the early years* (4th ed.). Routledge.
- Xiao, Y., Emmers, D., Li, S., Zhang, H., & Rule, A. (2025). Screen exposure and early childhood development in resource-limited regions: Findings from a population-based survey study. *Journal of Medical Internet Research*, 27(1), e68009. <https://doi.org/10.2196/68009>
- Zucker, T. A., Justice, L. M., & Piasta, S. B. (2009). *Emergent literacy intervention for preschoolers at risk for reading difficulties*. In S. B. Neuman & D. K. Dickinson, *Handbook of Early Literacy Research* (Vol. 3, pp. 295–310). Guilford Press.