CHAPTER V

CLOSURE

A. Conclusion

Based on the narrative findings and theoretical discussions presented in the previous chapter, this study concludes that teaching English to toddlers using the communicative interactive method is a highly dynamic process where emotional and psychological readiness must precede linguistic instruction.

First, regarding the teachers' experiences (RQ 1), implementing this method requires a complete departure from textbook-centered instruction and a deliberate reduction of Teacher Talk Time (TTT). The teachers heavily prioritized establishing a communicative foundation through 30-minute interactive warmers involving greetings, familiar songs, and casual conversations. To make language comprehensible, the teachers successfully bypassed abstract explanations by utilizing concrete visuals and *realia* (e.g., habitat flashcards, real clocks). Furthermore, integrating kinetic games and hands-on crafts proved essential in prompting spontaneous English communication, demonstrating that toddlers acquire language naturally when it is tied to physical movement and social scaffolding provided by the teacher.

Second, the challenges faced by the teachers (RQ 2) were predominantly psychological and behavioral rather than linguistic. The most significant barriers included the "silent period," severe separation anxiety, and unpredictable mood swings, which elevated the toddlers' affective filters and temporarily halted the learning process. Behaviorally, the teachers struggled with the toddlers' hyperactivity, extremely short attention spans, and vocal protests against uninteresting materials. Pedagogically, a critical challenge emerged from the curriculum itself, as the advanced English as a Second Language (ESL) textbooks mismatched the toddlers' limited real-world background as English as a Foreign Language (EFL) learners.

Third, in overcoming these challenges (RQ 3), the teachers demonstrated profound pedagogical adaptability. To build emotional security and alleviate separation anxiety, teachers compromised strict classroom independence rules by allowing parental presence during the initial adaptation phases. To manage emotional volatility and bad moods, the teachers utilized casual bilingual communication, temporarily sacrificing formal English exposure to restore the students' readiness to learn. Finally, to sustain the toddlers' micro-attention spans, the teachers effectively deployed strict time-management for digital media (limiting videos to 1-2 minutes) and

integrated tangible *realia* (e.g., real chicken eggs, shoelaces, and actual fruits) to anchor the toddlers' cognitive focus.

B. Suggestions

Based on the findings and conclusions of this study, the researcher proposes several practical and academic suggestions for teachers, educational institutions, and future researchers.

1. For Teachers

English teachers handling toddler classes are highly suggested to prioritize emotional security over the rigid completion of textbook materials. Teachers should remain highly flexible and prepare alternative plans (Plan B) to adapt to the toddlers' unpredictable moods and micro-attention spans. It is also recommended to maximize the use of concrete visual aids, *realia*, and kinetic games while consistently minimizing Teacher Talk Time (TTT). When facing the "silent period" or emotional distress, teachers should not hesitate to utilize casual bilingual communication to build trust and lower the toddlers' anxiety before resuming English instruction.

2. For Educational Institutions

Educational institutions and curriculum developers for early childhood education should critically evaluate the learning materials provided to the teachers. It is recommended to select or adapt textbooks that are strictly aligned with the English as a Foreign Language (EFL) context, ensuring that the vocabulary and concepts are highly relatable to the toddlers' immediate daily lives. Furthermore, institutions should actively support the communicative interactive method by providing adequate classroom facilities, such as diverse physical props, multimedia tools, and educational toys (*realia*), which are essential for conducting interactive and sensory-based learning.

3. For Future Researchers

To expand upon the findings of this study, future researchers are suggested to conduct similar studies with a larger number of participants and across different educational settings to obtain a broader perspective on the communicative interactive method. Additionally, it is highly recommended to investigate the effectiveness of this method directly from the learners' perspective. To achieve richer and more triangulated data, future studies should also combine in-depth interviews with direct classroom observation,

allowing researchers to witness the spontaneous interactions and behavioral dynamics of the toddlers in real-time.