

Strategies and Challenges in Interdisciplinary English Language Teaching at the Preschool Level: A Qualitative Analysis

***¹Putri Kurniawan Aprilia, ¹M. Galuh Elga Romadhon, ¹Dzulfikri, ⁴Mutmainnah Mustofa**

¹Universitas Islam Malang, Indonesia

***Correspondence:**

kurniawanputri587@gmail.com

Submission History:

Submitted: November 13, 2023

Revised: November 18, 2023

Accepted: November 19, 2023



This article is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

Abstract

This study employs qualitative research methods, particularly narrative inquiry, to explore the challenges preschool teachers face in teaching English to young learners. Through face-to-face semi-structured interviews, a purposively selected and diverse group of four early childhood educators, each with varying English language proficiency and educational backgrounds, provided insights into their experiences. This research primarily investigates the strategies these teachers implement to effectively manage interdisciplinary teaching activities and to enhance student engagement with English language materials. Additionally, it examines the enduring impacts of these instructional strategies on preschool students, as reported by the teachers. The findings are organized into three key themes: the specific challenges faced in English language instruction, the strategies developed to address these challenges, and the short- to medium-term effects observed by the teachers. These outcomes offer significant implications for educators and policymakers in the realm of early childhood education. They contribute to a deeper understanding of effective teaching practices and inform the development of curricula and pedagogical approaches that can better support English language acquisition among preschoolers.

Keywords: Interdisciplinary teaching, young learners, English language teaching, non-native English teacher

INTRODUCTION

There is a notable gap in information regarding cross-professionalism among teachers, especially those teaching English in kindergartens. In such settings, teachers from various backgrounds often take on the role of English language instructors within their classrooms (Yunita et al., 2022). Teaching English to young learners has been identified as a particularly challenging task, as highlighted in previous studies (Ashraf, 2018; Cahyati et al., 2019; Hasanah & Utami, 2020). In response to these challenges, there has been a pedagogical shift towards a more holistic approach to English language teaching in early

childhood education. This development underlines the importance of exploring the teaching styles of non-native English-speaking teachers, especially in environments where many educators do not have a formal background in English education (Rao & Yu, 2021). Typically, these teachers' academic qualifications are in early childhood education (PG PAUD) or related fields.

This paradigm shift has led to a transformation in teaching practices in early childhood classrooms. Today, preschool teachers focus on a comprehensive educational approach that integrates various developmental aspects such as play-based learning, artistic activities, music, and physical education (Cahyati et al., 2019; Nufus, 2019). Additionally, they utilize a variety of instructional strategies, including inquiry-based projects and cooperative learning. These methods aim to actively engage students in the learning process and promote the acquisition of skills vital for academic and lifelong success. Teaching English to preschool students is a complex challenge for educators, regardless of their teaching methodology. The introduction of English to kindergarten students is critically important and must be handled with care, as emphasized in recent studies (Daif-Allah & Aljumah, 2020; Yildirim & Orsdemir, 2019). A significant obstacle in this process is the limited English proficiency of many preschool teachers. Additionally, there is a lack of comprehensive knowledge about effective cross-teaching strategies for teachers who are instructing students with English as a Young Learners (EYL) status. This gap underscores the need for further research and development in this area.

Teaching English to preschool students is a complex challenge, particularly in areas where many teachers are not native English speakers. Research has consistently shown that these challenges are multifaceted. For instance, studies have focused on how teachers' personal learning and teaching styles impact student performance (Chetty et al., 2019) and how young learners perceive different instructional methods (Sperti, 2022). Additionally, the use of non-verbal communication, like gestures, has been explored as a method for managing classroom activities (Yunita et al., 2022). Teachers' perceptions in specific contexts, such as in Mexico, have also been studied to understand the unique challenges in different geographical and cultural settings (Librado & Santos, 2020). Moreover, the particular difficulties faced by teachers in rural areas highlight the diverse environments in which English is taught to young learners (Pramesty et al., 2022). Each of these studies contributes to a broader understanding of the complexities involved in teaching English to young learners, especially for teachers who may not have English as their first language.

The preceding studies have provided substantial insights into the teaching of English by preschool teachers. Nevertheless, our current research has identified several areas where knowledge is lacking, highlighting key research gaps. Firstly, there is a notable absence of detailed analysis regarding the specific challenges that preschool teachers face while teaching English in school settings. Secondly, there is a limited examination of the effectiveness of the strategies these teachers use to overcome such challenges. Thirdly, investigations into the long-term impacts on teachers who instruct English to preschoolers are scarce. Addressing these gaps, our study seeks to (1) identify the specific challenges preschool teachers encounter in teaching English within school environments, (2) explore the strategies these teachers employ to surmount these challenges, and (3) understand the long-term effects on students' English learning from these preschool experiences.

METHOD

This study utilized a qualitative research methodology to investigate and comprehend the obstacles encountered by preschool teachers when teaching English to young learners. Qualitative research offers the opportunity for a thorough examination of teachers' experiences, perspectives, and instructional methods within their authentic environment. Furthermore, the narrative inquiry approach was chosen as the approach in this research because the researcher wants to explore more about the narrative data from the participants (Sudarwati et al., 2022).

In this investigation, the researchers undertook observational inquiries at multiple Preschool Education institutions situated in the urban locale of Pasuruan. The primary focus of the study encompassed an examination of various pedagogical activities implemented by teachers, specifically those pertaining to the instruction of the English language for YL. Subsequently, to assemble a cohort of participants for the study, a purposive sampling strategy was employed, wherein one of the previously observed schools was randomly selected. A comprehensive elucidation of the diverse educational and professional backgrounds of each participating teacher was provided by the researcher. The complete set of participant demographic information is delineated in Table 1.

Table 1. Participants' Background

Name (Pseudonym)	Gender	Roles	Educational Background
Eka	Female	Teachers	Bachelor of Early Childhood Education
Yuni	Female	Headmaster	Bachelor of Early Childhood Education
Eni	Female	Teacher	Bachelor of Economical Science
Ani	Female	Teacher Assist.	Senior High school

This study employed a mixed-method approach for data collection, combining in-person semi-structured interviews with preschool teachers and firsthand classroom observations. The interviews, conducted directly in the schools with the teachers' consent, focused on their experiences and challenges in teaching English to young learners. To ensure clarity and avoid misunderstandings, the interviews were conducted in Indonesian. Five main questions, supplemented by follow-up inquiries, were posed to gather detailed information. This method aimed to capture the nuances of the teachers' experiences and instructional strategies. Simultaneously, classroom observations provided visual insights into the teaching dynamics and interaction patterns in the preschool environment. This phase of data collection, spanning from March to June 2023, allowed for an in-depth and prolonged engagement with the participants, offering a rich perspective on the teaching processes in these settings.

Post-data collection, the critical phase of transcription began, laying the foundation for a comprehensive analysis of the complex data set (Braun et al., 2017). A systematic coding process was employed to identify and categorize recurrent themes and sub-themes within the data. This structured approach facilitated the organization and interpretation of the qualitative data, enabling the identification of patterns and variances in the interview transcripts. The meticulous examination of these patterns provided deeper insights into the challenges faced by preschool teachers in English language instruction. This rigorous analytical method ensured a thorough representation of the scenarios discussed during the

interviews, enhancing the understanding of the broader challenges in preschool education and synthesizing key findings effectively.

FINDING AND DISCUSSION

This study has yielded a number of findings that have been categorized into three prominent themes, consisting of the challenges encountered by teachers in instructing English to preschool students, the teachers' strategies employed by teachers when teaching English to preschool students, and the long-term effect identified by teachers as a result of their English instruction efforts with preschool students.

The Teachers' Challenges

The first set of questions aimed to provide information about the challenges that teachers faced when teaching English at the preschool level. In the initial inquiry, the researcher sought to ascertain the diverse perspectives of participants regarding the linguistic obstacles encountered by teachers with a non-English background when acquiring English proficiency. The responses elicited exhibited substantial variability across participants. Eka's reported that:

"I am experiencing difficulties pronouncing English words while teaching my students. I frequently stumble, trip over my words, and occasionally forget the meanings of certain words. It is possible that these challenges are a result of my advancing age, as my memory may not be as sharp as it once was ... I am seeking assistance or guidance to improve my pronunciation skills and enhance my memory recall abilities. This will enable me to effectively communicate with my students and provide them with a better learning experience" (E. Int 1)

Eka's interview response highlights several key challenges she faces as a preschool teacher teaching English. Firstly, she mentions difficulty with pronunciation, indicating that she often stumbles or trips over English words. This suggests a lack of confidence or fluency in teaching English (Tavakoli & Hunter, 2017), which could stem from limited practice or exposure to the language. Additionally, Eka points out her struggles with word recall, sometimes forgetting the meanings of specific English words. She speculates that this issue might be related to her advancing age, possibly affecting her memory sharpness. This aspect of her challenge highlights a potential age-related factor in language acquisition and teaching (Egüz, 2019).

Eka expresses a desire for assistance or guidance to improve both her English pronunciation and memory recall abilities. Her acknowledgment of these needs shows a proactive attitude toward personal and professional development. She recognizes that enhancing these skills is crucial for effective communication with her students, ultimately aiming to provide them with a better learning experience. Overall, Eka's response reflects the complexities and personal factors that can impact the effectiveness of language teaching (Barni et al., 2019), especially for non-native English-speaking teachers in early childhood education settings. Her willingness to seek help and improve her teaching skills underscores the importance of continuous learning and support for educators in similar positions.

Conversely, Yuni highlighted the challenges she faced in the process of translating English vocabulary. Yuni emphasized the importance of investing substantial effort to

ensure the effective translation of English vocabulary for students. She contends that diligent efforts are crucial for successfully conveying English vocabulary to students. It is in line with her statement:

“As a preschool teacher, I face difficulties in effectively teaching vocabulary to my students. During my college years, I had access to materials designed for elementary-level English, but I found them challenging to comprehend. Consequently, I now encounter obstacles when translating and introducing vocabulary to my students. This hurdle affects my ability to convey and reinforce essential language skills effectively. I am in need of assistance and support to enhance my understanding of vocabulary instruction techniques, enabling me to provide my students with a more comprehensive and engaging learning experience” (Y. Int 2)

Yuni's response in the interview sheds light on her specific challenges related to translating and teaching English vocabulary to her preschool students. She underscores the considerable effort required to ensure effective translation, emphasizing the significance of dedication in successfully imparting English vocabulary. Yuni reflects on her experiences during her college years, where she had access to English materials intended for elementary-level learners. However, she found these materials challenging to understand, which now translates into difficulties in her teaching role. This struggle with comprehension in the past has led to current obstacles in translating English vocabulary for her young students. The impact of this challenge is significant; it hinders her ability to effectively teach and reinforce vital language skills (Nartiningrum & Nugroho, 2020).

Recognizing her need for further development, Yuni expresses a desire for assistance and support in improving her techniques for vocabulary instruction. She is keenly aware that enhancing her skills in this area is crucial for providing a more comprehensive and engaging English learning experience for her students. Yuni's perspective highlights the ongoing need for professional development and support for teachers, especially in areas where they encounter specific challenges, such as language instruction for non-native English speakers.

Teachers with non-English backgrounds encounter considerable hurdles in attaining vocabulary proficiency, leading to unanticipated predicaments when confronted with students' queries concerning unfamiliar or intricate lexical terms (Madkur, 2018). These teachers face unique challenges in effectively addressing their students' linguistic inquiries due to their limited language expertise. This predicament underscores the need for tailored pedagogical strategies and resources to enhance the vocabulary development of such teachers. By offering targeted support, including specialized training programs, linguistic mentorship, and access to comprehensive language references, educational institutions can facilitate the acquisition of advanced vocabulary skills among teachers, thereby empowering them to proficiently respond to their students' linguistic curiosities. This is in accordance with what was conveyed by Yuni:

“I utilize a consistent teaching methodology when instructing English, but accurately determining the comprehension level of my students proves challenging. Consequently, my primary focus is on imparting fundamental English skills to all individuals, refraining from employing complex vocabulary ... my teaching approach revolves around utilizing everyday objects such as windows, doors, lights, and toys to foster

effective communication. By using these familiar items, I aim to create a conducive learning environment that enhances students' ability to express themselves clearly and confidently in English." (Y. Int 2)

It is also faced by Eka observed that certain students exhibit a proclivity for critical thinking and a consistent inclination to engage in inquiries pertaining to the domain of English vocabulary. In this case, Eka noticed some students had a passion for critical thinking and English vocabulary. To nurture their interests. Furthermore, the obstacle that many preschool teachers find in teaching English is that they face cultural constraints and the habits of the surrounding community, who will think English is a foreign language. This is what Eka stated in his interview:

"... English is often perceived as a challenging foreign language by some individuals. Unfortunately, many students tend to forget what they have learned due to insufficient support from their parents at home. To exacerbate matters, there are instances where parents attend English classes and make jokes about it, causing great embarrassment for me..." (E. Int 1)

This statement is in agreement with [Daif-Allah and Aljumah \(2020\)](#) findings, which showed the challenges of the EYL teachers, one of the challenges also about how to choose the fit words for the EYL students. It is also in line with some researchers who explained that the lack of vocabulary can be one of the factors that the teachers are challenging in teaching English at the preschool level ([Gencer, 2022](#); [Librado and Santos, 2020](#); [Pramesty et al., 2022](#)). Then, these issues were further evidenced by observation of incorrect spelling and pronunciation techniques used by some teachers, leading to misconceptions and mispronunciations by students. Furthermore, ([Sperti, 2022](#)) argued that cultural constraints and lack of parental support were identified as obstacles to English language learning. In this case, some individuals perceive English as a foreign language, and parents' lack of involvement or even making jokes about English in class can cause embarrassment for teachers. Insufficient support from parents and the community can contribute to students forgetting what they have learned and hinder their English language development.

Teachers' Strategies

After identifying the challenges faced by teachers in the classroom, the researcher inquired about their strategies for effectively navigating cross-teaching activities. Based on the collected data, a majority of the teachers reported employing songs and games as instructional tools to enhance students' engagement with English materials. Eka argued on their interview's data:

"...an effective learning strategy for English in preschool classes is to incorporate games and music. Children tend to enthusiastically engage with music, making it easier for them to remember the vocabulary being taught. Additionally, I believe that games are highly beneficial in capturing students' interest and enhancing their engagement with the lessons ... I often engage my students in a game of charades. I prepare cards that feature images of various objects or living beings. I verbally describe the English word corresponding to the picture, and the students are required to guess the specific image I am referring to. I find this approach to be highly effective

as it captures the students' attention and encourages them to closely observe the captivating visuals on the cards." (E. Int 1)

According to the preceding interview transcripts, Eka is involved in concurrent pursuits encompassing musical composition and game development. Evidently, Eka ardently asserts that both musical compositions and games possess a notable capacity to foster active involvement among students, thereby facilitating their seamless engagement with educational materials (Kumar et al., 2022). This assertion underscores the belief in the potential of leveraging music and gaming as pedagogical tools to enhance students' participation in academic contexts. Eka firmly believes that integrating educational materials into musical compositions and games can effectively capture students' attention, fostering a deep level of engagement. By infusing educational content into catchy tunes or interactive gameplay mechanics, Eka envisions a learning environment that is not only informative but also enjoyable and participatory. It is in line with her statement:

"I typically employ the singing method as it allows students to easily memorize and retain the vocabulary taught by the teacher. Even if the teacher doesn't cover a large amount of vocabulary, the aim is for students to have a strong recollection of English vocabulary... I begin my teaching process by providing students with songs. These songs contain lyrics focused on topics such as recognizing colors and numbers. Afterward, I ask the students to repeat the songs multiple times...." (E. Int 1)

Besides, Eni employs vocalization as one tactic among many in her cross-disciplinary pedagogical endeavors. Her approach includes diverse strategies to address complexity, fostering active engagement, critical thinking, and collaboration among students. By integrating various techniques, Eni empowers learners to navigate interconnected disciplines and develop innovative solutions. She said:

"...I begin teaching English to students through interactive methods such as singing and playing. By incorporating songs, we familiarize ourselves with basic vocabulary related to days of the week, colors, animals, and more. Additionally, I employ playful techniques to enhance students' engagement, memory retention, and overall enjoyment of the learning process... I am used to begin by inviting the students to sing. Following that, I will disclose the vocabulary that we will be focusing on initially. Subsequently, I will request the students to repeat the song once more, after which we will engage in vocabulary-related games." (En. Int 3)

In contrast to the common instructional approaches employed by most teachers, Yuni employs alternative methodologies, such as the utilization of narrative storytelling, to effectively address the challenges encountered in enhancing students' English proficiency. Yuni asserts that within her classroom, learners exhibit a greater inclination toward engaging with the teachers' narratives, thereby indicating heightened interest levels. In addition, Yuni said:

"I employ the pedagogical approach of utilizing narrative storytelling as a teaching technique to enhance students' learning experiences. However, I do not confine the stories exclusively to the English language. Instead, I incorporate English elements within the narratives, particularly when discussing subjects such as fable, unique

objects, and related topics ... I find great value in sharing stories that revolve around personal experiences at tourist attractions or witnessing natural phenomena. By employing this approach, I aim to foster students' imagination and creativity during the learning process." (Y. Int 2)

Based on the preceding transcripts, Yuni elucidated that a substantial portion of their narratives does not incorporate the English language, predominantly employing Indonesian. However, Yuni occasionally made veiled references to select English vocabulary items as a means to acquaint her students with the language. In addition, certain teachers employ technological tools to enhance students' engagement in the learning process. For instance, Yuni occasionally incorporates educational videos into the curriculum, aiming to pique students' interest. This approach goes beyond conventional narrative techniques by utilizing videos as a means to cultivate students' imagination and facilitate vocabulary. Furthermore, Eni informed:

"I often use audio tapes and laptops as teaching aids to help students become more familiar with English vocabulary. These media have a remarkable ability to engage students and generate enthusiasm for participating in English classes. Although I may lack a complete understanding of how to operate these technologies, I recognize their effectiveness in captivating students' attention. Therefore, I choose to utilize audio tapes and videos as valuable resources, allowing students to actively engage with the language and improve their English skills..." (En. Int 3)

In this case, Eni utilized audio tapes and laptops as educational tools to enhance students' engagement and motivation in English language learning. She employs auditory stimuli in the form of music and videos, incorporating English vocabulary content to facilitate the acquisition of new vocabulary among pupils (Richards, 2015). Furthermore, Eni believes that using audio tapes can not only increase the pupils' engagement in learning English but also help her improve their English ability. She finds it easier to improve their English pronunciation by using audio tapes, as she does not have to worry about making mistakes in pronunciation herself. The audio tapes provide a model for correct pronunciation, allowing the pupils to listen and learn from native English speakers or expert speakers on the tapes. This way, Eni can ensure that her students are exposed to authentic pronunciation and develop their English language skills effectively.

The research findings shed light on the strategies employed by teachers to effectively navigate cross-teaching activities and enhance students' engagement with English materials. Some previous research concludes that EYL teachers should be engaging the student's interest in teaching English to young learners (Adipat et al., 2021; Mamat et al., 2023; Pertiwi et al., 2022). Similarly, Eka, who is involved in musical composition and game development, asserted that both music and games have the capacity to foster active involvement among students and enhance their participation in the learning process. This finding is similar to the previous researcher who found the effectiveness of songs and games in enhancing young learners' vocabulary (Budianto et al., 2022; Fauzi, 2022). Eka believes that integrating educational content into catchy tunes or interactive gameplay mechanics can create an enjoyable and participatory learning environment.

Furthermore, Eni employs diverse strategies, including singing, playing, and vocabulary-related games, to address complexity and foster active engagement, critical

thinking, and collaboration among students. By integrating various techniques, Eni empowers learners to navigate interconnected disciplines and develop innovative solutions. In contrast to the common instructional approaches, Yuni employs narrative storytelling as a teaching technique to enhance students' learning experiences. This finding is also linked by some researchers that storytelling can be the best way to increase the EYL students' ability and interesting in learning English (Andayani, 2019). Yuni incorporates English elements within the narratives, fostering imagination and creativity among students.

While the narratives predominantly use Indonesian, occasional references to English vocabulary aim to acquaint students with the language. Some teachers, including Yuni and Eni, incorporate technological tools such as educational videos, audio tapes, and laptops to enhance students' engagement and motivation. This is in line with Kusumaningrum et al. (2022), who argued that these technologies provide auditory and visual stimuli, facilitate vocabulary acquisition, and improve students' English language skills. Eni specifically highlights the use of audio tapes to expose students to authentic pronunciation and learn from native or expert speakers.

Long-term Effects

The challenges encountered during cross-teaching and the teachers' strategies in young learners' education have substantial implications for students, impacting their long-term learning endeavors. Based on the interview transcripts, teachers hold diverse perspectives regarding the enduring impact resulting from cross-teaching practices. According to Eni, she said:

"As a teacher at a preschool level, I have noted favorable advancements in young learners' English language aptitude and holistic growth. Evident benefits include heightened lexicon, enhanced communicative abilities, augmented fluency, improved comprehension, expanded social competencies, amplified creativity, refined fine motor skills, enriched cognitive development, heightened cultural cognizance, and bolstered self-assurance. These positive outcomes underscore the effectiveness of early childhood education in fostering comprehensive linguistic proficiency and holistic development, paving the way for future academic success and societal engagement." (En. Int 3)

Followed by the transcript above, Eni explicated that, in her capacity as a teacher, she perceives a favourable influence exerted by students on their English language proficiency at the preschool level. Evidently, the pupils have evinced notable advancements, primarily in their aptitude for vocabulary acquisition. Additionally, their fundamental communication skills have undergone significant development. Furthermore, the students have effectively demonstrated enhanced social competencies and exhibited greater creativity. These observations corroborate the assertion that English language education at the preschool level engenders beneficial outcomes, bolstering linguistic competence, interpersonal abilities, and imaginative prowess among young learners.

Additionally, most of the teachers posited that, within the context of the pedagogical undertaking, the learners evinced a compelling disposition. A considerable proportion of the student's cohort exhibited a sense of pleasure and an inclination towards habitual engagement in the process of acquiring proficiency in the English language. For instance, Ani stated:

"... I have noticed a notable improvement in students' level of engagement and enthusiasm towards learning English, which is a positive observation. They appear to be more actively involved in the learning process and display a genuine eagerness to acquire English language skills. This heightened engagement is evident in their participation during classroom discussions, their willingness to ask questions, and their general interest in language-related activities. This positive shift is encouraging as it signifies as greater motivation and dedication among students, fostering a more conducive learning environment. The enhanced enthusiasm displayed by students bodes well for their progress and the general effectiveness of English language instruction" (A. int 4)

Following the data above, the phenomenon of persistent and pleasurable recurrence in the pursuit of English language acquisition emerged as a salient feature in the learning environment. This noteworthy observation highlights the students' proclivity for sustained and enthusiastic involvement in the study of English, thereby signifying a positive affective dimension in their language learning journey. The research dialogue centers around the obstacles encountered during cross-teaching instruction and the pedagogical approaches employed by teachers in the context of early childhood education. Furthermore, the study examines the ramifications of these factors on students' future educational pursuits. The transcripts of interviews offer valuable insights into teachers' viewpoints and their observations regarding the influence of cross-teaching methodologies on students' linguistic competence in English and their holistic growth.

Eni, a preschool teacher, acknowledges the favorable advancements in English language proficiency and holistic development of young learners that arise from the implementation of cross-teaching practices. The highlighted benefits encompass an expanded vocabulary repertoire, heightened communicative abilities, enhanced fluency and comprehension, nurtured social competencies, augmented creativity, refined fine motor skills, enriched cognitive growth, heightened cultural awareness, and bolstered self-confidence. Eni's observations underscore the efficacy of early childhood education in cultivating comprehensive linguistic aptitude and holistic advancement, thus establishing a foundation for subsequent academic achievement and social participation.

Additionally, teachers, including Ani, observed a significant enhancement in students' levels of engagement and enthusiasm pertaining to the acquisition of English language skills. Students demonstrated authentic eagerness to acquire English language proficiency, actively engaging in classroom dialogues, posing inquiries, and exhibiting a keen interest in language-oriented tasks. The heightened level of engagement indicates a heightened sense of motivation and commitment among students, which in turn cultivates a more favorable learning environment (Ginting, 2021). The consistent and pleasurable recurrence of English language learning pursuits exhibited by the students signifies their sustained and enthusiastic involvement in the process of language acquisition, thereby exemplifying a positive affective dimension within their educational journey.

The analysis of interview transcripts reveals a clear manifestation of the positive outcomes associated with cross-teaching practices in the realm of early childhood education. Establishing an environment that nurtures students' enjoyment and sustained involvement in the process of acquiring language can significantly enhance their long-term educational pursuits (Yin, 2021). Teachers should duly consider the integration of student-

centered and interactive instructional approaches that stimulate enthusiasm, motivation, and a sense of ownership over the learning process. In short, the outcomes of this research provide empirical evidence of the favorable impact of cross-teaching methodologies on the English language proficiency and holistic development of young learners.

CONCLUSION

This study highlights the various obstacles preschool instructors have while teaching English, from pronunciation issues to cultural limitations. Teachers utilize a variety of techniques, such as games, songs, and interactive methods, to get over these obstacles. This shows flexibility and inventiveness in their teaching approaches. Students benefit greatly from these experiences in the long run, showing significant improvements in vocabulary, communication abilities, social skills, creativity, and general involvement. Then, the difficulties highlight the necessity for individualized assistance, stressing the need for mentoring, specialized training, and extensive linguistic resources to improve instructors' competence. The techniques used, in particular the application of entertaining techniques like games and songs, provide insightful information for pedagogy that works in early childhood education.

The beneficial long-term consequences emphasize how crucial preschool experiences are in establishing the groundwork for future academic performance and civic participation. Furthermore, these results highlight the significance of developing a supportive learning environment that encourages enjoyment and ongoing engagement in language acquisition for educators and policymakers. The study offers useful information for developing curricula and pedagogical strategies in early childhood education, which is in line with the objective of improving preschoolers' English language learning. In the end, the study contributes to a deeper comprehension of successful early childhood education strategies and provides direction for enhancing young learners' language acquisition process. Lastly, it is advised that future studies look at certain interventions and training courses that might help preschool instructors overcome the difficulties they have discovered in teaching English. Examining the efficacy of focused professional development programs, language mentoring efforts, or technology-based solutions may yield useful information for enhancing teacher competency.

REFERENCES

- Adipat, S., Laksana, K., Busayanon, K., Ausawasowan, A., & Adipat, B. (2021). Engaging students in the learning process with game-based learning: the fundamental concepts. *International Journal of Technology in Education*, 4(3), 542–552. <https://doi.org/10.46328/ijte.169>
- Andayani, R. (2019). Engaging English student teachers in a digital storytelling project for young learners. *IOP Conference Series: Earth and Environmental Science*, 243(1). <https://doi.org/10.1088/1755-1315/243/1/012066>
- Ashraf, T. A. (2018). Teaching English as a foreign language in Saudi Arabia: Struggles and strategies. *International Journal of English Language Education*, 6(1), 133. <https://doi.org/10.5296/ijele.v6i1.13148>

- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01645>
- Braun, V., Clarke, V., & Gray, D. (2017). Innovations in qualitative methods. In B. Gough (Ed.), *The Palgrave Handbook of critical social psychology* (pp. 243–266). Palgrave Macmillan/Springer Nature. https://doi.org/10.1057/978-1-137-51018-1_13
- Budianto, S., Sayidah, N., Sucipto, S., & Mustofa, A. (2022). Young learners' preferences on using games and songs for learning English in the EFL context. *Education Quarterly Reviews*, 5(4), 90–95. <https://doi.org/10.31014/aior.1993.05.04.574>
- Cahyati, S. S., Parmawati, A., Atmawidjaja, N. S., & Siliwangi, I. (2019). Optimizing English teaching and learning process for young learners (a case study in Cimahi). *Journal of Educational Experts P-ISSN*, 2(2), 2614–3518.
- Chetty, N. D. S., Handayani, L., Sahabudin, N. A., Ali, Z., Hamzah, N., Rahman, N. S. A., & Kasim, S. (2019). Learning styles and teaching styles determine students' academic performances. *International Journal of Evaluation and Research in Education*, 8(4), 610–615.
- Daif-Allah, A. S., & Aljumah, F. H. (2020). Developing the English language teaching skills of Saudi teachers of young learners. *English Language Teaching*, 13(3), 20. <https://doi.org/10.5539/elt.v13n3p20>
- Egüz, E. (2019). Learning a second language in late adulthood: benefits and challenges. *Educational Gerontology*, 45(12), 701–707. <https://doi.org/10.1080/03601277.2019.1690273>
- Fauzi, I. (2022). Improving vocabulary through implementing song and game-based learning strategies of English for young learners. *Yavana Bhasha: Journal of English Language Education*, 5(1), 22–33. <https://doi.org/10.25078/yb.v5i1.728>
- Gencer, A. S. (2022). Turkish journal of education. *Turkish Journal of Education*, 11(2), 126–142.
- Ginting, D. (2021). Student engagement and factors affecting active learning in English language teaching. *VELES (Voices of English Language Education Society)*, 5(2), 215–228. <https://doi.org/10.29408/veles.v5i2.3968>
- Hasanah, N., & Utami, P. T. (2020). Emerging challenges of teaching English in non-native English-speaking countries: teachers' view. *English Language Teaching Educational Journal*, 2(3), 112. <https://doi.org/10.12928/eltej.v2i3.1134>
- Kumar, T., Akhter, S., Yunus, M. M., & Chamani, A. (2022). Use of music and songs as pedagogical tools in teaching English as a foreign language contexts. *Education Research International*, 2022, pp. 1–9. <https://doi.org/10.1155/2022/3384067>
- Kusumaningrum, S. R., Widiati, U., Anwar, K., & Farisia, H. (2022). Integrating technology in the teaching and learning process through digital media creation is a way to improve Indonesian EYL teachers' competence. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 7(5), 197. <https://doi.org/10.17977/jptpp.v7i5.15268>
- Librado, T. M., & Santos, N. M. B. (2020). Teaching English to young learners in Mexico: Teachers' perceptions about their teaching contexts. *Profile Issues in Teachers' Professional Development*, 22(1), 125–139. <https://doi.org/10.15446/profile.v22n1.82105>

- Madkur, A. (2018). The non-English major lecturers speak English: The barriers encountered by adult learners. *Journal on English as a Foreign Language*, 8(1), 39. <https://doi.org/10.23971/jeft.v8i1.584>
- Mamat, N., Razali, A. R., Hashim, A. T., Awang, M. M., Azman, M. N. A., & Fajrie, N. (2023). A comparison of key performance indicators and benchmarks of quality pre-school among the agency in Malaysia. *International Journal of Evaluation and Research in Education*, 12(1), 505–516. <https://doi.org/10.11591/ijere.v12i1.23879>
- Nartiningrum, N., & Nugroho, A. (2020). Online learning amidst global pandemic: EFL students' challenges, suggestions, and needed materials. *English Franca*, 4(2), 115. <https://doi.org/10.29240/ef.v4i2.1494>
- Nufus, T. Z. (2019). Teaching English to young learners in Indonesia (pros and cons). *English Language in Focus (ELIF)*, 1(1), 65. <https://doi.org/10.24853/elif.1.1.65-70>
- Pertiwi, C. A. A., Mustofa, M., Ubaidillah, M. F., & Hariyanto, S. (2022). The portrait of challenges in teaching English to young learners: A case study in an Indonesian islamic school. *Journal of English Language Teaching and Linguistics*, 7(3), 467. <https://doi.org/10.21462/jeltl.v7i3.892>
- Pramesty, N. S., Maghfiroh, A., & Mustikawati, D. A. (2022b). Teachers' challenges in teaching English to young learners in rural area. *Al-Ishlah*, 14(4), 5283–5292. <https://doi.org/10.35445/alishlah.v14i4.1517>
- Rao, Z., & Yu, H. (2021). Enhancing students' English proficiency by co-teaching between native and non-native teachers in an EFL context. *Language Teaching Research*, 25(5), 778–797. <https://doi.org/10.1177/1362168819873937>
- Richards, J. C. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal*, 46(1), 5–22. <https://doi.org/10.1177/0033688214561621>
- Sperti, S. (2022). English language teaching and learning at a time of change: Young learners' perceptions of instructional contexts. *EuroAmerican Journal of Applied Linguistics and Languages*, 9(2), 17–39. <https://doi.org/10.21283/2376905x.1.9.2.279>
- Sudarwati, E., Widiati, U., Faruq Ubaidillah, M., Prasetyoningsih, L. S. A., & Sulistiyo, U. (2022). A narrative inquiry into identity construction and classroom participation of an EFL student with a physical disability: Evidence from Indonesia. *Qualitative Report*, 27(6), 1534–1556. <https://doi.org/10.46743/2160-3715/2022.5174>
- Tavakoli, P., & Hunter, A. M. (2017). Is fluency being 'neglected' in the classroom? Teacher understanding of fluency and related classroom practices. *Language Teaching Research*, 22(3), 330–349. <https://doi.org/10.1177/1362168817708462>
- Yildirim, R., & Orsdemir, E. (2019). Through the eyes of young EFL learners: Learning with student teachers. *ELT Journal*, 73(3), 316–327. <https://doi.org/10.1093/elt/ccz010>
- Yin, X. (2021). The interplay of EFL students' enjoyment, hope, pride and Self-Regulation. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.803476>
- Yunita, W., Abdullah, F., Mellan, M., Hidayati, A. N., & Ardi, H. (2022). Managing English young learners' classroom activities through gestures: A multimodal perspective. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2962–2973. <https://doi.org/10.31004/obsesi.v6i4.2007>