

DAFTAR PUSTAKA

- Adriansen, H. K., Juul- Wiese, T., Madsen, L. M., Saarinen, T., Spangler, V., & Waters, J. L. (2023). Emplacing English as lingua franca in international higher education: A spatial perspective on linguistic diversity. *Population, Space and Place*, 29(2). <https://doi.org/10.1002/psp.2619>
- Agustriana, N., Kurniah, N., Alexon, A., Kusumah, R. G. T., & Adiarti, W. (2022). Edutainment Method Learning: Exploration of Variables and Implications on Children's Social Skills. *Al-Athfal: Jurnal Pendidikan Anak*, 8(1), 27–38. <https://doi.org/10.14421/al-athfal.2022.81-03>
- Akbar, S. (2017). *Instrumen perangkat pembelajaran*. Remaja Rosdakarya.
- Aksakal, N. (2015). Theoretical view to the approach of the edutainment. *Procedia - Social and Behavioral Sciences*, 186, 1232–1239.
- Al-Azzam, B., Al- Hawamdeh, H., & Al- Harbi, S. (2021). The impact of educational games on children's learning outcomes in early childhood education: A systematic review. *Education and Information Technologies*, 26(1), 7567–7585. <https://doi.org/10.1007/s10639-021-10560-4>
- Al-Yaseen, W. S. (2021). Teaching English to young children as an innovative practice: Kuwaiti public kindergarten teachers' beliefs. *Kuwaiti Public Kindergarten Teachers' Beliefs: Cogent Education*, 8(1), 1–15. <https://doi.org/10.1080/2331186X.2021.1930492>
- Aladin, L. (2025). The role of play in cognitive development: A neuroscientific perspective. *Journal of Cognitive Neuroscience*, 8(2). <https://doi.org/10.35841>
- Alasal, M. S. (2025). The impact of digital media on foreign language acquisition: A comparative study. *E- Learning Advance Online Publication*, 1(1). <https://doi.org/10.1177/20427530251324830>
- Alkarima, O. (2019). The Position and Role of Indonesian Language and English in Science in a Global Era. *Language and Literacy Education*, 1, 1–8. <https://doi.org/https://doi.org/10.31227/osf.io/af5dt>
- Alotaibi, R. (2024). The effect of digital game-based learning on young children's learning outcomes: A meta-analysis. *Frontiers in Psychology*, 15(1). <https://doi.org/10.3389/fpsyg.2024.1307881>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>
- Ardianti, S. D., & Wanabuliandari, S. (2021). Ethno-Edutainment Digital Module to Increase Students' Concept Understanding. *Journal of Physics: Conference Series*, 1823(1), 1–5. <https://doi.org/10.1088/1742-6596/1823/1/012073>
- Azpilicueta, M. R., & Lázaro, I. A. (2024). Exposure or age? The effect of additional CLIL instruction on young learners' grammatical complexity while performing an oral task. *Journal of Language, Interaction and Acquisition*, 12(1). <https://doi.org/10.1075/jlia.23010.azp>
- Baffa, B. Y. (2023). Integrating technology in play-based learning: A pathway to holistic early childhood development. *Basic and Teacher Education (SIBTE)*, 2(1), 45–54. <https://ndpapublishing.com/index.php/sibt/article/view/61>
- Batu, A. (2024). The Neurological Foundations of Early English Language

- Acquisition. *International Journal of Language, Teaching and Education Methods*, 5(1), 14–20.
- Berk, L. E. (2013). *Child development (9th ed.)*. Pearson Education.
- Beverly, O. (2017). *Perkembangan Bahasa Pada Anak Usia Dini (III)*. Kencana Prenamedia Group.
- Bialystok, E. (2022). A brief history of listening comprehension in second language teaching and learning. *Education Research International*, 21(2). <https://doi.org/10.1155/2022/3894457>
- Blumenfeld, P., & Pittich, D. (2025). Toward a universal definition of instructional design: a systematic review. *Discover Education*, 4(1). <https://doi.org/10.1007/s44217-025-00491-w>
- Bodiongan, I. L. P., Deluna, C. T., Florendo, T. E., Jann Tantog, A. D., Gaan, D. R., & Alayon, M. F. (2022). Challenging Experiences of English Major Students in Language Studies. *International Journal of Academic Multidisciplinary Research*, 6(November), 289–297. <https://www.researchgate.net/publication/365871278>
- Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. The George Washington University, School of Education and Human Development.
- Borg, W. R., & Gall, M. D. (1983). *Educational Research: An Introduction*. (Second Edi). David McKay Company, Inc.
- Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2003). Teaching English as a foreign language (2nd Edition). In *Sustainability (Switzerland)* (Vol. 2). Routledge. <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484>
- Brown, H. D. (2006). Principles of language learning and Teaching. In *The Ultimate FE Lecturer's Handbook* (5th ed.). Pearson Education. <https://doi.org/10.1017/cbo9781139062398.015>
- Bruen, J., & Erdocia, I. (2024). Formal and informal foreign language learning at university: blurring the boundaries. *The Language Learning Journal*, 53(1), 84–97. <https://doi.org/10.1080/09571736.2024.2306157>
- Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.
- Bukit, S., Marcela, E. D., & Ernawati, E. (2021). Teacher's Strategy to Create Fun Learning in Elementary School. *Journal Corner of Education, Linguistics, and Literature*, 2(3), 244–249. <https://doi.org/10.54012/jcell.v2i3.129>
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Chen, C. M., Huang, Y. M., & Liu, M. C. (2022). A game-based learning approach to improving students' learning achievements and motivation in English vocabulary. *Educational Technology & Society*, 25(1), 89–10.
- Chen, S., Zhao, J., de Ruiter, L., Zhou, J., & Huang, J. (2022). A burden or a boost: The impact of early childhood English learning experience on lower elementary English and Chinese achievement. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1212–1229. <https://doi.org/10.1080/13670050.2020.1749230>
- Chen, Y., Li, L., Wang, M., & Wang, R. (2023). The association between

- statistical learning and the development of second language grammar learning. *Applied Cognitive Psychology*, 10(1), 1–10.
- Chiotaki, A., & Karpouzis, K. (2023). Adaptive educational games for young learners: A review of personalization techniques and learning outcomes. *Frontiers in Computer Science*, 5(1). <https://doi.org/10.3389/fcomp.2023.1062350>
- Chomsky, N. (1965). Aspects of the Theory of Syntax. In *Cambridge, MA: MIT Press*. <https://doi.org/10.4324/9780203975275-8>
- Chomsky, N. (2006). Language and Mind. In *Language and Mind*. Cambridge University Press. <https://doi.org/10.1017/cbo9780511791222>
- Cirigliano, M. M. (2012). Exploring the Attitudes of Students Using an Edutainment Graphic Novel as a Supplement to Learning in the Classroom. *Science Educator*, 21(1), 29–36. <http://search.proquest.com/docview/1079888873?accountid=15533>
- Clay, M. M. (1991). *Becoming literate: The construction of inner control*. Heinemann.
- Copland, F., Garton, S., & Barnett, C. (2024). *Global Practices in Teaching English to Young Learners: Ten Years On*. British Council. <https://doi.org/10.57884/JHCP-DS26>
- Creswell, J. W., & Creswell, J. D. (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). SAGE Publications.
- Crystal, D. (1997). English as a Global Language: Second Edition. In *Cambridge University Press* (2nd ed.). Cambridge University Press. <https://doi.org/10.1007/978-1-137-32505-1>
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.
- DeAnda, S., Arias-Trejo, N., & Friend, M. (2020). Lexical-semantic development in bilingual toddlers. *Frontiers in Psychology*, 11(1). <https://doi.org/10.3389/fpsyg.2020.602926>
- Dick, W., Carey, L., & Carey, J. O. (2015). *The Systematic Design of Instruction* (8th ed.). Pearson.
- Dietz Smith, L., Liu, Z., & Vardoulakis, L. P. (2024). ContextQ: A Dialogic Reading System to Support Emergent Literacy in Young Children. *Proceedings of the ACM on Human-Computer Interaction*, 1–28. <https://doi.org/10.1145/3625867>
- Dubiner, D. (2019). Second language learning and teaching: From theory to a practical checklist. *TESOL Journal*, 10(2), 18. <https://doi.org/10.1002/tesj.398>
- Eadnai, C. (2023). An Analysis Of The Thailand Teacher ' S Ways In Using Lasagna Milkshakes Song To Teach Vocabulary For Young Learners. *Journal of Nglish Language Teaching and Linguistic Studies*, 5(1), 110–117.
- Edwards, C., Gandini, L., & Forman, G. (1998). *The hundred languages of children: The Reggio Emilia approach—Advanced reflections* (2nd ed.). Ablex Publishing.
- Enever, J. (2023). *ELLiE: Early Language Learning in Europe* (1st ed.). British Council.
- Eppinger, S. D., & Ulrich, K. T. (2020). *Product design and development* (7th ed.). McGraw-Hill Education.

- Fisch, S. M. (2004). *Children's Learning from Educational Television: Sesame Street and Beyond*. Lawrence Erlbaum Associates.
- Fishman, J. A. (1972). *The sociology of language: An interdisciplinary social science approach to language in society*. Newbury House Publisher.
- Froebel, F. (1887). *The Education of Man* (W. N. Hailmann, Trans.). D. Appleton & Company.
- Garaigordobil, M., Berrueto, L., & Celume, M. P. (2022). Developing children's creativity and social-emotional competencies through play: Summary of twenty years of findings of the evidence-based interventions "Game Program". *Journal of Intelligence*, 10(4), 77. <https://doi.org/10.3390/jintelligence10040077>
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Gautam, P., & Hansen, C. T. (2022). Implications of Play Integration for Early Childhood Education in Nepal. In *University of Applied Research & Development* (Vol. 1). University of Applied Research & Development.
- Gee, J. P., & Zhang, Q. A. (2023). (2023). Sensation, the intuitive system, and designed experience: Implications for multimodal and postdigital literacy. *Postdigital Science and Education*, 6(1), 518–537. <https://doi.org/10.1007/s42438-023-00396-w>
- Gee, James Paul. (2005). Learning by Design: Good Video Games as Learning Machines. *E-Learning and Digital Media*, 2(1), 5–16. <https://doi.org/10.2304/elea.2005.2.1.5>
- Goh, C. C. M., & Vandergrift, L. (2021). *Teaching and Learning Second Language Listening: Metacognition in Action*. Routledge.
- Graddol, D. (2007). English Next. *ELT Journal*, 1(1), 128. <https://doi.org/10.1093/elt/ccl050>
- Gudmundsdottir, S. (1990). Pedagogical content knowledge: Teachers' ways of knowing. *Teaching and Teacher Education*, 6(3), 263–270. [https://doi.org/10.1016/0742-051X\(90\)90018-D](https://doi.org/10.1016/0742-051X(90)90018-D)
- Hake, R. R. (1999). Analyzing change/gain scores. *American Educational Research Association's Division D, Measurement and Research Methodology*, 1, 1–14.
- Halliday, M. A. K. (1975). *Learning How to Mean: Explorations in the Development of Language* (*Explorations in Language Study* (1st ed.)). Hodder Arnold.
- Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.
- Harris, J., & Beech, K. (2021). The role of creativity and play in second language learning in early childhood: A transdisciplinary approach. *Early Child Development and Care*, 191(16), 2556–2571. <https://doi.org/10.1080/03004430.2020.1722114>
- Harter, J. L. (1997). *Psychology of entertainment media*. Iowa State University Press.
- Hasebrink, U., Olsson, R., & Sundqvist, P. (2023). (2023). Theory of Second Language Acquisition. *Springer: Media Related Out of School Contact with English in Germany and Switzerland*, 21(1), 51–93. https://doi.org/10.1007/978-3-658-42408-4_4

- Heidari, S. M. A. (2024). Pedagogy of play: Insights from playful learning for language learning. *Discover Education*, 3(1). <https://doi.org/10.1007/s44217-024-00250-3>
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning (7th ed.)*. Merrill Prentice Hall.
- Hernik, J., & Jaworska, E. (2018). The Effect of Enjoyment on Learning. *Proceedings of INTED2018 Conference*, 1(1), 508–514. <https://doi.org/10.21125/inted.2018.1087>
- Herwiana, S., Laili, E. N., Fajarina, M., & Ma'rifatulloh, S. (2019). Joyful learning in teaching english as foreign language. In *Angewandte Chemie International Edition*, 6(11), 951–952.
- Hidayatulloh, S. M. M., & Sugirin, S. (2022). Indonesian EFL Teachers Teaching Reading To English Young Learners in Indonesia and Thailand. *LLT Journal: A Journal on Language and Language Teaching*, 25(2), 395–409. <https://doi.org/10.24071/llt.v25i2.4515>
- Hoff, E. (2006). How social contexts support and shape language development. *Developmental Review*, 26(1), 55–88. <https://doi.org/10.1016/j.dr.2005.11.002>
- Hoff, E. (2009). *Language development (4th ed.)*. Wadsworth Cengage Learning.
- Jenkins, J. (2021). *English as a lingua franca in the international university: The politics of academic English language policy*. Routledge.
- Jiménez- Sierra, Á. A., Ortega- Iglesias, J. M., & Cabero- Almenara, J. Palacios- Rodríguez, A. (2023). Development of the teacher's technological pedagogical content knowledge (TPACK) from the Lesson Study: A systematic review. *Frontiers in Education*, 8, 8(1). <https://doi.org/10.3389/educ.2023.1078913>
- Joyce, B. R., Calhoun, E., & Weil, M. (2024). *Models of Teaching (10th ed.)*. Routledge.
- Justice, L. M., Meier, J., & Walpole, S. (2008). Learning new words from storybooks: An efficacy study with at-risk kindergartners. *Language, Speech, Language, Speech, and Hearing Services in Schools*, 36(1). [https://doi.org/10.1044/0161-1461\(2005/003\)](https://doi.org/10.1044/0161-1461(2005/003))
- Kan, P. F., Jones, M., Meyers- Denman, C., & Sparks, N. (2024). Emergent bilingual children during the silent period: A scoping review. *Journal of Child Language*, 52(3), 558–591.
- Keller, J. M., & Groenlund, A. L. (1972). *Development and application of the ARCS model of motivational design*. Educational Technology Publications.
- Khamsuk, A., & Whanchit, W. (2021). Storytelling: An alternative home delivery of english vocabulary for preschoolers during COVID-19's lockdown in southern Thailand. *South African Journal of Childhood Education*, 11(1). <https://doi.org/10.4102/SAJCE.V11I1.897>
- Kidd, E., & Arciuli, J. (2016). Individual differences in statistical learning predict children's comprehension of syntax. *Child Development*, 87(1), 184–193. <https://doi.org/10.1111/cdev.12461>
- Kim, Y. J., & Michel, M. (2023). Linguistic alignment in second language acquisition: A methodological review. *System*, 115(January), 14. <https://doi.org/10.1016/j.system.2023.103007>
- Krashen, S. D. (1973). Lateralization, Language Learning, and the Critical Period:

- Some New Evidence. *Language Learning*, 23(1), 63–74. <https://doi.org/10.1111/j.1467-1770.1973.tb00097.x>
- Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. In *TESOL Quarterly* (Vol. 17, Issue 2). Pergamon Press Inc. <https://doi.org/10.2307/3586656>
- Krashen, S. D. (2003). Explorations in Language Acquisition and Use. Heinemann, 97. <https://www.heinemann.com/shared/onlineresources/E00554/chapter2.pdf>
- Kurniawati, Y., Komalasari, K., Supriatna, N., & Wiyanarti, E. (2023). Edutainment in social studies learning: Can it develop critical thinking skills and creativity? *Cypriot Journal of Educational Sciences*, 18(1), 394–407. <https://doi.org/10.18844/cjes.v18i1.8395>
- Lancy, D. F. (2010). Learning “from nobody”: The limited role of teaching in folk models of children’s development. *Childhood in the Past*, 3(1), 79–106. <https://doi.org/10.1179/175857010X12759936323241>
- Lenneberg, E. H. (1967). *The Biological Foundations of Language*. Wiley. <https://doi.org/10.5964/bioling.8851>
- Li, H., He, H., & Luo, W. (2024). Early Childhood Digital Pedagogy: A Scoping Review of Its Practices, Profiles, and Predictors. *Early Childhood Education Journal*, 52(6), 3731–3750. <https://doi.org/10.1007/s10643-024-01804-8>
- Li, Y., Li, W., & Sun, S. (2023). The Application of Input–Output Hypothesis in English Listening Teaching. *Education Psychology and Public Media*, 6(1), 222–238. <https://doi.org/10.54254/2753-7048/6/20220263>
- Liao, H., & Li, L. (2023). Facilitating EFL learners’ intercultural competence through culturally responsive teaching in oral English classrooms. *System*, 114(1).
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.) (Oxford (ed.)). Oxford University Press.
- Lim, B. Y., Lake, V. E., Beisly, A. H., & Ross- Lightfoot, R. K. (2023). Preservice teachers’ TPACK growth after technology integration courses in early childhood education. *Early Education and Development*, 35(1), 114–131. <https://doi.org/10.1080/10409289.2023.2224219>
- Liu, S., Reynolds, B. L., Thomas, N., & Soyoof, A. (2024). The use of digital technologies to develop young children’s language and literacy skills: A systematic review. *SAGE*, 14(1). <https://doi.org/10.1177/21582440241230850>
- Lucas, C. (2023). Too Young to Learn English?—Nurturing preschool children’s English language learning across an early years curriculum: A case study. *Education Sciences*, 13(9). <https://doi.org/10.3390/educsci13090949>
- Lundeberg, V. J. (2016). Pedagogical Implementation of 21 st Century Skills. *Educational Leadership and Administration: Teaching and Program Development*, 27(1), 82–100.
- Lunga, P., Esterhuizen, S., & Koen, M. (2022). Play-based pedagogy: An approach to advance young children’s holistic development. *South African Journal of Childhood Education*, 12(1), a1133. doi:10.4102/sajce.v12i1.1133
- MacKinnon, K., Marcellus, L., & Rivers, J. (2024). Game-based learning in early childhood education: a systematic review and meta-analysis. *JB I Database of Systematic Reviews and Implementation*, 11(1).

- <https://pubmed.ncbi.nlm.nih.gov/38629045/>
- MacLean, P. D. (1990). *The triune brain in evolution: Role in paleocerebral functions*. Plenum Press.
- Matsiola, M. (2024). Interactive videos as effective tools for media literacy education in communication and media courses. *Electronics*, 13(23), 4738. <https://doi.org/10.3390/electronics13234738>
- Mauranen, A., & Ranta, E. (2009). *English as a Lingua Franca: Studies and Findings*. Cambridge Scholars Publishing.
- Mayer, R. E. (2024). The past, present, and future of the cognitive theory of multimedia learning. *Educational Psychology Review*, 36(1), 8.
- Mazhabi, Z. (2019). Pengajaran Bahasa Inggris Untuk Anak Usia Dini Beberapa Hal Yang Harus Diperhatikan. *Thufuli: Jurnal Ilmiah Pendidikan Islam Anak Usia Dini*, 1(2), 51–62. <https://doi.org/10.33474/thufuli.v1i2.4940>
- McAllister, E., Smith, J., & Lee, T. (2024). Learning to listen: Changes in children's brain activity following a listening comprehension intervention. *Behavioral Sciences*, 14(7). <https://doi.org/10.3390/bs14070585>
- Menggo, S. (2020). Pembelajaran Abad- 21. *Seminar Nasional GUT*, 1, 1–20.
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative Data Analysis: A Sourcebook of New Methods*. Sage Publications.
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017–1054. <https://doi.org/10.1111/j.1467-9620.2006.00684.x>
- Miyarti, M., Inawati, I., Khafifah, M. N., Henu, N., Damayanti, R. V., & Aisyah, S. (2024). An Investigation of Professional Development of English Teacher in Primary School Setting: A Case Study. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 11(1), 73–88. <https://doi.org/10.22219/celtic.v11i1.29231>
- Montessori, M. (1964). *The Montessori Method: Scientific pedagogy as applied to child education in "The Children's Houses"* (Translated by Anne E. George). Frederick A. Stokes Company.
- Moon, J. (2000). *Children learning English: A guidebook for English language teachers*. Macmillan Heinemann.
- Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2020). *Designing Effective Instruction* (8th ed.). Wiley.
- Murcia, M. C. (2002). *Teaching English as a Second or Foreign Language* (3rd Edition). <http://www.tesl-ej.org/wordpress/issues/volume5/ej20/ej20r4/7/>
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- O'Grady, W. (2007). *How Children Learn Language*. Cambridge University Press.
- Omopariola, A., Enihe, R., Monday, A. J., & Bwala, S. A. (2023). Design and Implementation of an Edutainment Games Application for Kindergarten Kids. *Journal for Information Technology*, 6(1), 7–32. <https://doi.org/10.32591/coas.ojit.0601.02007o>
- Özdamlı, F., & Yıldız, R. (2020). Developing an educational game for children in early childhood: Learning English through games. *Interactive Learning Environments*, 28(3), 371–385.

- <https://doi.org/10.1080/10494820.2019.1619588>
- Palaigeorgiou, G., & Grammatikopoulou, A. (2016). Benefits, barriers and prerequisites for digital storytelling integration in preschool education: A case study. *International Journal of Emerging Technologies in Learning (IJET)*, 11(3), 90–100. <https://doi.org/10.3991/ijet.v11i03.5308>
- Pangastuti, L. (2014). *Edutainment: Konsep Pembelajaran Menyenangkan untuk Anak Usia Dini*. Familia.
- Papert, S. (1993). The Children's Machine: Rethinking School In The Age Of The Computer. In *Children's The Machine* (Vol. 2). Basic Books. https://learn.media.mit.edu/lcl/resources/readings/childrens-machine.pdf%0Ahttp://www.goodreads.com/book/show/906120.The_Children_s_Machine
- Penfield, W., & Roberts, L. (1959). *Speech and Brain Mechanisms*. Oxford University Press.
- Piaget, J. (1962). *Play, Dreams, and Limitation in Childhood*. Norton.
- Piasta, S. B., Justice, L. M., & O'Connell, A. (2023). Preschool predictors of early reading and writing: The role of phonological awareness and print knowledge. *Early Childhood Research Quarterly*, 65(1), 112–124. <https://doi.org/10.1016/j.ecresq.2023.02.004>
- Pienemann, M. (1998). Language Processing and Second Language Development: Processability Theory. In John Benjamins Publishing Company (Ed.), *John Benjamins Publishing Company*.
- Pulis, A. (2022). The Fun Imperative During Learning: A Neuroscientific Perspective. Educational Neuroscience. *Malta Journal of Education*, 3(1), 67–85. <https://doi.org/10.62695/KPLF2954>
- Rand, M. (2023). A case study of teachers implementing guided play in early childhood classrooms. In *AERA Annual Meeting Proceedings*.
- Reigeluth, C. M., & An, Y. (2021). *Merging the Instructional Design Process with Learner-Centered Theory: The Holistic 4D Model*. Routledge.
- Rhodes, L. (2022). Understanding cognitive learning behavior with triune brain model: A perspective. *International Journal of Teaching and Learning*, 10(2), 113–124. <https://www.researchgate.net/publication/366643023>
- Rivers, W. M., & Temperley, M. S. (1978). *A Practical Guide to the Teaching of English as a Second or Foreign Language*. Oxford University Press.
- Rogers, C. R. (1969). *Freedom to Learn: A View of What Education Might Become*. Charles E. Merrill Publishing Company.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford University Press. Oxford University Press.
- Rose, M., & Gordon. (2024). *Universal Design for Learning: Principles, Framework, and Practice (2nd ed.)*. CAST Professional Publishing.
- Rubeena. (2022). Multidisciplinary Subject For Research Edition VII Volume 2. In *International Chapter Book: Multidisciplinary Subjects For Research* (First Edit, Vol. 7, Issue 2). Redshine Publication PVT.LTD. <https://doi.org/10.25215/9781483430386>
- Salama, M. M. A., El-Ela, M. S. A., & Khalil, M. H. (2022). Exploring Guardians' Perceptions towards Edutainment Environments: The Case of Kidzania, Cairo, Egypt. *Buildings Journal*, 12(1281), 1–16. <https://doi.org/10.3390/buildings12081281>

- Salleh, R. T. A. M., Lotfie, M. M., Zam, A. A. M., Biase, B. Di, & Kawaguchi, S. (2020). Towards a New Framework of English Language Learning in Malaysian Preschools. *Southeast Asia Early Childhood Journal*, 9(2), 144–154. <http://ejournal.upsi.edu.my/index.php/SAECJ>
- Salomé, F., Commissaire, E., & Casalis, S. (2024). Contribution of orthography to vocabulary acquisition in a second language: Evidence of an early word-learning advantage in elementary-school children. *Journal of Experimental Child Psychology*, 246, 105978. <https://doi.org/10.1016/j.jecp.2024.105978>
- Sanaky, H. A. H. (2009). *Media pembelajaran: Interaktif-inspiratif*. Kaukaba Dipantara.
- Saville-Troike, M. (2017). Introducing Second Language Acquisition. In *Introducing Second Language Acquisition* (Second Edi). Cambridge University Press. <https://doi.org/10.1017/cbo9780511808838.002>
- Scoot, W. A., & Ytreberg, L. H. (2000). *Teaching English to Children*. Longman Inc.
- Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford University Press.
- Seng, H. Z., Mustafa, N. C., Halim, H. A., Rahmat, N. H., & Amali, N. A. K. (2023). An Investigation of Direct and Indirect Learning Strategies in Learning Foreign Languages. *International Journal of Academic Research in Business and Social Sciences*, 13(3), 322–338. <https://doi.org/10.6007/ijarbss/v13-i3/16492>
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14. <https://doi.org/10.3102/0013189X015002004>
- Singhal, A., & Rogers, E. M. (1999). *Entertainment–Education: A Communication Strategy for Social Change*. Lawrence Erlbaum Associates.
- Siraj-Blatchford, I., Sylva, K., Muttock, S., & Gilden, R., & Bell, D. (2002). *Researching effective pedagogy in the early years*. Department for Education and Skill.
- Slavin, R. E. (2020). *Educational Psychology: Theory and Practice (13th ed.)*. Pearson.
- Smaldino, S. E., Russell, J. D., Heinich, R., & Molenda, M. (2008). *Instructional technology and media for learning (9th ed.)*. Pearson Merrill Prentice Hall.
- Snow, C. E. (1999). Social perspectives on the emergence of language. In B. MacWhinney (Ed.). *In The emergence of language*. Lawrence Erlbaum Associates.
- Snow, C. E., Tabors, P. O., & Dickinson, D. K. (2001). *Language development in the preschool years*. Paul H. Brookes Publishing.
- Spindler, G., & Spindler, L. (1997). *Education and cultural process: Anthropological approaches (3rd ed.)*. Waveland Press.
- Stakanova, E., & Tolstikhina, E. (2024). Methodology of teaching English to preschool children. In Scientific Advances and Innovative Approaches. *International Scientific Conference, Academics Research*, 2(2).
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford University Press.
- Suoc, N. C., Thong, L. M., & Dewi, R. A. (2025). English as a Lingua Franca in ASEAN Higher Education: Opportunities and Challenges in English-

- Medium Instruction. In *English Language Education Policy and Practice in Asia*. Springer. https://doi.org/10.1007/978-981-97-2336-2_2
- Sutton, S. B. (1997). *The Ambiguity of Play*. Harvard University Press.
- Swain, M. (1985). *Communicative competence: Some roles of comprehensible input and comprehensible output in its development*. Newbury House Publisher.
- Thornton, R. (2016). Children's acquisition of syntactic knowledge. *Oxford Research Encyclopedia of Linguistics*, 31(2). <https://doi.org/10.1093/acrefore/9780199384655.013.72>
- Tileston, D. W. (2004). *What every teacher should know about motivation*. Corwin Press.
- Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit, L. A. (2020). Understanding the relationship between teachers' pedagogical beliefs and technology use in early childhood education. *British Journal of Educational Technology*, 51(5), 1790–1804. <https://doi.org/10.1111/bjet.12953>
- Tüfekci, H., & Candan, F. (2023). Preschool Teachers' Use of Technology in Instructional Environments and Opinions of Pre-School Teachers on TPACK. I. *International Journal of Trends and Developments in Education*, 3(1), 19–52.
- VanderVeen, K., & McKee, R. (2024). Shared reading and digital media: A meta-analysis of early literacy interventions. *Journal of Educational Psychology*, 116(2), 223–240. <https://doi.org/10.1037/edu0000781>
- Virdyna, K., & Sy, E. N. (2021). Teaching English Through Based Brain Strategy To Young Learner. *The Ellite of Unira*, 4(1), 32–51.
- Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes. In *Harvard University Press* (Vol. 159, Issues 3–4). <https://doi.org/10.3928/0048-5713-19850401-09>
- Wan, E. W. Y., & Ai, J. T. T. (2023). Early Second Language Learning and Arts Integration in Malaysian Multicultural Context: A Sociocultural Perspective. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 8(5), 1–10. <https://doi.org/https://doi.org/10.47405/mjssh.v8i5.2297>
- Wannas, A. S., & Alshaye, R. A. (2024). Integration of Intrinsic and Extrinsic Motivation in Second Language Acquisition: Magnetism as a Proposed Theory. *World Journal of English Language*, 14(4), 76–91. <https://doi.org/10.5430/wjel.v14n4p76>
- Wong, K. M., & Neuman, S. B. (2021). Learning L2 vocabulary on screen: The role of screen-based pedagogical supports on dual-language learners. *Computer Assisted Language Learning*, 1(1). <https://doi.org/10.1080/09588221.2021.1999983%0A>
- Yamat, H., Fisher, R., & Rich, S. (2023). Revisiting English language learning among Malaysian children: An ethnographic perspective. *Asian Social Science*, 19(10), 174–180. <https://doi.org/10.5539/ass.v19n10p174>
- Zang, M., Zhang, X., Weng, R., Hu, Y., & Yang, W. (2023). The Ideal English Practices for Chinese Kindergartners in Teachers' Perspectives. *Education Psychology and Public Media*, 6(1). <https://doi.org/10.54254/2753-7048/6/20220119>
- Zin, H. M., & Zain, N. Z. M. (2010). The effects of edutainment towards students

* achievements. *Proceedings of Regional Conference on Knowledge Integration in ICT*, 1, 64–72.

Zosh, J. M., Gaudreau, C., Golinkoff, R. M., & Hirsh- Pasek, K. (2022). The power of playful learning in the early childhood setting. *NAEYC. Young Children*, 77(2), 6–13.

