



EXPLORING TEACHERS' PERCEPTION OF SUGGESTING ANGLOMANIACY IN TEACHING ENGLISH TO YOUNG LEARNERS

Azra Batrisyia Sabrina¹, Achmad Ramadhan²

^{1,2}Universitas Islam Negeri Sumatera Utara, Indonesia

ABSTRACT

Teaching English to young learners generates many benefits, because children have a special capability to learn new knowledge effortlessly. However, teaching them could be challenging with unsupported equipment. This research aims to explore the utilization of a digital tool, Anglomaniacy, in young learner classrooms from the teachers' perspective, to determine whether it can serve as a supporting tool that enhances learners' English proficiency skills, such as vocabulary, pronunciation, speaking, reading, and others. This research was conducted online with three teachers from three primary grades in the Indonesia Teaching Community (ITC). The teachers were observed and asked to complete a questionnaire regarding their experience with utilizing Anglomaniacy in their classrooms. Thus, the data were collected through observations and a questionnaire created with *Google Forms* and shared via *WhatsApp*. Furthermore, the data of this phenomenological study were analyzed by applying Cresswell's steps, including transcribing and coding the data. The findings showed that the three teachers suggest that Anglomaniacy has many benefits for teaching English to young learners, including providing useful features, boosting engagement, and vocabulary enhancement. However, they also explain several limitations while using it, such as limited topics and technical issues. Therefore, this research highlights further studies regarding Anglomaniacy use in Indonesia's curriculum design.

Keyword: Anglomaniacy, digital tool, English language teaching (ELT), teaching English to young learners (TEYL), vocabulary

ARTICLE HISTORY

Received: 17-02-2026

Revised: 21-06-2026

Accepted: 30-06-2026

CORRESPONDING

AUTHOR:

Name: Azra Batrisyia Sabrina

e-mail:

azra0304212082@uinsu.ac.id

INTRODUCTION

Early exposure to the English language at various young ages benefits the enhancement of language skills (Sadri, 2025). The research conducted by Pransiska (2017) suggested that learning the English language in children's early years impacts both cognitive and linguistic improvement. Moreover, Wolf et al. (2017) indicated that early exposure to English potentially promotes children's speaking fluency. This phenomenon comes from children's capacity to learn languages easily due to their brain adaptability. Sujono (2020) wrote that children have higher memory, motor skills, and natural language when learning their secondary language compared to adults.

As the world becomes progressively interlinked, English plays its role as the global language and is used in many sectors, such as education, business, and technology. In



Indonesia, English proficiency offers a big chance for people to obtain better both academic and career achievement. Mentioned by Mauliska et al. (2024), English proficiency that impacts students' cognitive skills, such as their critical thinking and analytical abilities, provides advantages for them to have opportunities in global job markets. Hidayat (2024) also suggested that there is a high demand for English proficiency skills for career advancement.

Therefore, there is an increasing demand for universities and companies that require English language skills. Recently, Saputri et al. (2023) found that multinational companies in Indonesia necessitate applicants to have English proficiency certifications with good speaking skills. As a result, introducing English early is crucial to place children in competitive opportunities for their future academic and career objectives.

Responding to the calls over English language proficiency, the language has not been completely introduced to all public elementary school students in Indonesia. Particularly in rural areas, public schools suffer challenges in providing adequate resources for teaching English, such as a lack of textbooks and materials. Daud (2024) in his study proved that Indonesia still has limited resources for English language teaching. Previously, Febriana et al. (2018) indicated that the lack of resources is due to the low support provided by the urban areas. Thus, teachers and students take advantage of digital tools to deal with unfulfilled classroom necessities to fulfill the need for language teaching for students' proficiency.

Satria (2021) stated that digital platforms, like WhatsApp, LMS, and video conferences are reliable alternatives for English language teaching in rural areas. Nevertheless, parents seek other opportunities for their children to have a supportive environment in which to improve their English language skills. Chakowa (2018) found that an informal online circumference is impactful in building children's second language acquisition. Therefore, informal resources, such as online learning platforms, become another alternative for parents expecting their children to practice English consistently.

In addition, digital tools offer different features that commonly succeed in attracting students' interest. For instance, textbooks are nowadays available online, which are complete with aural aids for more comprehensive language skills. Students can gain pronunciation enhancement and even language complex production (Golonka, 2014). Besides, digital tools can also improve their writing and speaking skills (Zheltukhina et al., 2023). As a result, the presence of digital resources builds a more practical and authentic environment to teach and learn English easily.

In the context of teaching English to young learners, digital tools present crucial benefits for language skill proficiency. Bachtiar et al. (2024) discovered that digital resources can highly provide interactive and engaging classrooms for ELT. Digital resources also present gamified displays that catch young learners' interest. Saleem et al. (2021) found that gamification is capable of motivating students to learn and feasibly leading to effective lessons. Moreover, Medina et al. (2021) mentioned that gamified tools increasingly support students' learning with features, enjoyment, and cognitive development.

Despite the rise of digital tools implementation in English language teaching (ELT), there is limited research on their effectiveness for young learners, especially in informal settings context. As previously mentioned, online learning platforms can become an alternative for children experiencing extra English exposure to improve their language skills. Previous studies have revealed that there are various advantages to the use of digital tools for English language teaching (ELT), such as engaging students in the classroom, promoting their language skills,



and providing various learning styles. However, the studies mostly concentrate on the Learning Management System (LMS) used in ELT, such as Zoom, Class Dojo, SeeSaw, and so on. Meanwhile, there is limited research on free learning websites, like Anglomaniacy. Therefore, there is a gap discovered to find out how websites contribute benefits for ELT, particularly for young learners.

Based on the description above, this research proposes to explore the utilization of Anglomaniacy in young learner English classrooms. This aims to consider tutors' experiences, including benefits and challenges, found when implementing the digital tool. Moreover, this research explores whether Anglomaniacy can be an alternative resource for teaching English as an affordable and accessible tool. Furthermore, this research also seeks to find if there is an impact on young learners' English language enhancement and engagement in the classrooms. Therefore, the research question is how do teachers perceive the utilization of Anglomaniacy as an online teaching resource for English language teaching to young learners?

The researcher assumed that this research would bring new insight into the growing use of digital tools for English language teaching (ELT), especially for young learners.

LITERATURE REVIEW

Many studies have discussed how digital tools benefit young students in the classroom. A previous study by Ginting (2022) revealed that digital tools enable young learners to have online resources for studying English. It showed that the Zoom app allow them to participate and access the materials easily. Islahuddin (2023), moreover, found that educational websites, interactive games, and also online games can engage students with the lesson and impact their English language development. In addition, Sari (2022) presented many gamified digital tools that effectively train young learners' English language skills, namely Edmodo, Class Dojo, SeeSaw, and Show My Homework. Therefore, digital tools assist young learners not only with accessible and flexible materials; but also captivating enough to invite them to participate actively in the learning process.

The Importance of Learning English in Early Age

According to Spada (2014, p.73), there is a period when language learners have a great opportunity to receive better proficiency, which is mentioned as the Critical Period Hypothesis (CPH) by Eric Lenneberg in 1967. The critical period is assumed can be found in two to fifteen years of age. Thus, language learners above fifteen are possible to struggle in achieving a new language. Moreover, the period is mentioned, allowing learners to acquire language skills easily.

In 1965, as written by Saville-Troike (2012, p.26), Noam Chomsky perceived that children are born with an innate brain capacity, which is known as Universal Grammar. This, then, was assumed to be an inbuilt mechanism that helps them naturally acquire language by recognizing grammatical rules without explicit instruction.

Moreover, Scott & Ytreberg (1993, p.2) explained that children may use language although they do not realize it consciously. This represents that children have brains programmed to understand grammar patterns and the rules of using certain language, even though they have not learned it seriously. As a result, children's capacity is suitable for building an environment for early English language teaching (ELT).



The Role of Digital Tools in English Language Teaching (ELT)

Within today's learning development, there is a presence of Web 2.0, which consists of websites that are massively used for English language teaching (ELT) classrooms. Web 2.0 technologies provide audio and visual equipment. In English language teaching (ELT) to young learners, these aids are important to motivate them to engage with the lessons. As found in Dual Coding Theory (DCT), visual or nonverbal equipment has a role in building the meaning of verbal information (e.g., the teacher's explanation) (Clark & Paivio, 1991, p.158). In addition, Scott & Ytreberg (1993, p.2) mentioned that children have better responses to physical and visual things, rather than abstracts.

As Sabiq (2018) mentioned that integrating audio-visual media promotes learners' motivation in English language classrooms. Therefore, the existence of audio-visual aids can be found through digital tools, like applications and websites, obviously with animated displays. This is also commonly acknowledged as a gamified learning approach, which includes game animation and social interaction. Sailer et al. (2019) explained that gamification can improve learners' learning outcomes, whether cognitive or also motivation. Furthermore, Daulay (2021) stated that the use of game itself can involve all basic language skills, such as listening, reading, and writing.

Overview of Anglomaniacy and its Features

Anglomaniacy is a free educational website which was created by Barbara, a language educator from Poland, in 2005. The platform is hosted on anglomaniacy.pl. It is designed for young learners learning English as a foreign or second language through interactive multimedia resources. Over the years, it has become a popular tool for language learning, with a variety of contents and activities aimed at making English acquisition fun.

The websites provide several parts to use. There is Resource Areas that consists of some subsections to learn. There are Vocabulary, Grammar, Expressions, English Fun, ABC Animals, Holidays, and Songs. The second is Online Activities section which presents activities for learners to practice and revise basic English vocabulary. This is available within each topic as the language exercises. The activities are offered in a variety of types, such as picture dictionaries, matching games, spelling games, guessing games, picture tests, and vocabulary quizzes. The last is Printable Resources section which provides activities or exercises to print. Thus, they can be downloaded and used offline for certain purposes.

METHOD

The data were obtained through a qualitative approach. According to Tenny et al. (2022), qualitative research collects participants' experiences, perceptions, and behavior. Thus, the data in this research were participants' answers gathered from questionnaires and the researcher's field notes regarding their experiences utilizing the Anglomaniacy for English language teaching to young learners.

To determine the data source or participants, the researcher employed purposeful sampling. Cresswell (2012, p.206) mentioned that purposeful sampling is when the researchers purposely choose individuals and locations to learn or understand the main phenomenon. In this research, the researcher sought participants who are teaching in the Indonesian Teaching Community, especially in the primary classes. As a result, three teachers were selected and participated in this research, each teaching English in grades 3, 4, and 6.



Since this research aims to seek teachers' experiences in utilizing Anglomaniacy for English language teaching to young learners, a phenomenological research design was applied. According to Cresswell (2007, p.57), a phenomenological study portrays the meaning of some individuals of their lived experiences regarding the same concept or phenomenon.

To collect the data, this research used questionnaire and observation. The questionnaire was written in English. The questionnaire consisted of four parts, in which the first part included the photos of the Anglomaniacy website, then the participants' demographic information part, general information regarding participants' use of Anglomaniacy, and the last part was questions that asked about participants' experience in utilizing Anglomaniacy more specifically. Moreover, the questionnaire was created with *Google Forms* and shared via *WhatsApp* with the participants. This meant that the questionnaire was spread online and allowed the participants to answer them from a far distance and at a flexible time.

Observations assisted the researcher in gaining supported information after the questionnaire was answered. This also helped the researcher to have an overview of the participants' points of view directly when using Anglomaniacy. Thus, this technique generated field notes for the research's additional findings regarding how teachers utilized Anglomaniacy for their English language teaching. The observations lasted for different times, about 50 to 90 minutes, due to particular technical issues.

In analyzing the data, the researcher used Cresswell's (2012, p.237) steps. Firstly, the data was collected from participants' answers and the researcher's observation field notes. Secondly, the researcher prepared the data by transcribing the necessary notes. Thirdly, the researcher read the data and gained a broad understanding of it. Then, the researcher coded the data with descriptions and themes. Fifthly, the researcher described the findings narratively and visually. Then, the researcher generated an interpretation of the findings using personal reflection and literature. At last, the researcher chose ways to validate the findings.

FINDING AND DISCUSSION

This research began with conducting observations in all primary classes in the ITC, including grades 1 to 6. This observation was crucial for having the researcher identify if all of the teachers utilizing Anglomaniacy as their tool in teaching the young students, so that it would fulfill the required criterion for them to share perspectives regarding the use of Anglomaniacy itself. To summarize the teachers' classes and teaching resources, a table is presented below. In addition, to maintaining the research credibility and the teachers' privacy, pseudonymous initials are used.

Table 1. Participants' Teaching Resource

| Class | Participants' Pseudonym | Teaching Resource |
|---------|-------------------------|---------------------|
| Grade 1 | AA | Twinkl and Wordwall |
| Grade 2 | AA | Twinkl and Wordwall |
| Grade 3 | AB | Anglomaniacy |
| Grade 4 | AC | Anglomaniacy |
| Grade 5 | AC | British Council |
| Grade 6 | AD | Anglomaniacy |



After revealing participants who utilized the Anglomaniacy, the researcher shared the questionnaire with them. In total, three participants shared their perception regarding their use of Anglomaniacy for teaching English to young learners. This data collection period took a week and a day, both for observations and the questionnaire dissemination. The observations were conducted on May 18 and May 25, 2025. Meanwhile, the questionnaire dissemination was during the dates.

Anglomaniacy provides useful features

All of participants gave positive responses regarding the features that Anglomaniacy offers. They highlighted the presence of games and flashcards.

“This web also provides easy games to enhance their (students) understanding of clothing and sea creatures, for instance.” (AC)

From the questionnaire response sheet, AC always uses the Anglomaniacy for his class, Grade 4. AC uses it every time AC teaches. Moreover, from the researcher’s field note, AC was teaching about ‘Shops’. AC was utilizing Anglomaniacy picture vocabulary to introduce the kind of shops. Moreover, AC also used the picture test feature to test the students’ comprehension of Shops.

Furthermore, AD, a participant from Grade 6, stated that there are many games available to use on the Anglomaniacy.

“... many choices of games to improve language skills.” (AD)

The observation revealed that AD was teaching about Part of a House. AD taught furniture that is found in each part of a house. For the class, AD used the Anglomaniacy picture test as an exercise for the students after using a video to introduce furniture vocabulary. In addition, AB mentioned that the game features on Anglomaniacy are helpful for the teaching process. AB stated flashcards as one of the examples of the game features that Anglomaniacy has.

“Anglomaniacy helped me to teach vocabulary with a various way, such as flashcard and games.” (AB)

Through the observation, the researcher found that AB was also utilizing the Anglomaniacy picture test about Shops. Moreover, AB utilized the *Going Shopping Lesson*. This feature provides a dialogue, with comic display and audio aid as well. The features are full of certain colours, gamified design, and audio aid. Therefore, the Anglomaniacy display is in line with a theory from Clark & Paivio in 1991, *Dual Coding Theory*, which argued that a visual tool can assist people to understand verbal information.

The findings also showed that Anglomaniacy is undoubtedly safe to use. In order to train learners’ English skills inside and outside formal schools, this website was mentioned as an appropriate resource for them. As Daud (2024) mentioned that Indonesia still has limited resources for English language teaching, Anglomaniacy can be an alternative. Moreover, parents who want their children to have adequate English exposure, can also utilize the website. Since Anglomaniacy was mentioned as a simple and easy-to-use website, this can tackle another challenge, like what Prayudha (2023) found, that digital tools compromise limited technology comprehension, or difficulty in understanding the relatable explanation.

Anglomaniacy supports young learners’ vocabulary enhancement



Anglomaniacy features have become impactful for teachers and students in the ITC. Both participants, AB and AD, mentioned that Anglomaniacy worked for enhancing the students' vocabulary skills. They said,

"For teaching vocabulary, it helps me to drill the student especially to train the spelling of each vocabulary." (AB)

"(Anglomaniacy is) very good for improving vocabulary skills." (AD)

Since both of them utilized the Anglomaniacy picture tests, so did participant AC, it revealed that Anglomaniacy could assist the teachers to boost students' vocabulary entailment. It also stated that it was not just vocabulary enhancement, but also the students' ability to spell and pronounce the words. From the observation, it showed that the audio aid provided on each picture or text on the Anglomaniacy was helpful for both teachers and students to know how to pronounce a word correctly. Therefore, students were not just trained for their vocabulary retention, but also trained their pronunciation and listening skills.

The utilization of Anglomaniacy has been proven to support young learners' English proficiency skills, especially in vocabulary, also pronunciation and listening skills. As mentioned by McArthur & Friend (2024), children who are learning English and comprehend various vocabulary in it, can understand complex ideas, which assists them in developing problem-solving skills. Moreover, young learners can also become confident in using the language because they have been used to hearing and pronouncing words in the language. Thus, Anglomaniacy helps them to have a strong basis for mastering the language, which can direct them to more complex English proficiency skills, like reading, writing, and speaking.

Anglomaniacy promotes young learners' engagement

AD mentioned that the Anglomaniacy could build a communicative ambience at the meeting. He said,

"(With Anglomaniacy) students are more interactive." (AD)

This statement is in line with AD's class in Grade 6. Based on the researcher's field note, there was a difference between AD's meeting while using Anglomaniacy and when AD started the lesson with a video. At first, there was none of AD's students had enabled their cameras. However, when the picture test was shown, some of them had their cameras on. The students also answered all the tests as soon as they saw the instructions. Besides, AB and AC's classes also had the same ambience. The students showed their enthusiasm when having the Anglomaniacy comic and picture test.

The features that Anglomaniacy offers then build young learners' engagement in the classrooms. The findings have shown that the students participated in the learning process when the teachers used the Anglomaniacy features. This discovery is supported by a research by Sabiq (2018), in which integrating audio-visual media can boost learners' motivation in English language classrooms. Moreover, the gamification display also plays a role in improving the learners' learning outcomes, not only cognitive, but also motivation (Sailer et al., 2019).

Challenges in utilizing Anglomaniacy

Despite its helpful features, which assist participants in having accessible and kid-friendly teaching resources, Anglomaniacy also presents some limitations. All three participants mentioned that they had encountered challenges while implementing Angomaniacy in their online classrooms.



“For some topics, the vocabulary is limited so I still have to use my slide to introduce the vocabulary.” (AB)

Although the website has provided more than 30 teaching topics, it turns out that the participant still had such struggled in utilizing Anglomaniacy. The researcher’s field note, in addition, proved that AB used another resource to explain about *Shopping*. It was a PowerPoint slide that consisted of shop vocabulary and some short conversations between the seller and buyer. At the meeting, AB utilized Anglomaniacy to teach another conversation and a picture test about shopping.

“The website is not directly connected to power point in online learning.” (AD)

At AD’s online classroom, AD was also utilizing a PowerPoint slide with a video explaining *Part of a House*, in which the video served as a tour of what furniture exists in every part of a house. AD used Anglomaniacy picture tests as an exercise to check the students’ comprehension regarding the lesson.

Moreover, some topics were also unavailable for the participants, such as *Money* for Grade 5, in which the community chose another online resource for teaching the students.

Besides the Anglomaniacy's own shortcomings, some technical issues appeared while the participants utilized it. The researcher noted that, due to the online meetings they had, all participants, whether they utilized Anglomaniacy or not, must face a technical issue. The problems could be poor connection, delay share screen, and also unable and unclear audio sound. This fact is in line with the previous research which claimed that technology tools challenge can be internet speed constraints (Herdina et al., 2023).

CONCLUSIONS

This research aimed to explore the utilization of Anglomaniacy for English language teaching (ELT) to young learners through teachers’ perception and examine how Anglomaniacy supports young learners’ English language skills development, such as vocabulary, pronunciation, speaking, reading, and others. The research discovered the Anglomaniacy was well perceived by teachers and support young learners’ vocabulary enhancement.

This research revealed that there were several benefits and challenges that teachers received by utilizing Anglomaniacy. The benefits included Anglomaniacy provided teachers with useful features, Anglomaniacy promoted young learners’ engagement, and Anglomaniacy supported young learners’ vocabulary enhancement. On the other hand, Anglomaniacy presented some limitations, such as limited features and topics, unable audio sound, and connection constraint.

In conclusion, teachers were suggested the utilization of Anglomaniacy as a tool for teaching English to young learner classrooms, which offer many benefits and less challenges for young learners’ language enhancement.

REFERENCES

- As Sabiq, A. H. (2018). Improving students’ motivation and reading skills in ELT through audio visual media. *Diksi*, 25(1), 57-68. <https://doi.org/10.21831/diksi.v25i1.16007>
- Bachtiar, B., & Puspitasari, M. (2024). Broken textbooks, booming tech: A systematic look at blended learning's impact on Indonesian English language teaching. *International Journal of Innovative Research in Multidisciplinary Education*, 03(03), 3884-392. <https://doi.org/10.58806/ijirme.2024.v3i3n18>



- Chakowa, J. (2018). Enhancing beginners' second language learning through an informal online environment. *Journal of Educators Online*, 15(1), 1-14. <https://doi.org/10.9743/jeo2018.15.1.7>
- Clark, J. M., & Paivio, A. (1991). Dual Coding Theory and Education. *Educational Psychology Review*, 3, 149-210.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). SAGE.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Daud, A. (2024). English instruction challenges and opportunities in Indonesian primary schools: A systematic review. *Journal of English Language Teaching Innovations and Materials (Jeltim)*, 6(1), 1-18. <https://doi.org/10.26418/jeltim.v6i1.72178>
- Daulay, S. H. (2021). Developing vocabulary by educational game. CV. Cakrawala Satria Mandiri
- De Wolf, S., Smit, N., & Lowie, W. (2017). Influences of early English language teaching on oral fluency. *ELT Journal*, 71(3), 341-353. <https://doi.org/10.1093/elt/ccw115>
- Febriana, M., Nurkamto, J., Rochsantiningsih, D., & Muhtia, A. (2018). Teaching in rural Indonesian schools: Teachers' challenges. *International Journal of Multicultural and Multireligious Understanding*, 5(5), 11-20. <https://doi.org/10.18415/ijmmu.v5i5.305>
- Ginting, B. (2022). The EFL teacher's online strategy in overcoming students' foreign language anxiety [Undergraduate thesis, State Islamic University of 43 North Sumatera UINSU Library Repository. Medan]. <http://repository.uinsu.ac.id/16371/>
- Herdina, G. F., & Ningrum, A. S. (2023). Teachers' perceptions and challenges in integrating technology in English reading course: A systematic research review. *English Education: Journal of English Teaching and Research*, 8(1), 91-101. <https://doi.org/10.29407/jetar.v8i1.19133>
- Hidayati, T. (2022). Integrating ICT in English language teaching and learning in Indonesia. *JEELS (Journal of English Education and Linguistics Studies)*, 3(1), 38-61. <https://doi.org/10.30762/jeels.v3i1.41>
- Islahuddin, M. (2023). Teaching English to young learners: A literature review. *International Journal of Multicultural and Multireligious Understanding*, 10(10), 500-513. <https://doi.org/10.18415/ijmmu.v10i10.5127>
- Mauliska, N., & D'Angelo, J. F. (2024). The importance of learning English at school. *Interling : International Journal of English Language Teaching, Literature and Linguistics*, 2(2), 53-57. <https://doi.org/10.55210/interling.v2i2.1793>
- McArthur, M., & Friend, M. (2024). Why early chatter matters: The role of language in shaping futures. *Frontiers for Young Minds*, 12. <https://doi.org/10.3389/frym.2024.1426649>
- Pransiska, R. (2017). Benefits of bilingualism in early childhood: A booster of teaching English to young learners. *Proceedings of the 3rd International Conference on Early Childhood Education (ICECE 2016)*. <https://doi.org/10.2991/icece-16.2017.68>
- Prayudha, J. (2023). Students' problems in implementing technology integrated in ELT classroom. *Journal of English Education Program*, 4(2), 125-137. <https://doi.org/10.26418/jeep.v4i2.64583>



- Sadri, I. (2025). Homes of many Tongues: family language policy and English literacy in multilingual Indonesia. *Philosophica: Jurnal Bahasa, Sastra, dan Budaya*, 8(2), 129-144. <https://doi.org/10.35473/pho.v8i2.4531>
- Sagita, M., & Sagita, E. S. (2024). Enhancing English language learning through digital mind mapping: A comprehensive approach for reading comprehension. *KIRANA: Social Science Journal*, 1(3), 142-151. <https://doi.org/10.61579/kirana.v1i3.213>
- Saleem, A. N., Noori, N. M., & Ozdamli, F. (2021). Gamification applications in E-learning: A literature review. *Technology, Knowledge and Learning*, 27(1), 139-159. <https://doi.org/10.1007/s10758-020-09487-x>
- Saputri, L., Ratna, M., & Latifa, C. (2023). Mapping the needs of foreign language skills for vocational students based on industrial demands. *Journal of English Language Teaching and Applied Linguistics*, 5(2), 124-127. <https://doi.org/10.32996/jeltal.2023.5.2.15>
- Sari, I. F. (2022). Digital platforms in ELT learning as the tool for young learners. *Indonesian EFL Journal*, 8(1), 45-52. <https://doi.org/10.25134/iefj.v8i1.5586>
- Satria, B. (2021). Best digital platforms in ELT during new norms era for remote area. *Journal of Language, Literature, and English Teaching (JULIET)*, 2(1), 1-5. <https://doi.org/10.31629/jjumrah.v2i1.3143>
- Saville-Troike, M. (2012). *Introducing second language acquisition*. Cambridge University Press.
- Scott, A., & Ytreberg, L. (1995). *Teaching English to children*. London, New York: Longman.
- Spada, N. (2013). SLA research and L2 pedagogy: Misapplications and questions of relevance. *Language Teaching*, 48(1), 69-81. <https://doi.org/10.1017/s026144481200050x>
- Sujono, S. (2020). Understanding the differences in second language acquisition processes on children and adults. *Jurnal Dharma Pendidikan STKIP PGRI Nganjuk* 15(1), 9-21. <https://doi.org/10.69866/dp.v15i1.134>
- Zheltukhina, M. R., Kislitsyna, N. N., Panov, E. G., Atabekova, A., Shoustikova, T., & Kryukova, N. I. (2023). Language learning and technology: A conceptual analysis of the role assigned to technology. *Online Journal of Communication and Media Technologies*, 13(1), 1-15. <https://doi.org/10.30935/ojcm/12785>