



ADVENTURES IN ENGLISH FOR YOUNG LEARNERS

*Understanding The Theory and Barriers
for Novice Teacher in Indonesian Setting*

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Editor: Dr. Ika Rama Suhandra, M. Pd.

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*Dilarang memperbanyak sebagian atau seluruh isi buku
tanpa izin Penerbit*

Foreword

Accordingly, I want to express my gratitude to the one and only God who has given me the opportunity and health to complete this book, entitled “Adventures in English For Young Learners: Understanding The Theory and Barriers for Novice Teachers in Indonesian Setting.” This book highlights the theory and its challenges for novice teachers to teach Young Learners. It aims to enrich the literature of English knowledge, especially the development of English language education. By reading this book, the readers will be able to grasp and understand the current theory and find the pivotal milestones of English language development.

This book is divided into 12 chapters that provide a consistent and invaluable information for readers concerning the aspects of Young Learners' and its relevance to the contemporary globalized English world. Furthermore, it also discusses the ongoing conversation related to the barriers faced by the novice teachers with its significant effort the alternative supports. Thus, I would like to thank everyone who has been involved in this project. With your hard efforts, it would be easier to finalize this presented book.

Lastly, in the creation of this very simple book, we cannot provide an exhaustive and detailed account of the development of the English language with its main theory concerning the aspects that teachers should know about Young Learners world. I value constructive criticism since it can be used as a guide to produce ongoing conversations that are even more detailed.

Editor,
Dr. Ika Rama Suhandra, M.Pd

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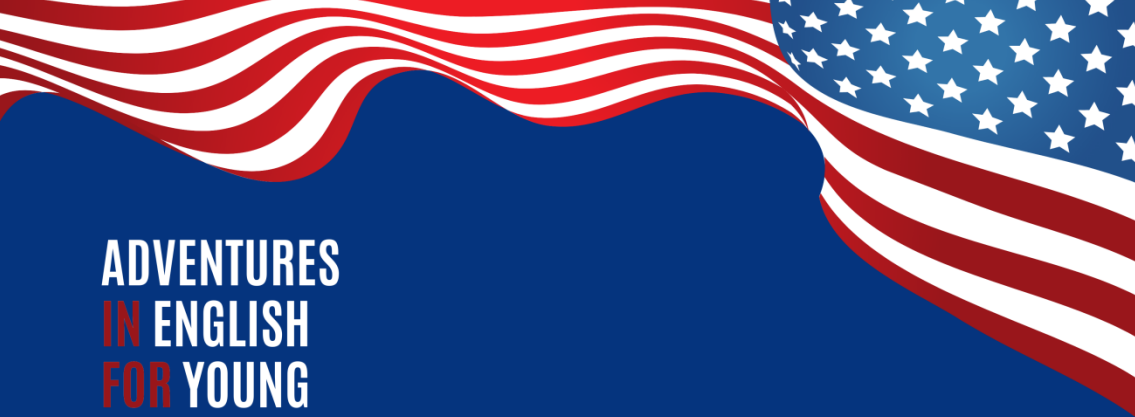
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Introduction to English Learning for Young Learners

Warni Dominggus Sulu, S.Pd

In the context of current educational developments, understanding the development of learners, especially in early childhood, is very important. In various experiences, understanding the learning and teaching process when dealing with children is very important to review. In addition to introducing a new language, English, one must understand the importance of an appropriate method in practice. Moreover, English language learning among young learners has become an important aspect of education in our contemporary world. For example, introducing English to children at an early age holds immense significance, offering many advantages that shape their cognitive, linguistic, and cultural development. Furthermore, this introductory phase serves as a critical foundation for future language skills, making it imperative to understand the nuances and intricacies involved in teaching English to children. In comparison, for the past two decades, instructing English children has emerged as a widespread international trend (Rich, 2014). Additionally, according to Johnstone (2009), He asserts that the instruction of English to young learners, termed EYL, represents the most significant educational policy advancement globally, with substantial implications for educational methodologies. A case in point is the recent British Council survey in 2013, which unveiled that over 60 nations globally have policies regarding the incorporation of English into either elementary school curricula or even kindergarten programs (Rixon, 2013). In addition, The nations comprising the Association of Southeast Asian Nations (ASEAN) have recognized the unavoidable sway and advantages of English within the Southeast Asian area. It has become customary to introduce English at an early stage in primary education or even earlier.



ADVENTURES IN ENGLISH FOR YOUNG LEARNERS

This book, *Adventures in English For Young Learners: Understanding The Theory and Barriers for Novice Teachers in Indonesian Setting*, discusses important conversations concerning the theory of teaching and learning for young learners followed by its challenges faced from its early stages to the most recent developments. The authors have endeavored to present scientific quality and valid information on how the English language was introduced, learned, and adopted by the majority of people worldwide, mainly for young learners. Additionally, they have not overlooked providing engaging discussions on the influence of creating a supportive learning environment, integrating culture and global awareness to young learners, etc., on the development of English.

This book consists of 12 chapters, which discuss related to the conversation about the aspects for novice teachers to understand the young learners' learning process. Additionally, the book articulates how novice teachers should be able to understand and adapt their teaching practices to young children, especially in learning English. Challenges in teaching are also touched upon in this book, with alternative forms of support providing adequate implications for improving and adjusting teaching and learning practices.

As previously mentioned, the writers have used language that is extremely clear and simple for readers to understand when explaining each subject matter. It is, therefore, imperative that readers who enjoy literature, particularly those who are interested in English teaching, have this book as their collection.

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