

FOSTERING ENGLISH LANGUAGE LEARNING AMONG ELEMENTARY SCHOOL STUDENTS AT TAMAN BELAJAR AGAMA DAN UMUM SYIFAUL QULUB WEDEN TUBAN: A COMMUNITY ENGAGEMENT PROGRAM

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ABSTRACT

English language learning at the elementary level requires age-appropriate, interactive, and meaningful learning experiences that can encourage students to participate and communicate using English. However, elementary school students, particularly those learning in non-formal community settings, may have limited opportunities to develop foundational English vocabulary, pronunciation, listening, and oral communication. This community engagement program aimed to provide supplementary English learning opportunities for elementary school students at Taman Belajar Agama dan Umum Syifaul Qulub Weden, Tuban, Indonesia. The program employed a participatory community-based approach involving preliminary observation, identification of students' learning needs, preparation of learning materials, direct teaching assistance, monitoring, evaluation, and reflection. Learning activities focused on basic vocabulary, everyday expressions, pronunciation, listening, and simple oral communication through contextualized and interactive activities, including games, songs, storytelling, role-playing, picture-based activities, repetition, and movement-based learning. Program evaluation employed a descriptive qualitative approach using direct observation, informal questioning, students' responses, and documentation. The results indicated positive changes in students' participation, willingness to respond in English, recognition of basic vocabulary, confidence in producing simple expressions, and engagement during learning activities. The program also revealed differences in students' prior knowledge and learning abilities, highlighting the need for flexible and differentiated instructional strategies. Although the descriptive evaluation does not permit statistical claims regarding learning gains, the findings suggest that community-based English teaching assistance can provide a meaningful supplementary learning environment and expand elementary school students' opportunities to encounter and practice English beyond formal schooling. The program further demonstrates

the potential of collaboration between educators and community learning institutions in fostering accessible, enjoyable, and meaningful English language learning for young learners.

Keywords: *English language learning; young learners; community engagement; English teaching assistance; interactive learning.*

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I. INTRODUCTION

English language competence has become an increasingly important component of children's educational development in the context of globalization, digital communication, and the growing circulation of knowledge across national and cultural boundaries. Early English learning can provide children with opportunities to develop basic linguistic resources that may support their future academic, professional, and intercultural communication. However, introducing English to children requires pedagogical approaches that are consistent with their developmental characteristics. Young learners tend to respond more effectively to learning experiences that are meaningful, interactive, contextualized, and supported by concrete activities rather than approaches that rely heavily on abstract explanation and memorization (Nikolov, 2009; Pinter, 2017). Therefore, English learning at the elementary level should emphasize not only the acquisition of linguistic knowledge but also students' confidence, participation, motivation, and opportunities to use English in meaningful contexts.

The pedagogical characteristics of elementary school learners make English teaching considerably different from teaching adolescents or adults. Children are still developing their cognitive, social, emotional, and linguistic capacities, and consequently require learning activities that accommodate their attention span, curiosity, need for movement, and preference for experiential learning. Shin and Crandall (2014) emphasize that effective English teaching for young learners should incorporate developmentally appropriate activities, meaningful language input, interaction, and opportunities for children to use English for communication. Similarly, Pinter (2017) highlights the importance of integrating children's cognitive and social development into the design of language-learning activities. These perspectives indicate that English instruction for elementary school students should move beyond conventional teacher-centered instruction toward activities that allow children to learn through participation, interaction, repetition, and contextualized practice.

Vocabulary constitutes one of the fundamental components of early English learning because children's ability to understand and produce simple English expressions depends substantially on the availability of basic lexical knowledge. A recent systematic review by Liu and Reynolds (2025), which examined 22 studies involving primary school learners and identified 57 vocabulary-learning activities, demonstrated that different intentional and

incidental vocabulary-learning activities can generate different levels of learner involvement. The review suggests that learning activities involving greater psychological engagement can facilitate deeper vocabulary learning and retention. This finding reinforces the importance of designing English learning activities that actively involve young learners rather than simply asking them to memorize isolated lists of words.

In addition to vocabulary development, students' motivation and engagement are critical dimensions of successful English learning. Young learners may easily lose attention when learning activities are repetitive, overly formal, or disconnected from their everyday experiences. A recent systematic review of empirical studies on young EFL learners found that playful, interactive, collaborative, and technology-enhanced tasks can contribute positively to learners' motivation and engagement (Zhang et al., 2025). Consequently, English learning programs for elementary school children need to create an environment in which students can learn through enjoyable activities while simultaneously receiving sufficient opportunities to practice language forms and communication.

The situation becomes particularly relevant in the Indonesian educational context. English instruction at the primary-school level faces a number of challenges related to teacher preparedness, instructional resources, learning environments, and the availability of appropriate English teaching programs. A systematic review conducted by Daud (2024) identified several challenges and opportunities associated with English instruction in Indonesian primary schools, demonstrating that the implementation of English learning at this level requires attention to contextual conditions and pedagogical support. Such challenges suggest that supplementary learning initiatives outside the formal classroom can play an important role in providing children with additional opportunities to encounter and practice English.

Previous community engagement programs in Indonesia have demonstrated the potential of supplementary English learning initiatives for elementary school students. Farah et al. (2024), for example, implemented an English Teaching Assistant Program involving elementary school teachers and integrated English for Young Learners activities with the development of digital student workbooks. The program was designed to support the teaching and learning process and strengthen English instruction in partner schools. This study is relevant to the present program because it demonstrates that community engagement can serve as a mechanism for strengthening English learning at the

elementary level through direct instructional assistance and the provision of appropriate learning activities.

A similar pattern can be observed in other recent community-based English programs. Sari (2025) implemented a Fun English Day program for elementary school students using interactive activities and Total Physical Response (TPR), focusing on basic vocabulary such as fruits, animals, and self-introduction. The program reported increased student confidence in using English vocabulary and more active classroom participation. The study also showed that teaching strategies need to be adjusted according to students' grade levels, with more kinesthetic approaches being appropriate for younger learners and more structured activities for older elementary students. These findings support the use of interactive and age-appropriate strategies in community-based English learning programs.

Another relevant study was conducted by Hastini et al. (2026) through an English Literacy Program for elementary school students. The program focused on introducing basic English reading and writing skills in response to students' limited foundational English literacy and the lack of innovative instructional methods and learning media. The study demonstrates that community engagement can provide supplementary learning opportunities while simultaneously introducing alternative pedagogical practices that can respond to the specific needs of elementary school learners.

More recently, Efendi et al. (2026) reported a community service program aimed at empowering non-English teachers through Content and Language Integrated Learning (CLIL)-based training in an Indonesian elementary school. The study identified the absence of specialized English teachers as one of the challenges affecting English instruction in elementary education and proposed teacher empowerment as one strategy for improving the quality of English teaching. This finding highlights the broader issue that strengthening English education at the elementary level cannot rely exclusively on formal classroom instruction but may also require collaborative support from universities, community organizations, educators, and other educational stakeholders.

Although these previous studies demonstrate the potential of community engagement in supporting English learning, many programs have focused on particular aspects, such as teacher training, English literacy, vocabulary acquisition, or specific instructional techniques. There remains a need for community-based programs that provide direct and continuous English teaching

assistance to elementary school students in non-formal community learning environments, particularly in rural or local educational settings. Such environments can complement formal schooling by creating additional opportunities for students to encounter English in a less formal and more participatory atmosphere. This is particularly important for children who may have limited exposure to English beyond their regular school activities.

In response to this need, Taman Belajar Agama dan Umum Syifaul Qulub Weden Tuban represents a relevant community learning context for implementing an English teaching assistance program. As a learning institution that provides both religious and general education, the learning center has an important role in supporting children's broader educational development. Nevertheless, elementary school students participating in the learning activities require additional opportunities to develop basic English vocabulary, pronunciation, simple expressions, listening comprehension, and oral communication. The availability of a structured English learning program can therefore complement the educational activities already provided by the institution.

The present community engagement program, entitled "Fostering English Language Learning among Elementary School Students at Taman Belajar Agama dan Umum Syifaul Qulub Weden Tuban: A Community Engagement Program," was developed to address this need. The program emphasizes child-friendly and participatory English learning through basic vocabulary, everyday expressions, pronunciation practice, simple conversations, games, songs, storytelling, and other interactive activities. The approach is grounded in the principle that young learners benefit from meaningful interaction, developmentally appropriate materials, and opportunities to actively participate in the learning process (Pinter, 2017; Shin & Crandall, 2014).

The program therefore has two interconnected objectives. First, it seeks to provide elementary school students with additional opportunities to develop foundational English knowledge and communication skills. Second, it aims to foster positive attitudes toward English by creating an enjoyable, supportive, and participatory learning environment. By bringing English teaching assistance directly into a community-based learning setting, this program is expected to contribute to the strengthening of children's foundational English competence while demonstrating the potential of community engagement as a complementary strategy for improving language education at the elementary level. In this sense, the program does not merely function as an additional English lesson but as an

educational intervention designed to make English learning more accessible, engaging, and meaningful for young learners in the local community.

II. METHODOLOGY

This community engagement program employed a participatory community-based approach to provide English language teaching assistance to elementary school students at Taman Belajar Agama dan Umum Syifaul Qulub, Weden, Tuban, Indonesia. The program was designed as a practical educational intervention combining direct teaching, interactive learning activities, mentoring, and informal evaluation. The approach was selected based on the characteristics of young learners, who benefit from meaningful interaction, repetition, movement, visual support, games, and contextualized language practice (Pinter, 2017; Shin & Crandall, 2014). The program was conducted through several stages, including preliminary observation, identification of students' learning needs, preparation of learning materials, implementation of English teaching assistance, monitoring, evaluation, and reflection.

The program was conducted at Taman Belajar Agama dan Umum Syifaul Qulub, Weden, Tuban, with elementary school students who regularly participated in learning activities at the institution as the main participants. The students had different educational backgrounds and levels of previous exposure to English. Before the teaching activities were implemented, the community engagement team conducted informal observations and discussions with the institution's administrators and learning facilitators to identify the students' general English learning conditions. The observation focused particularly on students' familiarity with basic vocabulary, simple English expressions, pronunciation, listening, and their willingness to communicate in English. The information obtained from this preliminary stage was subsequently used to determine the level, content, and instructional strategies appropriate for the participants.

The learning materials were developed according to the students' needs and developmental levels. The materials primarily focused on basic English vocabulary, everyday expressions, pronunciation, listening, and simple oral communication. Vocabulary was introduced through familiar themes such as greetings, self-introduction, family members, numbers, colors, animals, fruits, school objects, body parts, and daily activities. The materials were presented using simple explanations, visual support, repetition, examples, and interactive

exercises. This approach was intended to make English more accessible and reduce students' anxiety while providing them with opportunities to practice newly introduced language in meaningful contexts.

The main activity consisted of direct English teaching assistance using an interactive and learner-centered approach. Each session generally began with greetings, simple English questions, short warm-up activities, or songs to establish a positive learning atmosphere. The main learning activities then introduced and practiced the target vocabulary and expressions through pronunciation practice, picture identification, question-and-answer activities, matching games, role-playing, storytelling, and simple conversations. Movement-based activities were also used when appropriate to accommodate the characteristics of young learners. At the end of each session, students were invited to review the material by recalling vocabulary, answering simple questions, or demonstrating the expressions they had learned. Positive feedback and encouragement were consistently provided to strengthen students' confidence and willingness to use English.

The teaching approach was grounded in principles of English for Young Learners, particularly the use of age-appropriate, communicative, experiential, and participatory learning activities. Young learners require opportunities to interact with language in meaningful situations rather than merely memorize linguistic forms (Pinter, 2017). Therefore, the program emphasized learning by doing, repetition, contextualization, and active participation. Games, songs, visual materials, and movement-based activities were used not merely as entertainment but as instructional strategies to increase students' exposure to English and facilitate vocabulary retention, oral practice, and classroom engagement (Shin & Crandall, 2014).

Program monitoring and evaluation employed a descriptive qualitative approach. Data were obtained through direct observation, informal questioning, students' responses during learning activities, and documentation of the program. The evaluation focused on students' willingness to participate, ability to recognize and recall basic vocabulary, pronunciation of selected English words, ability to respond to simple questions or instructions, use of basic English expressions, confidence in speaking English, and overall engagement during the learning process. Evaluation was conducted continuously throughout the program so that the teaching team could identify students' progress as well as areas requiring additional explanation and practice.

The collected information was analyzed descriptively by organizing observations and identifying patterns related to students' participation, vocabulary acquisition, oral communication, confidence, and learning engagement. The students' initial learning conditions identified during the preliminary observation were used as a reference for interpreting changes observed during the implementation of the program. Because the activity was designed primarily as a community engagement intervention rather than an experimental study, the evaluation emphasized observable changes in students' learning behavior, participation, and ability to use basic English rather than statistical hypothesis testing. The findings were subsequently interpreted to assess the contribution of the teaching assistance program to students' English learning experiences.

III. RESULTS

The implementation of the community engagement program at Taman Belajar Agama dan Umum Syifaul Qulub Weden Tuban demonstrated a positive response from elementary school students toward English language learning. The teaching assistance activities created a more interactive learning atmosphere in which students were encouraged to listen, repeat, respond, and communicate using simple English. During the initial stage of the program, several students appeared hesitant to use English orally and tended to rely on Indonesian when responding to questions. However, after repeated exposure and encouragement through interactive activities, students became more willing to participate and respond to simple English instructions and questions.

One of the most visible outcomes was the improvement in students' recognition and use of basic English vocabulary. The vocabulary introduced through familiar topics, including colors, numbers, animals, family members, school objects, body parts, and daily activities, was relatively easy for students to understand when supported by pictures, objects, gestures, and repetition. Students demonstrated their understanding by identifying vocabulary items, matching words with pictures, answering simple questions, and repeating words after the instructor. The use of familiar themes helped students connect newly learned English words with objects and experiences in their everyday lives.



Figure 1. English Young Learners Studying at Syifaul Qulub

The program also resulted in increased student participation during classroom activities. At the beginning of the sessions, some students were more passive and tended to wait for their peers before responding. Interactive activities such as vocabulary games, songs, question-and-answer sessions, role-playing, and movement-based activities gradually encouraged more students to participate. Students became more active in raising their hands, answering questions, repeating expressions, and interacting with their classmates. This finding indicates that the use of varied and enjoyable learning activities can help create a learning environment that encourages young learners to become more actively involved in English learning.

Another important result concerned students' confidence in using simple English expressions. Through repeated practice, students were introduced to expressions related to greetings, self-introduction, asking and answering simple questions, and expressing basic information. Students were gradually able to produce short expressions with less dependence on the instructor. Although differences in proficiency remained among individual students, the learning activities provided opportunities for students to practice speaking without excessive concern about making mistakes. Positive feedback from the teaching team appeared to encourage students to continue participating even when their pronunciation or sentence structure was not yet fully accurate.



Figure 2. English Writing Class

Pronunciation practice also became an important component of the program. Students initially encountered difficulties pronouncing several English words because of differences between English and Indonesian sound systems. Rather than correcting students through lengthy explanations, the instructors used repetition, modeling, and group practice. Students listened to the instructor's pronunciation and then repeated the words individually or collectively. This technique enabled students to become more familiar with English pronunciation patterns and encouraged them to attempt unfamiliar words. The repeated pronunciation activities also helped students associate the written form of words with their spoken forms.

The use of games, songs, storytelling, and movement-based activities contributed to maintaining students' attention and enthusiasm throughout the learning sessions. Students showed particularly strong engagement when English vocabulary was presented through activities that involved competition, movement, pictures, or direct interaction with peers. These activities provided repeated exposure to the target language without creating the impression of repetitive memorization. The findings are consistent with the principles of English for Young Learners, which emphasize the importance of meaningful, enjoyable, and developmentally appropriate learning activities (Pinter, 2017; Shin & Crandall, 2014).



Figure 3. The Author was Conducting the Assistance

The program also revealed differences in students' English learning abilities. Some students were able to remember vocabulary and respond to questions relatively quickly, while others required more repetition, modeling, and individual assistance. These differences indicate that English teaching programs in community learning environments need to accommodate heterogeneous levels of prior knowledge. The teaching assistance approach allowed instructors to provide additional explanations and practice to students who experienced difficulties while allowing more proficient students to engage in extended activities.

Overall, the results indicate that the community-based English teaching assistance program provided a meaningful supplementary learning experience for elementary school students at Taman Belajar Agama dan Umum Syifaul Qulub Weden Tuban. The most noticeable outcomes were increased participation, greater willingness to use English, improved recognition of basic vocabulary, increased confidence in producing simple expressions, and stronger engagement during learning activities. Although the program was not designed as a controlled intervention and therefore does not permit statistical claims regarding learning gains, the observational findings suggest that interactive and contextualized

teaching assistance can create a more supportive environment for children's early English learning.

The results further demonstrate the potential of community engagement programs to complement formal English instruction. By providing additional opportunities for students to encounter and practice English in a relatively informal learning environment, the program helped bridge the gap between classroom knowledge and practical language use. The experience at Taman Belajar Agama dan Umum Syifaul Qulub Weden Tuban suggests that collaboration between educational institutions, community learning centers, and English educators can contribute to expanding children's access to meaningful English learning experiences, particularly in contexts where opportunities for English exposure outside formal schooling may be limited.

IV. DISCUSSION

The results of the community engagement program indicate that English teaching assistance can provide a meaningful supplementary learning experience for elementary school students in a non-formal educational setting. The increased participation, willingness to respond in English, recognition of basic vocabulary, and confidence in using simple expressions observed during the program suggest that the learning environment and teaching strategies played an important role in facilitating young learners' engagement with English. These findings are consistent with the argument that young learners require learning experiences that are interactive, meaningful, and appropriate to their cognitive and social development (Pinter, 2017; Shin & Crandall, 2014). Rather than relying primarily on memorization, the program provided students with opportunities to encounter English through communication, repetition, movement, games, and contextualized activities.

The improvement in students' vocabulary recognition can be understood from the way vocabulary was presented throughout the program. Words were introduced through familiar themes such as colors, animals, family members, numbers, school objects, and daily activities. Presenting vocabulary in familiar contexts may make it easier for children to connect new linguistic forms with objects and experiences that they already understand. This approach is consistent with the findings of Liu and Reynolds (2025), who, in a systematic review of English vocabulary learning activities among primary school students, emphasized the importance of learner involvement in vocabulary learning. Their

review indicates that activities requiring greater cognitive and psychological engagement can facilitate deeper vocabulary learning than activities based solely on passive exposure. The present program similarly encouraged students to identify, repeat, use, and recall vocabulary through interactive activities rather than simply memorize word lists.

The students' increased willingness to participate also represents an important outcome because affective factors are closely related to young learners' engagement in foreign language learning. Children who perceive language learning as enjoyable and supportive may be more willing to experiment with unfamiliar words and communicate despite making errors. In the present program, games, songs, storytelling, role-playing, and movement-based activities created opportunities for students to practice English without the pressure associated with formal assessment. This finding supports the broader perspective of Pinter (2017), who emphasizes that young learners need opportunities to learn through interaction and meaningful activities. It also corresponds with Shin and Crandall's (2014) recommendation that English instruction for young learners should incorporate activities that are engaging, varied, and developmentally appropriate.

The observed increase in students' confidence in using simple English expressions is another important finding. At the beginning of the program, some students were hesitant to respond orally and tended to use Indonesian when communicating. Through repeated modeling, guided practice, and positive reinforcement, students gradually became more willing to produce simple English expressions. This development suggests that confidence can be fostered when learners are given sufficient opportunities to practice language in a supportive environment. For young learners, the objective of early English instruction should not be limited to linguistic accuracy but should also include the development of willingness to communicate and positive attitudes toward language learning. In this regard, the program's emphasis on encouragement rather than excessive correction may have helped reduce students' fear of making mistakes.

The use of games and movement-based activities also appears to have contributed to students' sustained attention. Children generally have shorter attention spans and different learning needs from adult learners, meaning that lengthy teacher-centered explanations may not always be effective. Pinter (2017) explains that teaching young learners requires teachers to take children's developmental characteristics into account when designing activities. Similarly, Shin and Crandall (2014) emphasize the importance of integrating physical

movement, visual support, repetition, and interaction into young learner classrooms. The present program applied these principles by combining language instruction with games, songs, gestures, pictures, and role-playing. The students' active responses during these activities suggest that pedagogical variety can help maintain engagement while simultaneously increasing exposure to the target language.

The findings are also relevant when compared with previous community engagement programs in Indonesia. Farah et al. (2024), through an English Teaching Assistant Program, demonstrated the potential of teaching assistance to strengthen English learning in elementary school contexts. Their program emphasized collaboration and supplementary instructional support, illustrating how community-based initiatives can complement existing educational practices. The present program similarly positioned teaching assistance as a form of supplementary support, but its focus was placed directly on elementary school learners within a non-formal community learning environment. This distinction is important because learning opportunities outside formal school can provide additional space for students to practice English in a less formal and potentially more enjoyable atmosphere.

The findings are also comparable with the Fun English Day program reported by Sari (2025), which used interactive activities and Total Physical Response to introduce basic English vocabulary to elementary school students. The reported increase in student participation and confidence is consistent with the observations in the present program. Both programs indicate that kinesthetic and interactive approaches can be particularly useful for young learners because they allow students to combine physical activity with language practice. However, the present program extended this approach by incorporating several types of activities, including vocabulary practice, simple conversations, pronunciation exercises, storytelling, and role-playing, thereby providing opportunities for students to develop more than vocabulary recognition alone.

Similarly, the English literacy program conducted by Hastini et al. (2026) demonstrates the value of community engagement in addressing foundational English learning needs among elementary school students. Their program focused on basic English reading and writing, while the present program placed greater emphasis on foundational vocabulary, pronunciation, listening, and simple oral communication. The comparison indicates that community-based English programs can be adapted according to the specific needs and initial abilities of

learners. Rather than applying a standardized model, community engagement should begin with an understanding of the participants and the learning context.

The present findings also support the concern identified by Daud (2024) regarding challenges in English instruction at the primary-school level in Indonesia. Variations in students' prior exposure to English, differences in learning resources, and differences in instructional capacity can influence the quality of English learning experiences. In this context, community engagement programs can function as complementary interventions by providing additional instructional resources and learning opportunities. The experience at Taman Belajar Agama dan Umum Syifaul Qulub Weden Tuban demonstrates how a community learning institution can become a space for expanding children's exposure to English beyond the formal school environment.

An important finding from the program was the variation in students' learning abilities. Some students quickly recognized vocabulary and responded to simple questions, whereas others needed additional repetition and individual assistance. This finding reinforces the importance of differentiated and flexible teaching strategies in young learner contexts. Pinter (2017) notes that young learners do not constitute a homogeneous group, even when they are within the same age range. Differences in previous exposure, cognitive development, motivation, and learning experiences can influence their performance. Consequently, future implementation of the program should consider grouping students according to their proficiency levels or providing differentiated tasks so that learners with different abilities can receive appropriate challenges and support.

From a community engagement perspective, the program demonstrates that the contribution of English teaching assistance extends beyond the transmission of vocabulary and grammatical knowledge. The program created a social learning environment in which students could interact with peers, receive encouragement from instructors, and experience English as a practical means of communication. This aspect is particularly important in non-formal learning environments because such spaces can complement formal schooling by offering more flexible and participatory learning experiences. Community-based language programs can therefore serve as a bridge between formal educational objectives and children's everyday learning experiences.

Nevertheless, several limitations should be acknowledged. The evaluation was primarily descriptive and based on observations, informal questioning,

student responses, and documentation. Consequently, the findings cannot be interpreted as evidence of statistically measured learning gains. In addition, the program was implemented within a specific community learning context, meaning that the results may not be directly generalizable to all elementary school students. Differences in students' backgrounds, duration of exposure, instructional resources, and teacher competence may produce different outcomes in other settings. Future programs could strengthen the evaluation component by incorporating pre-test and post-test assessments, structured observation instruments, student motivation scales, or delayed assessments to examine vocabulary retention.

Overall, the discussion demonstrates that community-based English teaching assistance can serve as a practical strategy for fostering early English learning among elementary school students. The combination of contextualized vocabulary, interactive activities, repetition, communication practice, and positive reinforcement created learning conditions that encouraged participation and increased students' willingness to use English. The findings are broadly consistent with previous studies on young learner pedagogy and recent community-based English programs in Indonesia (Farah et al., 2024; Hastini et al., 2026; Pinter, 2017; Sari, 2025; Shin & Crandall, 2014). More importantly, the experience at Taman Belajar Agama dan Umum Syifaul Qulub Weden Tuban highlights the potential of collaboration between community learning institutions and educators in expanding access to meaningful English learning opportunities for children.

V. CONCLUSION AND RECOMMENDATION

The community engagement program at Taman Belajar Agama dan Umum Syifaul Qulub Weden Tuban demonstrated that interactive, contextualized, and participatory English teaching can enhance elementary students' engagement, confidence, vocabulary recognition, and willingness to use basic English. Activities such as games, songs, storytelling, role-playing, and simple conversations created an enjoyable learning environment and complemented formal schooling. However, the program was limited by its descriptive evaluation and the absence of standardized pre-test and post-test measures. Future programs should therefore use systematic assessments, differentiated activities, and longer-term follow-up sessions to evaluate improvements in vocabulary, pronunciation, speaking ability, motivation, and learning confidence.

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