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**Wonders: A Gamified Learning Platform Focusing English Subject
for Young Learners - Nursery to Elementary Level**

Chapter 1

THE PROBLEM AND ITS BACKGROUND

1.1 Background of the Study

Early English language learning plays a crucial role in developing communication skills and fostering cultural understanding among young children. However, traditional teaching methods often fail to capture children's interest due to a lack of interactive and engaging elements. This general problem hinders the effectiveness of language learning, particularly for nursery and elementary students at Asinan Elementary School, who thrive on playful and immersive learning experiences.

A specific concern is that conventional classroom-based approaches rely heavily on rote memorization and structured exercises, which do not appeal to the natural curiosity and creativity of young learners. Studies have shown that children are more likely to retain language skills when lessons



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incorporate games, storytelling, and cultural references. These methods allow learners to connect language with real-life situations, making the process more meaningful and enjoyable.

To address these issues, this research study focuses on the development of an English learning app tailored for nursery and elementary students at Asinan Elementary School. By integrating storytelling, cultural insights, and gamified lessons, the app aims to create an engaging and effective platform for language acquisition. This study seeks to enhance traditional methods by providing an interactive solution that supports young learners in developing their English language skills in a way that aligns with their developmental needs and interests.

1.2 Theoretical and Conceptual Framework

1.2.1 Theoretical Framework

SOCIOCULTURAL THEORY

Sociocultural Theory underscores the importance of social interaction in cognitive development. Language learning, particularly for young children, is most effective when it occurs in an engaging, collaborative environment. The proposed app "Wonders" leverages this theory by incorporating interactive storytelling and gamified activities that



simulate real-life communication and promote social interaction, enabling children to learn within their "zone of proximal development" (ZPD).

1.2.2 Conceptual Framework

The conceptual framework for *Wonders: A Gamified Learning Platform Focusing English Subject for Young Learners - Nursery to Elementary Level* centers on addressing the limitations of traditional language teaching methods by incorporating interactive and engaging tools to enhance language acquisition. Traditional approaches, which often rely on rote memorization and structured exercises, fail to capture the interest and creativity of young learners, hindering their ability to retain and apply language skills effectively. By integrating storytelling, gamified lessons, and cultural insights, the app provides a playful and immersive learning experience tailored to the developmental needs of nursery and elementary students. This framework envisions an engaging and dynamic platform that not only builds communication skills but also fosters cultural understanding, ensuring that learning is both enjoyable and meaningful for young children.

1.3 Statement of the Problem



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- 2 How can traditional English language teaching methods be improved to better engage young learners at Asinan Elementary School, particularly those in nursery and elementary levels?
- 3 In what ways can gamified lessons, storytelling, and cultural insights be effectively incorporated into an English learning app to enhance engagement and retention among young learners?
- 4 What challenges do young learners at Asinan Elementary School face in acquiring English language skills using conventional teaching methods, and how can these challenges be addressed through technology-based solutions?
- 5 How can the English learning app, *Wonders*, be designed to cater to the varying learning styles and paces of students in the target age group (3 to 12 years)?
- 6 To what extent does the integration of cultural references in the app improve students' understanding of English and their ability to connect the language with real-life situations?
- 7 What is the effectiveness of the *Wonders* app in fostering language retention, communication skills, and cultural understanding among nursery and elementary students at Asinan Elementary School?



- 8 How do different levels of parental or teacher involvement influence the effectiveness of the app in supporting language acquisition at Asinan Elementary School?

8.1 Significance of the Study

Educators

The findings of this study are significant for educators, especially those teaching nursery and elementary students. The app introduces an alternative to conventional teaching methods, offering educators a dynamic tool to enhance their students' learning experiences. By incorporating engaging and meaningful activities, educators can better address the developmental needs of young learners, making language acquisition more enjoyable and effective in the classroom.

Students

The primary beneficiaries of this study are nursery and elementary students, as the app is specifically designed to cater to their learning styles. Through gamified lessons and cultural storytelling, students are provided with an engaging platform that makes learning English enjoyable and relevant. This approach fosters better language



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retention, communication skills, and cultural understanding, ultimately contributing to their holistic development.

Parents

Parents will benefit from this study as it offers a platform that supports their children's education in a fun and interactive manner. The app provides a way for parents to actively participate in their children's learning process, encouraging collaborative activities and fostering a supportive learning environment at home.

Future Researchers

This study will serve as a valuable resource for future researchers who aim to explore innovative approaches in early childhood education, particularly in language learning. By presenting an effective integration of gamified elements, storytelling, and cultural insights into English learning, the research provides a foundation for developing similar tools in other subjects or age groups. It highlights the importance of interactive technologies in addressing the limitations of traditional methods, offering future researchers insights and strategies that can be adapted and expanded upon for further studies.



8.2 Scope and Limitation of the Study

Scope

The study focuses on the development and evaluation of *Wonders: A Gamified Learning Platform Focusing on English Subject for Young Learners - Nursery to Elementary Level*. The app is specifically designed to address the learning needs of children aged 3 to 12 years at Asinan Elementary School, providing an engaging platform that incorporates gamified lessons, storytelling, and cultural insights. The primary goal is to enhance the English language acquisition process by making it more interactive and enjoyable. The study includes the design, development, and usability testing of the app, with the target users being nursery and elementary students. The research also examines the app's effectiveness in fostering language retention, communication skills, and cultural understanding among students at Asinan Elementary School.

Limitation

The study is limited to English language learning and does not cover other academic subjects or broader areas of early childhood education. It is also confined to a specific demographic: nursery and elementary students at Asinan Elementary School who have access to digital devices such as



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smartphones or tablets. The app's usability and effectiveness are assessed within controlled settings and may not account for varying levels of parental or teacher involvement in different environments. Additionally, the scope of cultural insights in the app is limited to selected examples and may not encompass the full diversity of global cultural contexts. Lastly, the study does not evaluate the app's long-term impact on learners' overall academic performance or linguistic proficiency.

8.3 Definition of Terms

Application

A software program developed to perform specific tasks for users. In this study, it refers to *Wonders: A Gamified Learning Platform*, designed to aid young learners in acquiring English language skills.

Cultural Insights

Information or knowledge about customs, traditions, and practices of different cultures. In this study, cultural insights are integrated into lessons to enhance the understanding and appreciation of the English language within various cultural contexts.



Gamification

The application of game design elements and principles in non-game contexts. In this study, gamification refers to the use of rewards, challenges, and interactive games to make language learning more engaging and enjoyable for young learners.

Language Acquisition

The process by which individuals learn and develop language skills. In this study, language acquisition refers specifically to the development of English communication skills among nursery and elementary students.

Storytelling

The act of narrating or conveying stories. In this study, storytelling is used as a teaching method to contextualize language lessons, making them more relatable and memorable for young learners.

Young Learners

Children in the nursery and elementary school age range, typically between 3 to 12 years old. In this study, young learners are the target users of the *Wonders* application.



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