

Chapter 4

The Instructional Design of English Teaching Media for Children

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1. INTRODUCTION

Learning media is crucial in children's learning, especially when they are learning English. Visual aids, such as movement and images, play a crucial role in language learning (Numonova, 2024). They help maintain attention and provide contextual clues that aid in understanding and remembering new words (Clark & Estigarribia, 2011; Andrä et al., 2020). Multimedia learning theory explains that children learn better when information is presented through more than one channel, such as images and sound (Mayer, 2002). Furthermore, media such as flashcards, short videos, songs, and games can motivate and actively engage children in learning (Hasanah et al., 2024). Because children are at a developmental stage that requires authentic and engaging experiences, the use of appropriate media significantly helps them understand vocabulary, language patterns, and simple instructions.

Given the importance of these media, the English Teaching Media for Children course is highly sought after by prospective teacher students. Through this course, prospective teachers learn how to select, create, and use age-appropriate media that supports learning objectives. Research shows that many prospective teachers still lack confidence in using digital media (Hasbi et al., 2024; Silvy et al., 2025). Therefore, providing this course is crucial to prepare prospective teachers for both traditional and modern classrooms, which require the use of creative, safe, and meaningful media.

2. INSTRUCTIONAL DESIGN

2.1 Course Content and Topics

The English Teaching Media for Children course is designed to equip prospective teachers with the skills to understand, select, design, and develop a variety of English language learning media suitable for early childhood and elementary school students. Through this course, students are prepared to create engaging and interactive learning experiences.

In the first week, the lecture begins with an orientation and an introduction to the scope of media in English Language Teaching (ELT) for children. The second week discusses the basic principles of designing learning media. The third and fourth weeks focus on the use of visual media, while the fifth week explores audio and audiovisual media. The learning then shifts to modern media in the sixth week, and in the seventh to eighth weeks, students are introduced to various interactive learning applications such as Padlet, Mentimeter, Quizziz, and Kahoot. The ninth week is devoted to the midterm exam (UTS). This is followed by a full week of integrating various media into the lesson plan. Weeks eleven through thirteen focus on student media design, development, and production. Finally, weeks fourteen through sixteen are devoted to the final exam (UAS) in the form of

microteaching using the media they have developed throughout the semester.

The topics in this course are structured in stages to align with students' learning process—from conceptual understanding to practical skills. Sessions 1 to 4 focus on theoretical foundations and the characteristics of children as language learners, as a strong pedagogical foundation is essential for students to design effective media. Sessions 5 to 8 introduce various types of media, both traditional and modern, so students gain a comprehensive understanding of learning media options that can be used in children's English classes. The midterm exam is placed in session 9 because at this stage students have a thorough understanding of the various media. Sessions 10 to 13 provide opportunities for students to instill media design and production and integrate them into lesson plans. Sessions 14 to 16 are dedicated to microteaching as a form of final performance assessment. In addition to the core topics above, several elective topics can be considered according to institutional needs, such as the use of Artificial Intelligence (AI) for media creation, the use of Augmented Reality (AR) for vocabulary learning, or the exploration of children's digital literacy platforms such as StoryJumper and BookCreator. These additional topics can be selected to strengthen prospective teachers' readiness to face the demands of 21st-century learning.

2.2 Teaching Method

Various learning methods can be used in an integrated manner throughout the semester to support student competency achievement in this course. In the initial phase, methods such as interactive lectures, group discussions, and jigsaw puzzles are used to help students understand basic media theory, child characteristics, and principles of instructional design. To strengthen conceptual understanding through experience, gallery walks, flipped classrooms, and problem-based

learning methods are implemented so students can analyze media examples and relate them to pedagogical needs.

Entering the practical phase, more production-oriented methods such as demonstrations, hands-on practice, and project-based learning (PjBL) are implemented so students can design, develop, and refine their learning media. In the final phase of the course, or UAS, microteaching methods, peer review, and reflection are used to help students practice using media in the classroom and obtain feedback on the effectiveness of their media creations. This combination of methods is expected to support theoretical mastery and ensure students are practically ready to implement English language learning media in schools.

2.3 Teacher and Student Roles

The roles of lecturers and students gradually change as the material progresses from week to week. In Weeks 1–5, when the material still focuses on basic theories such as the scope of media, design principles, child characteristics, and concepts of visual and audio-visual media, the lecturer plays a more dominant role. This is because students require coherent conceptual explanations, so methods such as lectures, jigsaws, gallery walks, flipped classrooms, and Q&A are chosen to facilitate initial understanding. However, students remain active in simple discussions and analysis, especially when observing media examples or exchanging information between groups. Entering Weeks 6–8, when learning shifts to demonstrations and the use of digital tools and applications, the roles of lecturers and students become more balanced. The lecturer serves as a demonstrator and facilitator, showing how to use computers, LCD projectors, Canva, PowerPoint, Quizizz, and so on, while students begin to take a more active role in hands-on practice creating digital activities.

After the mid-term exam in Week 9, students become more independent in analyzing and integrating various media into lesson

plans. By Week 10, students' roles begin to become more dominant through problem-based learning activities and group discussions. The lecturer primarily acts as a discussion facilitator and provides feedback on student ideas. The next phase, Weeks 11–13, is the media design and development phase, where students play a key role in producing media prototypes. During this phase, the lecturer acts as a mentor, technical director, and temporary evaluator, while the students are fully responsible for designing, developing the product, and revising it based on feedback.

The culmination occurs in Weeks 14–16 through microteaching and media evaluation activities. In this phase, students become very dominant as they apply the theory and media they have created to actual teaching. The lecturer acts as the primary evaluator, providing evaluations based on a rubric, while students also act as observers through peer review. Overall, the success of this course depends heavily on the specific roles played by both: the lecturer must be able to provide a strong theoretical foundation, clearly demonstrate media use, provide ongoing guidance, and establish measurable evaluation standards; while students must actively understand the concepts, experiment with each digital medium, produce original products, conduct microteaching confidently, and provide and receive feedback professionally. This dynamic change in role dominance is what supports the optimal achievement of learning objectives.

2.4 Activity Types

In this course, various learning activities are implemented to align with theoretical and practical needs. These activities are structured in a diverse manner so that students not only understand the concepts but also are able to design and practice the use of learning media directly, ensuring varied and interactive learning.

For conceptual topics such as media design principles, characteristics of children as learners, and theories of media use,

appropriate activities include: 1) Interactive lectures, to convey basic concepts but still interspersed with questions, real-life examples, and brief discussions, 2) Group discussions, to refine theoretical understanding through the exchange of ideas, 3) Case analysis, to identify the strengths/weaknesses of learning media. 4) Gallery walks, to observe various media examples and discuss their functions, 5) Flipped classrooms, where students study material or media examples before class.

In contrast to practice-based topics such as creating visual media, using interactive applications, or producing digital media, design activities are more applicable, for example: 1). Demonstrations, when the lecturer demonstrates how a tool or application works. 2). Hands-on practice, allowing students to try creating media independently. 3). Project-based learning, where students design and develop media products from start to finish.

In the final stages of the course, especially when students practice using the media they designed, the most relevant activities include: 1). Microteaching, to simulate the use of media in learning sessions. 2). Peer review, allowing students to evaluate each other's media and teaching performance. 3). Reflection, to evaluate the process of using media and identify areas for improvement.

2.5 Materials and Media

Over the course of a semester, course material is structured in stages, from basic concepts to practical media development. Initial topics include an introduction to the scope of English language learning media for children, covering the definition and function of media, as well as the characteristics of children as language learners. At this stage, the media used are informational, such as presentation slides, simple image examples, and introductory videos. Next, students learn the principles of media design for children, including learning theory, visual needs, and pedagogical principles. The material

at this stage is supported by infographics, media design examples, and case studies for analysis.

Moving on to subsequent topics, the focus is directed at various types of visual media, such as real media, flashcards, stick figures, finger and hand puppets, spinner wheels, big books, and pop-up books. The material covered covers the functions, usage, creation, characteristics of concrete media, the importance of concrete media for children, and visual storytelling techniques. Learning media, in the form of physical media examples and student-made posters, along with videos of media use, serve as the primary support. In the following week, students studied audio and audiovisual media, with material on the use of songs, chants, audio storytelling, and learning videos. Handouts containing audio presentations and examples, video clips, and examples of music-based activities were presented to reinforce understanding, along with several case study questions for class discussion.

Midway through the semester, students were introduced to modern teaching aids and interactive learning applications, including computers, LCD projectors, Canva, PowerPoint, Mentimeter, Quizizz, and Kahoot!. The material covered basic techniques for creating digital presentations and designing digital activities. The media used included video tutorials, sample digital templates, and practice projects using the applications. Entering the integrative phase, students analyzed the characteristics of various media and determined their suitability for learning objectives, language competencies, and children's developmental levels. Supporting media included PowerPoint presentations and video clips from digital applications such as Canva, Quizizz, or Mentimeter.

In the final phase, the focus shifted to media design and development, with material on the design process, media revision, and principles of pedagogical appropriateness. The media used were

design worksheets. The semester concludes with microteaching and media evaluation, where students practice using media in teaching simulations. This stage covers microteaching, media evaluation, and peer review. The media used include student media work, assessment rubrics, and presentation tools.

2.6 Assessment and Evaluation

Assessment in the English Teaching Media for Children course is carried out with a total weighting of 100%, reflecting a balance between theoretical understanding, design skills, teaching performance, and students' reflective abilities. Process evaluation is given a weighting of 15%, which includes activeness, participation, and the quality of completion of formative assignments and observation results during lectures. The Mid-Semester Exam (UTS) has a weighting of 25%, functioning to assess students' mastery of learning media theory, design principles, and the ability to analyze cases of selecting appropriate media for children. Next, media product evaluation is given a weighting of 25%, which assesses the quality of design and development of student-made media based on creativity, functionality, and suitability to the characteristics of young learners. The next component is microteaching as a performance evaluation, which also has a weighting of 25%, used to measure students' ability to apply media in real learning simulations, including the effectiveness of media use, instructional skills, and classroom management. Finally, the reflective evaluation is worth 10%, assessing students' ability to conduct self-reflection and peer review to identify strengths, weaknesses, and steps for improvement in media and their teaching practices. This weighting ensures a holistic assessment that is relevant to the competency demands of prospective teachers.

3. RECOMMENDATION

Based on the discussion on media use in English Language Teaching (ELT) for Children, it is important for educators and prospective teachers to recognize that media selection depends not only on creativity but also on suitability for the child's developmental stage, learning objectives, and classroom context (Shabrina et al., 2025). A frequent debate is whether digital media is more effective than traditional media. The literature indicates that both serve important functions: concrete media such as flashcards, realia, and puppets remain fundamental for early childhood because they support children's sensorimotor and hands-on learning, while digital media increase motivation and participation (Bajovic, 2018; Bower et al., 2022). Therefore, an integrative approach that combines concrete and digital media is recommended to create a more holistic learning experience (Hasbi et al., 2025a).

In addition to selecting appropriate media, teachers also need to ensure that the media used is truly effective through ongoing evaluation (Rachmawati et al., 2025; Hasbi et al., 2025b). Effective methods include peer review, reflection, and guided trials. With these steps, teachers can determine whether the media is clear, engaging, and effectively supports children's learning. The ongoing evaluation process also helps teachers gradually refine the media, ensuring it truly aligns with learning objectives and provides a more effective learning experience for children.

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