The Role of Teacher Strategies in Bilingual Instruction to Enhance Children's Participation in Kindergarten Learning Processes

Geofani Kristina
Universitas Riau Kepulauan
E-mail: geofanikristinasinaga@gmail.com

Juwita Boneka Sinaga
Universitas Riau Kepulauan
E-mail: juwita@fkip.unrika.ac.id

Erwin Ashari
Universitas Riau Kepulauan
E-mail: erwinashariharianja83@gmail.com

Abstract
This study examines the strategies used by teachers in bilingual teaching to encourage children's active participation during the learning process in kindergarten. The main issue examined in this study is how teachers play a role in applying various bilingual teaching strategies as a means to facilitate children's language development and increase their participation and involvement in learning. Using a descriptive qualitative approach, this study directly examined the natural teaching and learning process through direct classroom observation, semi-structured interviews with teachers, and documentation from three subjects: Science (Data A), Handicrafts (Data B), and Drawing (Data C). This study identified and analyzed five strategies used by teachers in bilingual teaching, namely: code-switching, code-mixing, language scaffolding, bilingual modeling, and bilingual prompts. The results showed that these strategies effectively create an interactive learning environment that encourages children's active participation, deepens their understanding of language, and builds their confidence through the alternating use of two languages in explaining material, giving instructions, and answering students' questions during the learning process. The study found that teachers at Yeho Creative Kids Nagoya Kindergarten consistently and adaptively apply these various strategies in teaching bilingual classes with the aim of increasing children's participation, language skills, and confidence in learning. Therefore, these findings have practical implications for bilingual teaching in other kindergartens, particularly in developing learning strategies that have a positive influence on language development so that teachers play a role in improving students' cognitive, emotional, and involvement in a multilingual environment.

Keywords: Bilingual Teaching, Children's Participation, Early Childhood Education

INTRODUCTION

A teacher's teaching strategy refers to the methods, approaches, or approaches used by teachers during the learning process. Teachers generally employ more than one strategy, which may include using friendly and age-appropriate language when teaching children, providing clear directions and instructions, and offering assistance to students so they can participate and understand the learning material (Syifaurrahmah et al., 2025). Appropriate teaching strategies not only help children understand the learning content but also create a comfortable learning environment that encourages children to develop self-confidence and actively engage in the learning process. Therefore, the strategies used must be tailored to the children's age and abilities to optimize their participation in classroom learning. This also needs to be supported by the teacher's mastery of the strategies to be implemented, especially for teachers who teach using two languages. Given that kindergarten children tend to use creative and contextual strategies in learning English as a second language, approaches that have been proven to increase children's motivation and skills during the learning process are needed, such as through movement-based approaches (Ningsih et al., 2024).

Bilingual education refers to the use of two languages in a single learning process, designed as a teacher strategy to support children's understanding and encourage their participation in learning. Bilingual education is considered an important approach that needs to be considered in early childhood education. In kindergarten environments, the use of two languages in the teaching and learning process requires teachers to have appropriate bilingual teaching strategies so that learning materials can be easily understood and children's participation in the learning process can be developed effectively. Previous research has shown that children's understanding and participation can increase when teachers' strategies involve interactive and innovative approaches that support active student responses (Rojas et al., 2024).

One common strategy used by teachers in bilingual classrooms is code-switching. In this strategy, teachers alternate between the second and first languages to clarify meaning and help children understand concepts or complete tasks (Macswan, 2017). This strategy is especially important when children begin to show signs of confusion, as code-switching can reduce their cognitive load and support their participation in learning. This is supported by previous research showing that children's learning engagement is more active when the teaching approach used by teachers is aligned with their age, developmental needs, and learning styles (Darling-Hammond et al., 2020). This is particularly relevant for young children who are newly introduced to a second language and whose bilingual abilities are still developing (Germain & Hummel, 2025). The use of this strategy is evident not only in the delivery of learning content but also when teachers provide verbal appreciation or praise to children, helping to foster positive interactions and stimulate greater participation in future learning activities.

Several other strategies are also implemented in the learning process, one of which is language scaffolding. Language scaffolding refers to support provided by teachers to help children understand instructions and learning materials, as well as to express their ideas during learning (Gibbons, 2015). Scaffolding strategies implemented include the use of supporting language for meaning emphasis, language familiarity, and providing cues when children begin to experience difficulties. In bilingual classes, some children still need language scaffolding to strengthen their confidence and increase their participation in learning.

Another strategy used in bilingual classrooms is bilingual modeling. In bilingual modeling, teachers intentionally use two languages simultaneously and functionally to facilitate the development of children's language and communication skills (Sahan et al., 2018). The bilingual modeling practiced by teachers must be consistent in demonstrating the appropriate use of both languages so that children can easily imitate the correct language patterns (Buac et al., 2019). Through this modeling strategy, children can observe and internalize how both languages are used interchangeably in the learning process to build meaningful learning experiences.

Additionally, there are bilingual strategy prompts, which consist of questions, directions, or cues that focus on meaning conveyed in two languages. These strategies are used to engage children in learning and encourage their participation throughout the learning process (Boyd & Markarian, 2015). In practice, bilingual prompts are delivered by using the first language when asking a question, followed by the second language or vice versa as a cue to attract children's attention. These prompts can also encourage children to respond or provide answers confidently, and can even increase participation among those who still have limited proficiency in both languages.

Although there has been extensive research on the use of two languages in early childhood education, particularly in naturally occurring learning processes, some aspects still require further exploration. For example, a study conducted by Lesmana (2024) showed that bilingual learning can support children's language development; however, this study has limitations because it only focuses on children's learning outcomes without directly observing the strategies used by teachers. As a result, the study does not provide a detailed overview of the strategies that should be implemented in bilingual teaching.

Several recent studies have investigated aspects of bilingual teaching and teacher practices. However, further research is still needed to explore these aspects more comprehensively in different educational contexts (Akbar; et al., 2025). Further research is needed, as these studies also have limitations. These studies did not provide insight into the specific strategies teachers use in the classroom, relying solely on teacher perceptions. Furthermore, these studies lacked in-depth observations of natural classroom interactions, which would reveal how bilingual teaching is actually implemented. Meanwhile, Lestari et al. (2021) explored the benefits of translanguaging and its impact on students' comfort levels in learning. However, this study primarily emphasized the effects without addressing specific strategies teachers used during the learning process.

Therefore, this study aims to explore the strategies used by teachers in bilingual teaching by directly examining naturally occurring classroom learning, focusing on five analytical strategies, namely code insertion, code mixing, language support, bilingual printing, and bilingual prompts used in bilingual classes to facilitate language development and increase children's participation and confidence during the learning process. This study focuses on the following research question: How do overall bilingual learning strategies contribute to children's engagement and active participation across the three observed subjects?

METHOD

This study used a qualitative descriptive research design to explore how teaching strategies used in bilingual learning support children's understanding and foster their confidence and participation during the learning process. A classroom-based qualitative design was chosen to capture authentic teacher-student interactions across Science (Data A), Handcraft (Data B), and Drawing (Data C) activities, where bilingual strategies were

most visible because they provided diverse contexts for observing bilingual teaching strategies in practice. This approach aligns with qualitative research characteristics, which emphasizes an in-depth understanding of phenomena in their natural settings (Creswell & Poth, 2018). A single teacher was selected because of her extensive experience in consistently implementing English-Indonesian language instruction, allowing for rich data observations on strategy use and student engagement. Through this approach, this study provides rich, contextual insights into how teachers facilitate children's understanding, communication, and engagement in a bilingual learning environment.

This study was conducted at Yeho Creative Kids Nagoya Kindergarten, involving one classroom teacher and a group of early childhood children aged four to six years. The subjects were drawn from three learning activities representing three subject areas, namely Science (Data A), Handcraft (Data B), and Drawing (Data C). The teacher involved in this study served as the primary data source, providing insight into the implementation of bilingual teaching strategies based on several years of experience teaching early childhood children using two languages consistently during learning. Subjects were selected through purposive sampling, based on the researcher's consideration that the three activities demonstrated relevant characteristics of consistent bilingual use and involved intensive interaction between teachers and children. The research location was also chosen because it is known as an early childhood education institution that implements bilingual teaching practices using English and Indonesian in daily learning activities.

Data collection was conducted using three techniques: classroom observation, teacher interviews, and documentation. Classroom observations were carried out twice over four weeks, with each session lasting 45-60 minutes, to directly examine how bilingual teaching and teachers' strategies were implemented naturally during the learning process. Interviews were conducted by the researcher using a semi-structured guide to deepen understanding of the strategies employed by the teacher and the reasons behind them, as well as to gain further insights into the teacher's experiences in teaching and implementing strategies in bilingual classrooms. One of the questions included: "Why do you choose different strategies in teaching in a bilingual classroom?" and "As a teacher, how do you view the strategies you apply influencing children's learning participation?" These interview sessions lasted 30 to 45 minutes, using audio recordings with the consent of the teacher involved. Documentation consisted of video recordings along with their transcripts, as well as research instruments used as field notes during the data collection process.

The collected data were analyzed using qualitative descriptive analysis. The first step involved transcribing observations of bilingual instruction in the three study areas, which were then carefully examined to identify segments representing bilingual instructional strategies employed by the teachers. Second, the data were coded into five strategy categories: code-switching, code-blending, language support, bilingual modeling, and bilingual prompts. For example, language switching during instruction was coded as 'code-switching,' while guided examples were coded as 'bilingual modeling.' The purpose of this coding process was to systematically organize the data and facilitate the recognition of emerging strategy patterns (Saldaña, 2016). Third, each coded segment was further described to determine the strategies used and their role in enhancing children's comprehension, confidence, and participation. This systematic coding enabled the identification of recurring patterns in strategy use and corresponding student engagement.

This research was conducted in accordance with agreed research ethics standards to ensure the well-being of all participants throughout the research process. Prior to data collection, written consent was obtained from the school and teachers, providing full information about the purpose, procedures, and confidentiality of the data. Classroom observations were conducted in a natural and unobtrusive manner without disrupting the teaching-learning process or children's interactions. Audio and video recordings were used solely for research purposes, stored securely, and accessible only to the research team to ensure participant privacy. This research is committed to upholding ethical principles emphasizing transparency, voluntary participation, and data protection.

FINDINGS AND DISCUSSION
Findings

In this study, the researcher presents findings from an analysis of live and natural classroom interactions for three subjects, science, drawing, and crafts, with the aim of describing the role of teachers and their bilingual strategies (such as code transformation, code blending, scaffolding, modeling, and bilingual prompts) in students' language and comprehension, thus encouraging their active participation in learning. The analysis consists of teacher-student dialogues that are transcribed and connected to these strategies in the three subjects that were directly observed.

The findings revealed a pattern: code provision was most frequently used when students were confused, which increased their active responses; bilingual modeling sparked understanding of language comprehension; scaffolding built confidence through incremental support; code blending facilitated simultaneous processing; and bilingual discovery encouraged independent responses all contributing to children's participation, comprehension, and confidence, as the research aimed.

Table 1. Summary of Strategy Usage Patterns and Their Impact

Strategy	Main Usage Patterns	Impact on Participation, Understanding & Self-Confidence
Code Switching	When confused/difficult to respond	Triggers rapid response, reduces cognitive load
Code Mixing	Simultaneous instruction/practical tasks	Facilitates understanding of stages, spontaneous responses
Scaffolding	Phased support/bug correction	Building independence & self-confidence
Bilingual Modeling	Vocabulary/step demonstration	Facilitate imitation & language production
Bilingual Instructions	Guide questions/multiple choice	Encourage active responses & self-verification

Classroom Observation Findings
Science 1

Teacher: "How do oranges taste?"
Student A: "Sweet"
Student B: "Sour"
Teacher: "Sour *artinya?* "
Student: "*Sour*"

The dialogue above demonstrates code switching. The teacher begins with English, asking, "What does an orange taste like?" to prompt students to respond similarly. When the students answer, "Asam," the teacher switches to Indonesian, asking, "What does asam mean?" to ensure students understand. (Creese, & Blackedge, 2010), code switching in bilingual classrooms serves to construct meaning, not as a sign of language weakness. The students' collective response, *"Asam,"* demonstrates that this use of code switching is effective in eliciting student participation and understanding. class.

Science 2
> Teacher: "Students, what fruit has big seeds?"
> Student: "Shut up"
> Teacher: "Like durian, can you name other fruits?"
> Student: "Mango"

This interactive dialogue illustrates the strategy of language scaffolding. The teacher provides gradual support through examples (durian) and guiding questions. Instead of providing direct answers, she encourages students to discover for themselves, thus making their participation more active. According to Gibbons (2015), this type of scaffolding support helps students construct meaning independently and increases their engagement in classroom learning.

Science 3
> Teacher: "Everyone, look at I bring durian for you today. Let's identify the texture!"
> Student A: "*Besar* miss"
> Teacher: "Line up, one by one touch it!"
> Student A: "I don't like it"
> Students B: "Oh no, I'm scared"
> Teacher: "It's rough or smooth?"
> Students: "Rough"

This dialogue is a language organization strategy that uses bilingual prompts in the form of multiple-choice questions to help students grasp concepts. In this method, the teacher does not immediately explain the material but instead provides gradual support by first introducing the durian fruit, then asking subsequent questions while encouraging students to touch it to find the answer. This approach helps students understand how to answer independently, ultimately encouraging children to actively participate in learning. This approach helps students understand how to answer independently, ultimately encouraging children to actively participate in learning. This strategy can also help students digest meaning and develop language in bilingual classrooms (Mateus, 2014).

Drawing 1
> Teacher: "The first step makes like number eleven to draw steem"
> Teacher: "This is steem, *ini batang*"
> Teacher: "Follow ms, say steem"
> Students: "Steem"

This dialogue demonstrates the application of a bilingual modeling strategy in drawing instruction. The teacher provides an example of pronouncing the word 'stem' in English, followed by an explanation of its meaning in Indonesian, namely 'batang'. Next, students are asked to pronounce the word together. Through this strategy, the teacher acts as a linguistic model, helping students understand and produce the target language. Furthermore, this bilingual modeling makes it easier for students to connect new vocabulary with their prior knowledge. Therefore, the approach in this strategy aligns with the concept of instructional and interactional translanguaging, where teachers consciously use two languages as pedagogical resources to enhance students' understanding and participation in learning (Dikilitas et al., 2023).

Drawing 2
Teacher: "Who knows what am I drawing?"
Teacher: *"Siapa yang tahu ibu guru gambar apa ini?"*
Students: "Flower ms flower"

The dialogue demonstrates the application of a bilingual instruction strategy in art instruction. The teacher asks a question in English, then repeats the question back into Indonesian to facilitate student understanding. This repetition practice serves to ensure students understand the instructions so they can provide appropriate answers. This strategy aligns with bilingual pedagogical practices, which utilize code-switching as a means of supporting student understanding and participation without neglecting the use of the target language (Lin, 2015).

Drawing 3
Teacher: "Draw like this, *untuk menggambar bunga nya*"
Teacher: "Make a lot, and see! *Bunganya sudah jadi*"
Students: "wowwwww"

The dialogue demonstrates the implementation of a code-mixing strategy, which combines English and Indonesian within the teacher's utterance. The deliberate use of these two languages aims to convey instructions clearly so that students can easily follow the steps of drawing a flower. This strategy helps the teacher maintain student understanding, especially for those in the early stages of second language acquisition. In addition to facilitating understanding, this approach also increases student participation, as evidenced by their spontaneous responses during the learning process. This practice aligns with the principles of interactive bilingual learning.

Handcraft 1
Teacher: "Count how many your origami paper students"
Students: "Three ms three"
Teacher: "Who hasn't gotten their paper yet?"
Students: "Noisy"
Tecaher: *"Siapa yang belum dapat kertasnya?"*
Austin: "Austin ms"

This dialogue interaction demonstrates the implementation of a code-switching strategy, where the teacher switches from English to Indonesian. The language switch occurs when a question in English elicits no response from the students. By repeating the question in Indonesian, the teacher helps students understand the instructions so they can provide appropriate answers. This demonstrates that the teacher's implementation of a bilingual strategy plays a crucial role in bridging language acquisition and student understanding in the learning process.

Handcraft 2
      Teacher: "After you take it, glue the white origami on the red origami"
      Student A: "Like this *ya* ms"
      Teacher: "No No, look and follow ms this one first (while taking the green origami) and than glue the white origami on the first origami"
      Teacher: "*Lihat ms, ambil origami hijaunya baru tempel origami putih diatas nya*"
      Students: "oooohhhh (noisy)"

The interaction in this dialogue demonstrates the teacher's application of a bilingual modeling strategy when providing instructions for making handicrafts. In this process, the teacher acts as the primary reference by sequentially demonstrating the work steps using two languages. Delivering instructions in English accompanied by Indonesian equivalents aims to strengthen students' understanding through direct observation. This modeling strategy not only helps students understand the instructions cognitively but is also effective in triggering active student responses to practice the assigned tasks (Dikilitas et al., 2023).

Handcraft 3
      Teacher: "Now fold the paper in half. Fold slowly"
      Students: "Done ms"
      Teacher: "So what the shapes of your watermelon craft?"
      Student A: *"Itu mini circle ya ms?"*
      Teacher: "No, semi-circle. Repeat after me, circle"
      Students: "Circle"

Teacher Interview Findings
To strengthen the data, after conducting classroom observations, the researcher carried out interviews with the classroom teacher to obtain a more accurate understanding of the bilingual teaching strategies applied and their influence on the learning process in the classroom. The interview consisted of ten semi-structured questions designed to explore the reasons why the teacher used different strategies in bilingual instruction, how each strategy was implemented, and the teacher's own perceptions of the influence of these strategies on children's participation in learning. The interview data were intended to support the observational findings by presenting the teacher's perspective. Therefore, only interview excerpts that were relevant to the focus of the study were presented by the researcher.

      Teacher: "I use Indonesian to ensure that all children understand. Because if I only use English, some children will stay silent; by repeating, they understand and respond to me confidently."

Teacher: "At that time, I asked the children to identify the durian I brought to help their understanding using English. This was seen to encourage their responses, as they answered actively even though using two languages."

Teacher: "I give examples of what the children will draw and model the words in English first, then I translate them into Indonesian. Then they follow and repeat the pronunciation using English themselves."

Teacher: "I first ask questions in English, and then I repeat them in Indonesian to make sure they understand. This encourages them to give correct answers

Teacher: I sometimes mix English and Indonesian when helping children follow steps so that they continue to respond."

Teacher: "I switch from English to Indonesian when a child does not respond, so I can be sure they understand the question and can answer."

Teacher: "I provide examples as a step-by-step model in English, and when I see they make mistakes, I repeat the instructions in Indonesian so they understand"

Teacher: "I help and explain gradually, and I assist them even if they ask questions in Indonesian, so they remain actively engaged"

Overall, the interview data illustrate the consistent use of bilingual strategies by the teacher at Yeho Creative Kids Nagoya Kindergarten in supporting student participation and confidence in learning. The dialogue demonstrates the teacher's application of scaffolding strategies through step-by-step instructions to guide students in correcting errors. The teacher begins the lesson with simple instructions on paper-folding techniques to ensure that students can accurately imitate the basic steps in making watermelon crafts. After mastering the technical steps, the teacher asks reflective questions to verify understanding and encourage active student responses regarding the shape of the object being created. If an error occurs, the teacher immediately provides corrective feedback and asks students to repeat the correct vocabulary. This approach not only provides emotional support to help students feel assisted but also strengthens vocabulary retention through active participation in verbal repetition. These findings provide strong evidence that the bilingual strategies applied can encourage young children to participate actively and confidently in learning.

Discussion

The results of the study show that teachers at Yeho Creative Kids Nagoya Kindergarten consistently apply various strategies in teaching bilingual classes with the aim of increasing children's participation and language skills, as well as increasing their confidence in learning. This is done through three subjects that are explained using various strategies such as code-switching, code-mixing, language reinforcement (language scaffolding), bilingual modeling, and bilingual prompts.

Code-switching and code-mixing strategies are successful because teachers alternate languages to reduce children's cognitive load and strengthen vocabulary comprehension by activating natural bilingual resources, in accordance with translanguaging theory, which utilizes students' entire language repertoire to construct meaning (Handrayani, 2022). This mechanism allows children to grasp language more

easily, thereby increasing interaction and active participation compared to a rigid monolingual approach (Lestari et al., 2021). Translanguaging practices in EFL classrooms in Indonesia show that teachers often use a mix of English, Indonesian, and regional languages to explain technical concepts, which not only facilitates comprehension but also builds students' language confidence (Afriadi & Hamzah, 2025). This approach aligns with findings that pedagogical translanguaging, including the management of language power positions and language fluidity, supports effective delivery of subject matter, especially in naturally multilingual environments like Indonesia. Furthermore, translanguaging allows students to construct meaning independently through multimodal resources, thereby reducing cognitive barriers and encouraging higher participation compared to monolingual methods that tend to be rigid and less adaptive to students' linguistic diversity. Recent research also confirms that this strategy enhances classroom interaction by holistically leveraging students' language repertoires, ultimately enriching the teaching and learning process. Thus, teachers can dynamically switch between language codes to optimize comprehension, as evidenced in a secondary classroom case study where observations showed a 30% increase in student participation after the implementation of translanguaging. This approach is not only relevant for primary education but can also be extended to higher levels, where technical language challenges often arise. Overall, the integration of code switching and translanguaging serves as an adaptive strategic tool, ensuring that cognitive load is minimized while maximizing knowledge retention through activating students' natural bilingualism.

Furthermore, code-switching and code-mixing strategies in translanguaging have been shown to be effective in addressing language power imbalances in the classroom, where teachers provide space for students to use their native language judiciously to strengthen content comprehension (Putrawan, 2022). This creates an inclusive learning environment, where students feel empowered to actively participate, in contrast to monolingual approaches that often foster insecurity due to language barriers. In the Indonesian educational context, this practice has been observed through interviews and questionnaires, indicating improved understanding of science and English concepts through translanguaging in EMI (English Medium Instruction) classes (Lestari et al., 2025). Teachers implemented four key aspects: pedagogical translanguaging for instruction, language power management, interlanguage fluidity, and utilization of multilingual and multimodal resources, all of which contributed to reducing children's cognitive load. Studies have also identified benefits such as increased student confidence in using the target language and overcoming technical language challenges, despite barriers such as resistance from monolingual policies in some institutions. However, positive perceptions from teachers and students confirm that translanguaging is superior to conventional methods, as it allows the activation of the entire language repertoire to construct deeper meaning. Future research recommendations emphasize expanding the participant pool for broader validation, but the current evidence is strong enough to support the adoption of this strategy in bilingual classrooms. By integrating code-switching, teachers not only reduce cognitive load but also enrich students' social and cognitive interactions, resulting in more dynamic participation and optimal learning outcomes in the long term.

Furthermore, language scaffolding strategies and bilingual prompts are effective through gradual support such as concrete examples and bilingual guiding questions, which encourage independent thinking and reduce children's anxiety, in accordance with

Vygotsky's zone of proximal development theory adapted for bilingual contexts (Gibbons, 2015). This approach facilitates deep understanding by holistically activating students' language repertoires, thus building greater confidence compared to rigid monolingual methods that often fail to accommodate linguistic diversity. Research shows that the integration of translanguaging in scaffolding increases student engagement in EFL classrooms, where teachers use a mix of languages for schema-building and bridging, reducing cognitive load by up to 25% based on direct observations in elementary classrooms (Cui & Pacheco, 2023). This not only accelerates content comprehension but also encourages exploratory dialogue among students, differing from previous studies that relied on teachers' subjective perceptions without empirical data. In practice, teachers provide gradual bilingual visual and verbal prompts, enabling students to gradually become independent while maintaining inclusiveness. These findings are relevant to Indonesian education, where natural multilingualism can be leveraged for optimal learning outcomes.

Furthermore, bilingual scaffolding has been shown to be superior because it involves multimodal supports such as gestures, visuals, and the student's native language, which aligns with findings that this strategy improves literacy and critical thinking in multilingual environments (De Oliveira & Westerlund, 2022). Unlike traditional approaches, this method was formalized through actual classroom observations, demonstrating a 30% increase in student participation through the use of home language for meaning-making in a bilingual kindergarten classroom. Recent research confirms that incremental scaffolding reduces anxiety by building a bridge from existing knowledge to the target language, resulting in more confident interaction (Moraczewska, 2024). In secondary education contexts, teachers are implementing this technique to support biliteracy and intercultural communication, transcending the limitations of older, less empirical research. This practice encompasses equitable management of language power, ensuring students from diverse linguistic backgrounds feel empowered. As a result, learning becomes more adaptive and effective, with recommendations for teacher training to routinely integrate this strategy. This Vygotskyan approach, when combined with translanguaging, produces a broad developmental zone, preparing students for the long-term academic challenges of the global era.

Bilingual modeling strategies are successful because the teacher serves as a consistent linguistic model, allowing students to imitate bilingual patterns functionally, reinforcing comprehensible input and internalizing it through direct observation, consistent with the modeling approach in bilingual education (Priyanto et al., 2023). This approach, rooted in Bandura's social learning theory, facilitates second language acquisition by providing concrete examples of target language use in authentic contexts, allowing students not only to hear but also to see how language is integrated with gestures, facial expressions, and social interactions. It is particularly effective for second language beginners, where cognitive load is reduced through gradual visual and verbal repetition, allowing students to gradually build new knowledge schemas. In classroom practice, bilingual teachers often begin with simple narratives in students' native languages before transitioning to the target language, creating a safe bridge for imitation and independent production. Research shows that this strategy increases grammatical and vocabulary accuracy by up to 40% compared to monolingual lecture methods, as students feel more confident imitating relatable and inclusive models.

Furthermore, this strategy supports instructional differentiation, where teachers adjust the model's complexity based on individual student abilities, ensuring inclusivity

for learners from diverse backgrounds. Finally, the integration of bilingual modeling builds not only linguistic competence but also social-emotional skills, such as cross-cultural empathy, which are essential for long-term success in the era of educational globalization. This approach goes beyond traditional teaching by emphasizing holistic observational learning, producing students who are independent and adaptive in using two languages. Overall, the implementation of this bilingual strategy created an effective interactive environment, differing from previous research (Akbar; et al., 2025) that relied on surveys/perceptions without natural classroom observations across multiple subjects. These findings confirm the strategy's effectiveness in improving participation, language comprehension, and self-confidence in the observed kindergarten classroom; however, limitations such as only one teacher, one class, and ages 4-6 years old warrant further research in a broader context for generalizations functionally.

CONCLUSION

This study concluded that teachers at Yeho Creative Kids Nagoya Kindergarten consistently implemented teaching strategies in the observed bilingual classroom. They tailored their strategies based on the needs of children aged 4-6 through code-switching, code-mixing, language scaffolding, bilingual modeling, and bilingual prompts. The findings suggest that these strategies can support increased participation and confidence in learning, facilitate children's language comprehension, and create a safe, comfortable, and enjoyable learning environment in the observed classroom, despite being limited to one teacher, one class, and a specific age group. Practically, these findings emphasize the importance of teachers' role in implementing planned, interactive, and appropriate bilingual strategies for early childhood, not only focusing on content but also encouraging active participation for optimal learning outcomes. Other kindergarten teachers can adopt this approach for similar bilingual classrooms. However, further research is needed on multiple classes, different age groups, or with longer-term effects to validate and expand these findings.

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