


## English Teaching Strategies For Young Learners in Bilingual Elementary Classes in an EFL Context

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### A B S T R A C T

Effective teaching of English in bilingual primary schools is essential for developing language proficiency and subject knowledge in early childhood students. However, empirical studies on English as a Language of Instruction (EMI) at the primary school level in the context of English as a Foreign Language (EFL) are still limited, especially those documenting real-world classroom practice in Indonesia. This study explores English teaching strategies implemented by teachers in bilingual primary school classrooms. A descriptive qualitative design was used, involving two English teachers and one subject teacher who were purposively selected for their active involvement in bilingual teaching at various grade levels. Data were collected over four weeks through six classroom observations, semi-structured interviews, and document analysis, then analyzed using reflective thematic analysis. The research findings reveal six interrelated strategies: regular exposure to English, activity-based teaching, scaffolding code-switching, differentiated teaching, and curriculum alignment. These strategies operate in an integrated and context-sensitive manner, concluding that effective bilingual teaching requires a flexible, student-centered approach that supports both language proficiency and material comprehension.

**Keywords:** *English Teaching Strategies, Young Learners, Bilingual Elementary, EFL Context, English as a Medium of Instruction*

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## INTRODUCTION

English has become an essential global language, prompting many elementary schools teaching English as a foreign language (EFL) to introduce English language instruction at an early age, particularly through bilingual education programs (Copland et al., 2014). As far as bilingual classes in the early elementary grades are concerned, English serves not only as the subject but also as the medium for teaching other subjects, which leads teachers to focus on strategies that are more relevant to the cognitive, emotional, and linguistic levels of young children. Unless a suitable English-teaching strategy is employed, students may find it difficult to understand the topics and may not be able to sustain academic interest. Young children are more likely to learn when activities are fun, interactive, and based on contextual learning. A qualitative study conducted by (Suryanto & Brawijaya, 2024) in elementary schools in Indonesia proved that teachers who use interactive and sensory methods, including games, Total Physical Response activities, songs, gestures, and visual aids are more effective in attracting and retaining the attention of early childhood students, which confirms the importance of engagement-oriented strategies in English teaching at the elementary school level. The increasing need for English language skills has seen schools embrace bilingual education in recent years, not just as an educational strategy but also as a competitive advantage. This has added to the challenges of teaching, as teachers must now teach content

and language simultaneously. This makes classroom strategies an important aspect of the success of bilingual education programs.

Bilingual elementary education refers to an educational approach in which two languages are used as media of instruction in teaching and learning processes (Baker & Wright, 2017). In the context of teaching English as a foreign language (EFL), bilingual classes face specific challenges, such as limited exposure to English outside the classroom and students' strong dependence on their native language, which can affect language learning outcomes (Butler, 2015). Teachers play a crucial role in overcoming these challenges by implementing effective teaching strategies that support comprehension while maintaining exposure to the target language. In the Indonesian context, Amalia & Marzuki (2023) examined the implementation of a bilingual classroom program in an Islamic elementary school in Banten Province and found that the program relied on a partial immersion approach, where bilingual teaching required simultaneous attention to school administration, human resources, teaching-learning activities, and program evaluation—highlighting the layered complexities of managing bilingual teaching at the elementary school level. Similarly, Yassin et al., (2024) examined the influence of bilingual education on English language achievement among sixth-graders at an Islamic elementary school in Pontianak, Indonesia, and found that although bilingual programs had significant educational ambitions, the outcomes were influenced more by the quality and consistency of instructional strategies than by the bilingual classification itself. Overall, these studies highlight that effective bilingual basic education requires not only structural support but also adaptive strategies that are teacher-led and tailored to the needs of early childhood students. This study aims to increase students' exposure to English in a meaningful context and support natural language acquisition through daily interactions in the classroom.

A particular model commonly adopted within BIL schools is "English as a Medium of Instruction" (EMI). Applying EMI in a primary-level program includes the use of English to provide content instruction while taking into consideration the limitations of students' English language proficiency." As a result, "teachers are expected to simplify their input of language, incorporate images, gestures, demonstrations, examples, etc., to ensure their students grasp what is being presented in the content." Now, when speaking about EMI, it should be mentioned that "the immersion of language is very important, although this particular factor should be adapted to the level of the developing child." However, when speaking about the challenges posed by EMI within an elementary EFL setting, particular challenges at the teachers' level include "the limited in-school exposure to real English, their heavy reliance on their mother tongue, their potential to struggle to keep up the English usage without confusing or frustrating them.

Young learners have cognitive and affective characteristics that distinguish them from older learners. They are at a stage of development where concrete experiences, play, and sensory engagement are essential for meaningful language learning, as they are not yet ready for abstract concepts. Therefore, TEYL pedagogy emphasizes a child-centered approach, play-based activities, and interactive learning rather than formal grammar instruction (Jalolova, 2025; Judijanto, 2026). Effective English teaching for young children involves songs, games, visual aids, and repetition to make learning contextual, enjoyable, and appropriate for children's developmental needs (Asdar, 2024; Manara & Hidajat, 2017). The theoretical foundation of early childhood learning pedagogy refers to Cameron (2001) notion of meaning-buffered and meaning-focused interactions, as well as the child-centered framework of Pinter (2017), both of which emphasize the importance of age-appropriate input and interaction in the early development of a foreign language. In the context of bilingual education, Cummins (2001) theory of additive bilingualism posits that maintaining and developing a first language (L1) supports, not inhibits, the mastery of a second language (L2), while the translanguaging theory of Vallejo (2018) further underlines the pedagogical value of utilizing the entire linguistic repertoire of students. Regarding English as a medium of instruction (EMI) at the primary school level, Dearden (2015) defines EMI as the use of English to teach academic

subjects in a country or jurisdiction where the first language of the majority of the population is not English, noting that its rapid global growth has surpassed empirical research, especially at the primary school level. Macaro et al. (2018) also call for a more in-depth investigation into EMI pedagogy, emphasizing that teachers need special competencies to simultaneously support language development and subject matter understanding. This theoretical framework is collectively the basis of analysis in this study.

Learning pedagogy for early childhood learners has been widely discussed theoretically through the framework of constructivism and development. The concept of the Proximal Development Zone (ZPD) from Vygotsky (1978) emphasizes that children learn most effectively when supported by others who are more knowledgeable, so that guided interaction becomes the core of language learning in the early stages. Piaget's stages of cognitive development further confirm that young learners in the concrete preoperational and operational stages require experiential and hands-on learning, rather than abstract instruction. Cameron (2001) and Pinter (2017) have consolidated these insights into child-centered pedagogical frameworks designed specifically for foreign language contexts, emphasizing meaning-enriched input, sustained interactions, and age-appropriate tasks. Recently, Judijanto (2026) argues that effective TEYL pedagogy must integrate active engagement, physical movement, and enjoyable learning experiences to support both linguistic competence and a positive self-concept as a language learner. Similarly, Jalolova (2025) emphasizes the importance of differentiating methodological approaches between young learners and adolescents, emphasizing that cognitive developmental factors should directly shape instructional decisions in EFL classrooms. In the Indonesian context Asdar (2024) emphasized that children in the preoperational stage benefit the most from methods that combine song, movement, and communicative activities, all of which are in harmony with established TEYL principles.

Previous research has extensively discussed English teaching strategies for young learners and has proven them to be effective in various EFL settings. However, several significant gaps remain in the existing literature. First, there is little emphasis on implementing English teaching strategies, specifically in bilingual elementary classrooms in an EFL context, where English functions not merely as a subject but also as the medium of instruction for other content areas. A systematic review of EMI research in Indonesia revealed that primary education has received limited scholarly attention compared to secondary and higher education levels, resulting in an incomplete understanding of how EMI operates for young learners in this context (Lubis & Adara, 2025). Second, existing studies on EMI and bilingual education have predominantly been conducted at the secondary and tertiary levels, leaving a gap in knowledge about the instructional practices employed by teachers working with younger learners in elementary bilingual settings (Ernawati et al., 2021). Third, most prior studies have focused on measuring learning outcomes rather than describing in depth the actual teaching practices, classroom strategies, and learning activities that teachers develop and implement daily (Li & Zou, 2021). Fourth, qualitative investigations into how teachers navigate the dual challenge of language and content in bilingual elementary classrooms remain scarce. Therefore, the present study attempts to address these gaps by exploring the English teaching strategies implemented in bilingual elementary classrooms within an EFL context, with a focus on describing classroom practices as they naturally occur.

Bilingual education in elementary schools is characterized by a teaching model that deliberately integrates two languages to develop literacy and subject matter learning while maintaining students' mother tongue and identity. The theoretical basis in the literature emphasizes additive bilingualism and plurilingual pedagogy that utilize mother tongue resources to facilitate new language acquisition and broader learning pathways. This study describes implementations that emphasize planned scheduling of partnering languages, classroom routines that support interlingual transfer, and systematic support for both the first language (L1) and second language (L2). The types of programs frequently documented in the corpus include dual-language immersion and two-way immersion models that aim to achieve

bilingualism and biliteracy through balanced or majority/minority language instruction, such as district-wide dual-language programs that maintain heritage languages while developing English academic skills.

Teaching English to young learners requires strategies tailored to their developmental characteristics. Children have relatively short attention spans, enjoy moving around, and learn more effectively through fun and meaningful activities. Therefore, teachers need to use interactive and varied strategies such as language games, songs, picture stories, flashcards, and the Total Physical Response (TPR) approach, which involves physical movements. In addition, a routine-based approach (classroom routines) is highly recommended. Children learn well through consistent repetition, such as opening greetings, simple instructions, or closing songs that are used at every meeting. Routines help students become familiar with certain language patterns and increase their confidence in responding. Teachers can also apply scaffolding strategies, which involve providing gradual support according to students' abilities, for example, by giving examples before asking students to speak independently.

Furthermore, a safe, warm, and structured classroom environment with clear routines and a supportive teacher-student relationship will increase students' confidence to communicate. The application of differentiated instruction through adjustments to tasks, pace, and learning media allows optimal fulfillment of individual language needs and interests, while teacher professional development and the availability of resources are important supporting factors in the successful implementation of story-based and technology-based strategies in young learner classrooms. This study is guided by one main research question: What English teaching strategies are employed by teachers in bilingual elementary classrooms in an EFL context? And how do these strategies facilitate students' language acquisition and content comprehension?

## METHOD

This study employed a descriptive qualitative research design to examine the English teaching strategies implemented in bilingual elementary classrooms within an EFL context. This approach was selected to document and describe actual teaching practices as they occur naturally, capturing the complexity and contextual nature of classroom interaction rather than testing hypotheses or measuring outcomes. Descriptive qualitative research has been widely used in the field of English language teaching (ELT) to investigate classroom-based phenomena, including teacher strategies and learner interactions.

## Respondents

This study was conducted in a bilingual elementary school where English serves as both a subject and a medium of instruction. The participants consisted of two English teachers and one subject teacher covering grades one through six, selected through purposive sampling based on their direct involvement in English teaching in bilingual classes. Inclusion criteria were: (1) holding a teaching qualification in English or primary education, (2) having at least one year of experience teaching in a bilingual classroom, and (3) actively using English as a medium of instruction. Student participants were also observed as part of the natural classroom environment, though they were not directly interviewed. The number of participants was determined based on the principle of data saturation, which occurs when no new themes or information emerge from additional data collection (Guest et al., 2020). These teachers were chosen because they represent the entire spectrum of English-speaking teaching at all grade levels (1–6) at the school. Guru 1 (T1), an English teacher, has five years of experience in bilingual teaching at the primary school level and consistently uses English and Indonesian across subjects. Teacher 2 (T2), who is also an English teacher, has three years of bilingual teaching experience and is known for his systematic use of scaffolding techniques. Both participants have undergone professional development training in the field of EMI or

bilingual education, so they are particularly relevant to explore different teaching strategies in this context.

### Instruments

Three research instruments were developed and used to collect data in accordance with these three data collection methods. The first tool was a checklist for classroom observations, which was created to record instructional techniques as they were used in class methodically. The checklist addressed six dimensions: opening routines, interactive and activity-based methods, scaffolding and understanding assistance, linguistic code-switching patterns, differentiated instruction, and closing routines. In order to record contextual information beyond the checklist indicators, field notes were included with every observation. A semi-structured interview guide was created as the second tool to investigate teachers' opinions, motivations, and reflections about their methods of instruction in bilingual classrooms. Four main topics are covered in this guide: difficulties and adjustments, professional reflections, scaffolding and learner assistance, and teaching methodologies. The interviews were audio recorded with participants' prior agreement, lasted between forty-five and sixty minutes, and were verbatim transcribed. A document analysis guide is the third tool, which is used to methodically go over curriculum materials, lesson plans, and syllabi. The linguistic objectives mentioned in lesson plans, the kinds of activities and methods outlined in the curriculum, and the consistency between planned instruction and observed strategies in the classroom are some of the factors that this tool focuses on. Findings from observational and interview data are triangulated and contextualized using document analysis.

### Procedures

Data were collected through three techniques: classroom observation, semi-structured interviews, and document analysis, in line with the principle of triangulation to enhance credibility. Nonparticipant observations were documented, including naturally occurring teaching strategies, using an observation checklist and field notes, recording activities, teacher language, and scaffolding strategies applied (Cohen et al., 2018). Each class was observed several times to ensure consistency and capture a representative range of teaching practices. Interviews explored teachers' perceptions of effective strategies, challenges in bilingual settings, and their rationale for chosen approaches; sessions were recorded and transcribed. Specifically, a total of twelve classroom observations were made over four weeks: two observations per teacher, each lasting one full lesson period (approximately 45–60 minutes). Observations cover a wide range of subjects taught in English, including English lessons, Natural Sciences, and integrated thematic lessons. Each observation session is accompanied by a structured field note that records the teacher's use of language, teaching strategies, student responses, and scaffolding techniques. The choice of subjects is deliberate, as they represent the main areas in which English serves as the language of instruction in the school's bilingual program. Document analysis of lesson plans, syllabi, and curriculum materials provided contextual information and confirmed findings from other methods (Bowen, 2009).

### Data Analysis

Data in this study were analyzed using reflexive thematic analysis, a qualitative method used to identify, analyze, and report patterns or themes within the data (Braun & Clarke, 2019). This approach was chosen because it is flexible, systematic, and suitable for descriptive qualitative research that aims to understand complex phenomena such as English teaching strategies in bilingual classroom environments.

The analysis followed six stages. First, researchers familiarized themselves with the data by repeatedly reviewing interview transcripts, observation field notes, and documents. Second, initial codes were systematically generated across the dataset. Third, codes with conceptual similarities were grouped into potential themes using a thematic map. Fourth,

themes were reviewed and refined against the coded extracts and full dataset, with some merged or eliminated for coherence. Fifth, each theme was given a clear definition and name. Sixth, a written analysis was produced, reporting themes with supporting evidence from observations, interviews, and documents. Triangulation across the three data sources was applied throughout to validate emerging patterns. A reflective notebook was maintained to document analytical decisions and ensure transparency.

## FINDINGS AND DISCUSSION

This section presents an integrated analysis of classroom observations, interviews, and document analysis. The findings are interpreted in relation to relevant theories and previous studies to provide a comprehensive understanding of English teaching strategies in bilingual elementary classrooms. The analysis reveals six interconnected themes: routinized English exposure, activity-based instruction, scaffolding, code-switching, differentiated instruction, and alignment between pedagogy and curriculum.

### Routinized English Exposure as Meaningful Input

The findings indicate that English exposure in the classroom was systematically embedded through daily instructional routines. Both teachers consistently initiated lessons with greetings, attendance checks, stated objectives, and reviews of previous material, followed by structured closing activities. This pattern suggests that English was not merely positioned as a subject but functioned as a medium of communication within classroom interaction. For instance, during observations, teachers repeatedly used simple English expressions such as "Good Morning", "How are you today?" and "Let's review our lesson," which were consistently responded to by students across grade levels. This repeated exposure enabled students to become familiar with common classroom expressions and gradually increased their confidence in using English. However, variations were observed in how routines were pedagogically utilized. In lower-grade classes, routines are dominated by repetition and pronunciation practice. In contrast, in upper-grade classes, routines are expanded to include recall-based questions that require students to produce language actively. The field notes from Observation 1 (T1, Grade 2, English lessons) record the following opening sequence: "T1 enters and starts right away: 'Good morning, everyone! How are you doing today?' The class replied in unison: 'I'm fine, thank you, and you?' T1 then asks: 'Who can tell me, what did we learn last time?' and waits for students who are willing to answer in English." This observational excerpt illustrates how regular exposure serves not only as a greeting ritual but also as an opportunity for the production of structured language. When asked about this practice in an interview, T1 explained: "I always start with the same routine because children feel safe when they know what's going to happen. After a few weeks, they no longer wait for me to ask; they immediately start answering themselves." The lesson plan document for Grades 1-3 also lists the "Daily English Routine" as a regular activity for 5-10 minutes at the beginning of each lesson, which confirms that regular exposure is an intentionally planned element of teaching, not just a practice that happens by chance.

These findings align with Butler (2015) and Garton & Copland (2019), who argue that predictable and repetitive exposure supports young learners in internalizing language patterns. Furthermore, the use of recall activities reflects the findings of Lestari et al. (2019), who highlight that recalling prior knowledge helps students connect prior and new learning, thereby strengthening understanding. This suggests that routinized English exposure not only provides linguistic input but also functions as a scaffold for active language use, gradually shifting students from passive recognition to active production.

### Activity-Based Instruction and Developmental Adaptation

Teachers used a range of techniques, such as songs, games, stories, Total Physical Response (TPR), pair work, and multimedia. These activities were all aimed at promoting

active student participation. However, there were variations according to the students' level of development. Early grade instruction focused on songs, images, and physical objects, enabling students to make connections between language and their sensory experiences. By contrast, in upper grades, teachers focused on communicative activities (discussion, dialogues, presentations) to promote more independent language production. For example, in lower-grade classes, students were observed responding physically to commands such as "Stand up" or "Touch your head", indicating comprehension through movement. In upper-grade classes, students were able to participate in short dialogues and group discussions, demonstrating a higher level of language use.

This development reflects a shift from experience-based learning toward communicative competence. In line with this, it was found that strategies such as games, discussions, and brainstorming significantly increased student participation and motivation (Lestari et al., 2019). Furthermore, researchers emphasize that language learning in the early stages should integrate structured instruction with game-based activities, as children learn more effectively when language is embedded in meaningful and enjoyable (Farida & Kalisa, 2025). Therefore, the activity-based instruction in this study demonstrates how teaching strategies are adapted to learners' cognitive and linguistic development. These findings indicate that activity-based instruction facilitates language acquisition by aligning learning strategies with learners' cognitive development, enabling a gradual transition from comprehension to.

### **Scaffolding as a Core Instructional Strategy**

Scaffolding was considered to be an essential part of teaching practices. Learning was supported through modelling, repetition, clear and simple language, and questions. This facilitated the transition of students from "guided" to independent learning. There were differences in the scaffolding approaches across grade levels. The lower-grade teacher emphasized repetition and modelling, particularly for abstract concepts. In contrast, the higher-grade teacher used a step-by-step approach, beginning with visuals, followed by vocabulary, and then sentence construction. During classroom observations, teachers often demonstrated target sentences before asking students to repeat or modify them, such as modelling "This is a book" before asking students to describe objects independently. This gradual release of responsibility helped students build confidence in producing language.

Theoretically, the application of scaffolding in this study can be understood through Vygotsky (1978) Zone of Proximal Development (ZPD) framework, in which learners require support to perform beyond their independent capabilities. In bilingual classrooms, the provision of guidance becomes increasingly important, as students process language and subject matter simultaneously (Coonan et al., 2018). Thus, scaffolding in this study functions as a mechanism that facilitates language development by bridging the gap between students' current abilities and expected learning outcomes.

### **Code-Switching as a Strategic Pedagogical Tool**

Code-switching is used strategically to enhance students' understanding. English remains the primary language of instruction, and teachers systematically combine English and Indonesian when students encounter difficulties. In certain contexts, regional languages are also used as a tool to provide additional explanations. This practice demonstrates a planned pedagogical function, so that code-switching cannot be viewed as a spontaneous phenomenon, but rather as a learning strategy consciously employed to support the effectiveness of the learning process. For instance, when students showed confusion, teachers briefly switched to Indonesian to clarify instructions or explain key vocabulary before returning to English. This practice ensured that students maintained comprehension without losing exposure to the target language.

This argument aligns with the theoretical framework of translanguaging, which emphasizes that learners benefit from utilizing their entire linguistic repertoire in the process

of meaning construction (Mateus, 2014). Thus, code-switching can be considered a useful pedagogical accommodation, rather than a sign of a deficiency in the use of the target language. The implications of the findings underscore the importance of a flexible teaching approach in the context of foreign language learning.

### **Differentiated Instruction in Heterogeneous Classrooms**

Differences in students' English proficiency levels necessitate the implementation of varied instructional approaches. In lower-grade classrooms, teachers tended to group students based on their ability levels while facilitating peer-assisted learning. In contrast, in upper-grade classrooms, teachers adopted mixed-ability grouping combined with continuous and active monitoring of the learning process. Observations showed that higher-proficiency students often supported their peers during group activities, helping explain tasks or vocabulary, which created a collaborative learning environment. Lower-proficiency students appeared more engaged and less anxious when working with peers.

This approach reflects adaptive pedagogical practices aimed at accommodating the diversity of students' linguistic competencies and educational backgrounds. Peer interactions play a crucial role in fostering a collaborative learning environment. Furthermore, such engagement helps reduce students' anxiety and encourages more active participation in classroom activities.

These findings indicate that peer engagement is a key component in supporting students' meaning-making processes. Therefore, the differentiated instruction in this study highlights the importance of flexible, inclusive, and student-centered pedagogical strategies in the context of a bilingual classroom.

### **Alignment between Instructional Practices and Curriculum**

The observations of teachers' strategies in the classroom are closely aligned with the curriculum in the analysis of lesson plans, syllabi, and curriculum documents. Lesson plans showed evidence of communicative language objectives, vocabulary learning activities, and thematic lessons, which were observed in the classroom. The teachers' lesson plans were in line with the school curriculum standards, but could respond to students' needs. The tasks in the lesson plans included progressive tasks, activity-based learning, and content and language integration in English, which reflect the bilingual program's goals for language and content integration.

This alignment is consistent with findings from previous studies that emphasize the importance of coherence between curriculum design and classroom teaching practices in bilingual contexts and in the teaching of English as a foreign language (EFL). Richards & Farrell (2011) argue that effective language teaching requires systematic planning that links curriculum goals to teaching practices, thereby ensuring that teachers' daily activities meaningfully support broader educational goals. Similarly, curriculum coherence – defined as the extent to which learning activities, instructional materials, and assessment reinforce one another – is a critical factor in the success of language programs, particularly in multilingual contexts where students simultaneously develop language skills and content knowledge.

Furthermore, the alignment observed in this study reflects the principles of Content and Language Integrated Learning (CLIL), in which content and language objectives are systematically planned and integrated into learning activities (Coyle et al., 2010). In the context of bilingual elementary schools, this integration requires teachers not only to deliver subject matter in English but also to intentionally plan for language development within each lesson. Teachers align language and content objectives in their lesson planning. Students demonstrate greater improvement in both academic achievement and language proficiency compared to settings where content and language are treated as separate domains. The curriculum analyzed in this study reflects this integrated approach, with language objectives embedded alongside subject-specific learning targets within each thematic unit.

Our analysis of these documents indicates that the curriculum materials provide a systematic sequence for language development across all grade levels, with vocabulary, sentence structures, and language functions arranged sequentially to facilitate the development of language skills. Language curriculum materials should offer a sequence of development aligned with students' cognitive and linguistic development, as seen in the tiered thematic units in this study. Teachers' commitment to this curriculum sequence, while adapting their teaching practices to the classroom context, demonstrates their pedagogical autonomy and expertise

The alignment between teaching and curriculum design shows that curriculum implementation is contextualised. Teachers do not simply execute the curriculum but also interpret and modify it to suit the learning needs in the classroom. In this research, teachers still relied on the existing curriculum design while using their professional judgement in choosing and adapting learning activities to suit the students' developmental needs. The results indicate that alignment is not simply a matter of following a plan but is a dynamic and reflective teaching practice. In this process, teachers contribute to closing the gap between the curriculum and classroom learning practices. Thus, the alignment found in this study demonstrates the significance of teachers' professionalism in implementing the curriculum goals into effective, responsive, and adaptive teaching practices in the learning environment of a bilingual elementary school.

## CONCLUSIONS

This study found that effective English teaching in bilingual elementary EFL classrooms is achieved through the integration of six instructional strategies: routinized English exposure, activity-based instruction, scaffolding, code-switching, differentiated instruction, and alignment between classroom practices and the curriculum. Rather than functioning independently, these strategies work together to support language acquisition, content comprehension, and active student participation. Regular English exposure and engaging learning activities promote meaningful communication; while scaffolding and code-switching facilitate comprehension and gradually develop learners' independence. Differentiated instruction accommodates diverse proficiency levels, and curriculum alignment ensures consistency between learning objectives and classroom implementation. This study contributes to the growing literature on English as a Medium of Instruction (EMI) in primary EFL contexts by presenting an empirically grounded, classroom-based framework that demonstrates how multiple strategies operate in a coordinated and context-sensitive manner. The findings offer a practical model for bilingual education and suggest that teachers, school leaders, and curriculum developers should promote integrated, flexible, and learner-centered instructional practices to strengthen bilingual English teaching and improve students' language development.

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