

Teachers’ Strategies to Enhancing Reading Skill as The Base Components for Multilingual Invants in The Classroom

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Abstract English has the prominent role in the society. As taught in recent cases the language implied their characteristics in any evidences. Moreover, English for Foreign Learner (EFL) have adapted to learn and produce something available for the future. This research have presented along the community where the writer intended for study. Applied linguistics were exporting in English Second Language (ESL) which determining the application of Technological Pedagogical Content Knowledge (TPACK). The paper is using multilingualism and English Language Teaching (ELT) as the study objects through Target Text (TT) and Source Text (ST). To determine the discussion and finding, the writer intended in library research with qualitative study, open-ended questions, and analytical methods. As the final results, there will be teacher strategies to apply some plans and general introductions for L2 learner in Indonesia.

Keywords: English Language Teaching (ELT); Multilingualism; Religious.

A. INTRODUCTION

Language has some identical structures to present the value of morality. Dewaele, et.al (2020) linked these elements to combat the deficit view of bilingualism and multilingualism. It is opened for whom to belief something acceptable about language and personality. The language are constructed with beliefs and expectation about the classroom needed (Puparini, et.al, 2024). In this cases Alkhafeel & Elkholy (2022) implied the improvement of language acquisition toward mother language on the appropriate translation. The first language of learner criticizes linguistic issues.

Wermke, et.al. (2020) implied the meaning for language recognition from developmental process about our understanding of early markers. The pattern in human sign had found toward language personality that coded on perceptual impression. In the age of 3 to 9 months that reported as the melody in cry and non-cry vocalization. The construction of melody contours brings the language improvement. As noted by Alkhafeel & Elkholy (2022) the appropriate use of mother tongue in the classroom setting was developed.

Tendency and strategy have increased the demand in language environmental usage. Students are described as language receptor for communicating purposes. As it stated Kamlasi & Sahan (2022) that English Language Teaching (ELT) became the application for transcription, codification, classification, analyses, and discussion. Moreover, the structure of cry and non-cry modified as verbal and non-verbal meaning in communication through language. Teacher have to analyze the model of classroom in order to present the community of ELT. The classroom where teachers manage the environment by signal language with beliefs and expectations they arrived (Pusparini, et.al 2024).

Multilingualism presented with different definition of the way of people. There were certain situation and domain in a language focus. Nusanti, et.al (2020) stated about the principles lied on multilingualism according to The Law of Educational System No. 20 of 2003, Chapter IIV, Article 33, “1) *Bahasa Indonesia* as the language of the nation shall be the medium instruction in the national

education. 2) Local language can be used as a medium of instruction in the early stage of education, if needed in the delivery of particular knowledge and/or skills. 3) A foreign language can be used as a medium of instruction to support the competency of the learners". This method followed great structure of standardized competences for the second language (L2) learner.

Language pedagogies that have taught in the earlyhood were belong to Indonesia. Students' nationality and identity are underlying the choices between a communication process and socio-cultural constructions. Van der Zee and van Oudenhoven developed the Multicultural Personality Questionnaire (MPQ). The dimentions indicated the personality inventories into five predictions. Some dimentions such as cultural empathy, flexibility, social initiative, emotional stability, and open-mindedness (Jean-Marc & Botes, 2020; Hamid, Noor 2024) relied the model of multilingualism in Islamic concept. There were five aspects and recognitions as followed cultural diversity, tolerance and respect, equality and justice, dialogue and collaboration, and education and awareness.

Classroom actions towards the teachers' beliefs are regarded on learners' motion. This paper have relied to practice the pedagogies in ELT regarding language value in Islamic teaching. As well as reading comprehension at the beginning stages. Improving this skill through children was crucial, a study found that most children of year 3 read some lists of word (Vogelzang, 2024). The direction of the study was to comprehend and analyzes of method about language proficiency in the classroom. Researcher applied qualitative study and library qualification based on the writer explanations.

B. METHODS

Multilinguals study needed in corporation to determine and evaluate evidences. This structure graded using library research. In order to maximize every combinations, researcher describes rigorous and impartial research on the multilingualism to find the completeness in L2 learner (Dewaele, et.al 2020; Puparini, et.al, 2024), and to personification the infant identity towards writing assessment. The expression for written reports have read ancessor in the program. It was crucial to underline time management and language focus. The directed article was translation studies of reading comprehension about linguistics.

Front hypotheses consider that reading comprehension increasing the students' acquisition to learn their second language. By the end of this paper, the writer pursued about some strategies in interactional pedagogies of L2 learner. Beside on linguistics outcome that students gauged, they will familiarized about Islamic multilingualism through the content as a contribution in the cultural and social procedures (Hamid, 2024).

C. RESULT & DISCUSSION

Instructional design in L2 learning implied as the specification for students pedagogy. As mentioned by Nurmatova & Altun (2023) that the integration of Bloom's helps instructor or teacher to streamline hierarchical stages for L2 learners. Teacher have to arrange and develop the language order toward students' critical thinking. The achievement from the present exoplanar was implied by the teacher during a submission. Technological Pedagogical Content Knowledge (TPACK) improves students' cognitive and psychomotor domains. Collaborative learning has presented technique to investigate and work cooperatively (Wermke, 2021; Rahman, et. al. 2022; Fauzi, 2021).

TPACK for L2 learner have compared with the course book that guide the lesson. Six stages involved are converging deeper learning and cognitive skills such as remembering, understanding, applying, analyzing, evaluating, and creating. Gaining and presenting such a memorious learning, English has decomposed to pair the six stages into four linguistics elements. They were students' interactions followed in reading, listening, writing, and speaking. This research was addressed to enhancing reading comprehension towards L2 learner. Investigates the learning strategies for reading classes in ESL. Good decoding have developed in reading to combine with listening comprehension in a higher-level skill (Vogelzang, 2024). Listening and reading are prerequisite

vocabulary building for foreign learner that compared as a less extensive to monolinguals in one specific language.

According to Gul (2020) that present the methods or instructions from Blooms Taxonomy. Dr. Benjamin Bloom provides a dynamic hierarchy about taxonomy of cognitive education priorities (RBT) from basic memorialization to higher-order critical and imaginative thought. Study the first language article. Identification students' first language in the EFL classroom which differed their pedagogies in melodies. There were phonetics transcription that consider as the diphthong, vowels, and consonants. The stages of sound production acquired by children imitating in their environment. Phonology shapes students in classroom that has a powerful influence on their practical knowledge (Warni, et.al 2023; Pusparini, et.al 2024).

Indicated the needs and awareness in language division such as English as their second language, multilingualism had predicted about general personality questionnaires. L1 acquisition of students will make the classroom colored. Teacher can also manage thus environment by following five dimension in MPQ. *Cultural empathy* was the ability to empathize with cultural diversity, understanding feelings, beliefs and attitudes different from heritage one. Secondly, *flexibility* that was the students ability to learn from new experiences, adjusting behavior according to contingency and enjoying novelty and change. Other dimension was *social initiative*. The tendency to approach social situations actively, taking the initiative and engaging in social situation. The fourth was *emotional stability*. It was the tendency to remain calm in stressful situation controlling emotional reactions. Finally, *open-mindedness* that was an open, unprejudiced attitude towards diversity. Foreign language in educational process contributed to encourage students' self-regulated learning and interactive collaboration towards cross-cultural understanding and linguistics diversity (Jean-Marc & Botes, 2020; Yulia 2020).

It is important to know that students are being able for learning second language (ESL) because the success of language learning have encouraged by motivation and personality (Al Noor & Khan, 2019). The key and instruction for motivation traits in social factors. Jakonen & Evnitskaya (2020) noted about language practiced in the classroom that begins just before their verbal utterance as a speaker's smile and continues into the utterance. The smiling was a signaling code for L2 acquisition.

English as the Lingua Franca for students who does speak L2 in Indonesia. Their signals identified as an accent that was originally shaped from their early childhood (Hibatullah, 2019). The status of L1 acquisition influences the age. In the early stage of human melody, there are cry and non-cry vocalization. The initiation improves helps students to reach their cognitive for first language (L1) especially accents. Then, it followed by The Common European Framework of Reference for Language (CEFR) in the classroom setting (Wermke, et.al 2021; Vancova, 2020). This level of language application were divided into six categories and instructional strategies as followed remembering, understanding, applying, analyzing, evaluating, and creating (Nurmatova, 2023). The application of revised bloom for teacher's instruction increase the comprehension of learning process. Related to the their expertise for remembering and considering the information. Teachers do evaluating and understand dynamic cognitive development for the classroom. The standard curriculum in *Merdeka Belajar* that is to be reduce with some phases (Gul, et.al, 2020). The phases are in phase A (Grade 1-2 year of 6-8 yo), phase B (Grade 3-4 year 8-10 yo), and also phase C (Grade 5-6 year 10-12 yo).

According to the several references, the improvement of L1 acquisition were activating in some strategies. Hence, TPACK with developmental application of ELT due students' competences. Based The Law of Educational System No. 20 of 2003 that comprehend the statement from the government which was divided into two areas. The areas included The Minister of Education, Culture, Research, and Technology and The Minister of Religion. Wakka (2020) argued about Islamic education representatives value. This system have underlined Al-quran as *قطعي الدلالة* (*qaṭʿii al-dalālah*) besides hadits as *ظني الدلالة* (*ḍaṇii al-dalālah*).

Students' and teacher will establish a good learning to learn and develop (Pusparini, 2024). Before the time goes to evaluate classroom action, it is important to manage the specific exoplanar and lesson for ELT. Investigating the

students based on language component and their competence in listening, reading, speaking, and writing.

In the theory of L1 acquisition, language developed and recognized through the basis of prosodic cues with auditory or melody. Surrounding language focuses on the segmental characteristics of speech such as consonants, vowels, or syllables. The infants have begun to start linking in the age of 3 up to 4 months. They speak in tuned and link the human speech alone in the age of 6 months. The acquisition are directed to L1 cognition (Wermke, et.al 2021; Perszyk & Waxman 2019). The graphics bellow were establishing more comprehensive model of the first six month of life that developed the production of complex melodies across the range of vocalisations in L1. The infants were Monolingual German who had a minimum of high school education and a middle class standard of living.

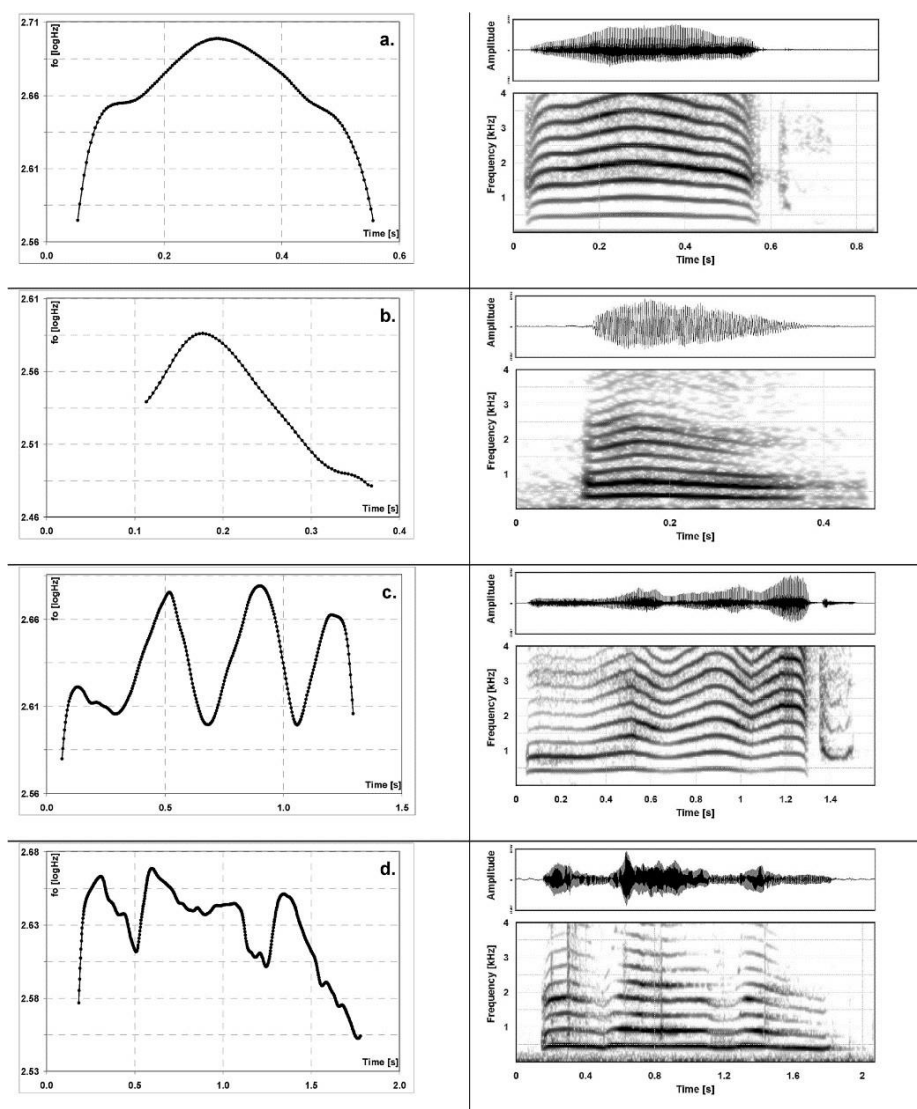


Figure 1. (a-d) Melody (fundamental frequency – f_0) contour diagrams (left) exemplifying simple (a: cry, b: non-cry) and complex (c: cry, d: non-cry) patterns together with the corresponding frequency spectra (time representation above) of the sounds (up to 4 kHz). The frequency scale of the melody diagrams is logarithmic, and the diagram grid marks semitone (f_0) vs. time distances. Note that spectra a. and c. also display the inspiratory noise following the vocalization.

Kent and Murray examined the non-cry vocalization in 3, 6, and 9 months during vocal interaction and play situation. The spectrogram of visual inspection analyzed “simple” and

“complex” of intonation pattern. The contour melody will reduced from 22% to 10% by 9 months. According to the report of the graphics, they are showed in transverse spectra's. Both types of melody – cry and non-cry where occurred wavelength and frequency pattern from the human. X and y variable described as the time (s) of spectra's and waves frequency.

Using these variables to define the language composition in the early stage. Muawani, et.al (2023) embed the wave propagations. Some energies moved from one media to another by transporting the vibration. Spectra's wavelength of sound reflected transverse waves that is perpendicular to the direction of vibration. The rope of waves are raised and lowered. The voltage of wavelength (λ) denoted by T (period) measured in seconds. It was the waves spreads for a second.

T for a period of the graphics (b) has $0.37-0.11= 0.26$ s. The amplitude from the top of a crest or fo $2.58-2.54= 0.04$ logHz. By focused in this way, fo of fundamental frequency from the interaction between Mother and the baby. Wermke, et.al (2021) argued with the cry melody. The melody shapes in the laryngeally, while subpharyngeal mechanisms are still immature. Then, the melody of non-cry repertoire from these properties such as consonant- and vowel-like elements to be recognized in “speech-like”.

Pendergast & Garvis (2023) gives an example through art experience. The educators have meaningful arts activity for children younger than 12 months and a powerful influence for the first three years. The arts focus on drama, visual arts, dance, music, and media arts. By identification these methods, teacher can also developed students' pedagogical knowledge as the competences. As the base knowledge of teaching and pedagogical reasoning, these are models for instructional purposes drawn from TPACK: (1) content knowledge (CK), (2) pedagogical content knowledge (PCK), (3) curricular knowledge, (4) general pedagogical knowledge (PK), (5) knowledge of aims and purposes, (6) knowledge of learners, and (7) knowledge of educational context, settings, and governance. This appropriate text as an evaluation for learner has improved due to the students' language level. They might reach the goals with selected potential (Basori, et.al 2023; Triastuti, 2020).

Ellie Christoffina van Aswegen introduced popular pedagogical approaches. Describing the collective influence of factors such as teaching practices, approaches, decisions (both teacher-initiated and child-initiated), interactions, and expectations is the term used to compose the social structure of early years classroom (Pendergast & Garvis, 2023). Teaching instruction in explicit way is a systematic, engaging and success-oriented methods.



Figure 2. How An Explicit Teaching Approach Optimizes Learning

Teacher and students oriented learning engages the effective learning outcomes. Then, six stages of bloom taxonomy regarded to provide a balanced approach. In terms of spontaneous versus planned and adult-initiated versus child initiated. In the classroom students are recognizing on what they have in front of their eyes. They were connecting the isolated facts to relate for deeper understanding.

D. CONCLUSION

Instructed language assignment for young learner gives another side to arrange the lesson. Students have come with variety of language efficiency whether the code activated in audio, motoric, visual, or oral. Definitely, classroom are settled both the students and instructor. They combined some structures into effective and efficient explanations of the outcomes. Teaching the friendly mode also needed in the classroom and environment.

The basic competence and management of source book have accumulated during the semester. Students learn, discuss, and play under the curriculum commands. They are gathered for match and find some gates to produce the language work. A combination between students and the proficiency applies instructional evaluating during the semester by teachers'.

Identification the issues to shape in reading ability, students acquired the knowledge and content with the teacher commands. They were asked in combining several language competence with four aspects of listening, speaking, writing, and reading. This product engaged in classroom named linguistics competences for young learner.

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