

**CREATING AN EXCITING ENGLISH CLASSROOM FOR YOUNG LEARNERS TO BOOST THEIR LEARNING SPIRIT**

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**ABSTRACT**

*Creating an engaging English classroom is essential to stimulate motivation and learning enthusiasm among young learners. This study aims to explore how English teachers design exciting and interactive classroom environments, identify the types of activities and strategies that effectively boost learners' motivation, and uncover challenges teachers face along with their solutions. Employing a qualitative descriptive design, the study collects data through classroom observations and teacher interviews in early-grade English classes. The findings reveal that teachers use a variety of creative strategies, such as storytelling, games, songs, and visual aids, to capture learners' interest and sustain engagement. The study also finds that an emotionally supportive classroom climate and meaningful teacher-student interactions significantly contribute to students' learning spirit. The study concludes that an exciting classroom atmosphere is a motivational tool and a foundational element for effective English learning among young children. This research contributes practical insights for educators to create meaningful and enjoyable English learning experiences that foster lifelong interest in language learning.*

*Keywords: Young Learners, Motivation, English Classroom, Teaching strategies, Learning Spirit*

## INTRODUCTION

Creating an engaging and stimulating classroom environment is a central concern in early language education. Young learners, particularly those in their formative years, require more than structured lessons; they thrive in environments that nurture their curiosity, creativity, and emotional well-being. As stated by (Peck et al., 1993) emphasize, children learn best when actively involved in fun, interactive tasks like singing, storytelling, movement, and games. Moreover, effective English teaching at early ages must align with children's developmental stages and learning preferences, integrating various engaging activities to foster linguistic and personal growth.

A growing body of research has underlined the significant role of the classroom environment in shaping children's motivation and learning outcomes. (Dörnyei & Muir, 2019) Argue that motivation in language learning is not a static trait, but rather a dynamic force that teachers can cultivate through thoughtful strategies and classroom management. Similarly, (Howard & Mayesky, 2022) Creativity is essential to children's holistic development and can be enriched through art, music, drama, and open-ended play. These approaches emphasize the teacher's role in designing a linguistically productive, emotionally supportive, and creatively rich classroom.

Despite these insights, there remains a noticeable gap in practical strategies that specifically target how to design English classrooms that are both exciting and effective for young learners. While digital learning approaches were adopted during the COVID-19 pandemic, many parents and educators, as shown by (Dong et al., 2020) Online platforms were less effective in maintaining young children's engagement and academic development. This situation calls for a renewed focus on face-to-face classroom dynamics that can reinvigorate learners' motivation and restore joy in learning. Additionally, (Yang, 2022) Proposes that technology can complement learning meaningfully and culturally, but it must be part of a broader pedagogical plan that excites and supports young learners.

This research explores practical strategies for creating an exciting English classroom that enhances the learning spirit among young learners. Drawing from prior studies on motivation, creativity, and child-centred pedagogy, this article synthesises evidence-based practices for designing engaging classroom experiences. It also examines how elements like storytelling. (Pulimeno et al., 2020) Meaningful activities, supportive teacher behaviour, and physical classroom arrangements can foster learners' enthusiasm and boost participation. This article includes a review of relevant literature, a discussion of effective strategies, and a proposed framework for implementation.

The English classroom should be seen as a living environment where language comes to life for young students, not just a place for sharing knowledge. Children's natural curiosity is stoked and their drive to learn strengthens when the environment is embracing, enjoyable, and in line with their emotional and cognitive standards. Educators can transform their English classrooms into vibrant spaces that inspire learning and nurture lifelong communication skills by integrating creative approaches, motivating tasks, and meaningful teacher-student interaction. The present research argues that the key to boosting young learners' learning spirit lies in designing classroom experiences that are as joyful and dynamic as the children themselves. Based on these considerations, this study is guided by the following research questions: (1) How can English teachers create an exciting and engaging classroom environment for young learners? (2) What classroom activities and strategies effectively boost young learners' motivation and learning spirit in English lessons? (3) What challenges do teachers face in designing an exciting English classroom, and how do they overcome them? By addressing these questions, this research aims to bridge the gap in existing studies and offer a clearer understanding of how teachers create Fun English Classes for Young Learners to Boost Their Passion for Learning.

## RESEARCH METHODS

This research employs a qualitative approach with data collected through a questionnaire distributed via the link <https://forms.gle/cmQtRCMuYYtPPSNs9>. This method was selected to explore and understand English teachers' perspectives, experiences, and strategies in creating engaging and effective English learning environments for young learners. The focus of the study is to analyze the teaching practices and techniques used by English teachers across different educational levels specifically MI, elementary school, and grade 7 of junior high school in the province of Banten.

### 1. Data Sources

The primary data for this research were obtained from eight English teachers who currently teach at the MI, SD, and junior high school level (grade 7) in the Banten Province. These teachers responded to the structured questionnaire to capture qualitative insights into their teaching

strategies, challenges, and recommendations in teaching English to young learners. The respondents were selected based on their teaching experience with young learners in formal education settings.

## 2. Data Collection Techniques

The data was collected through an online questionnaire distributed via a Google Form. The questionnaire consisted of open-ended questions designed to elicit detailed responses related to the respondents' teaching methods, the integration of creative strategies, and their views on effective English instruction for young learners. The focus areas included classroom atmosphere, student engagement, use of media and technology, and preferred instructional approaches.

## 3. Data Analysis Techniques

The responses collected from the questionnaire were analyzed using content analysis. This technique involves categorizing the teachers' reactions into thematic codes to identify patterns, recurring ideas, and unique insights. The study aims to interpret how the respondents implement effective and enjoyable English teaching practices and determine the pedagogical principles underlying their choices.

## 4. Data Validity

To ensure the credibility of the research findings, triangulation was conducted by comparing responses among the eight participants to identify consistencies and variations.

## RESULTS AND DISCUSSION

### Creating an Exciting and Engaging English Classroom for Young Learners

In English language learning for young learners, creating a fun and engaging classroom environment is essential to increasing students' interest and understanding. Based on the questionnaire responses from eight English teachers teaching at the elementary and 7th-grade junior high school levels in Banten Province, various strategies are used to build a joyful and interactive learning atmosphere.

One teacher emphasized the importance of adapting teaching methods to each student's character. By conducting observations or personality assessments, teachers can identify suitable approaches that match their students' learning styles, thus fostering a comfortable and practical learning environment. As (Nilma Taula'bi', 2022) argue, tailoring instruction based on students' learning preferences leads to more meaningful and sustained engagement in language learning. Other teachers highlighted the importance of building positive teacher-student relationships through interactive and enjoyable activities such as educational games and songs, as well as using colourful and visually appealing media. This aligns with findings by (Maisarah, 2024), who emphasizes that incorporating songs and games into lessons fosters not only enthusiasm but also stronger emotional connections to the language.

Project-based learning and student-centred approaches were also mentioned as practical strategies to keep students engaged. Teachers can involve students in role-play activities, singing together, and storytelling that connects to their real-life experiences. These activities help students learn English more naturally and enjoyably while enhancing their language skills in meaningful contexts.

From the eight responses analyzed, it can be concluded that most teachers agree that active student participation in fun activities is a key element in creating an engaging English classroom. The most frequently mentioned strategies include games, songs, role-play, and appealing visual media. In addition, addressing each student's characteristics is essential to create a comfortable and practical learning environment. This indicates that teacher creativity, awareness of students' needs, and appropriate teaching methods play a crucial role in the success of English language learning for young learners.

### Strategies for Boosting Motivation and Learning Spirit for English Young Learners Classroom

Based on the responses from eight English teachers, several practical strategies have been identified to boost young learners' motivation and enthusiasm in English classrooms. The most commonly mentioned methods include interactive games, songs, storytelling, and movement-based activities. This is supported by a study by (Budianto et al., 2022), which found that songs significantly contribute to vocabulary mastery in young learners, enhancing both engagement and retention.

These approaches create a fun, engaging learning atmosphere that aligns with young learners' developmental needs.

Games such as vocabulary bingo, Scrabble, and educational tools like Kahoot help reinforce language skills enjoyably. Songs and chants, particularly those paired with actions, enhance memory retention and keep students actively involved. Storytelling was also emphasized for developing listening skills and imagination while providing contextualized language exposure.

Teachers also highlighted the importance of positive reinforcement, such as giving praise, stickers, or points to acknowledge effort and participation. According to (Yuda Mahendra et al., 2024), positive reinforcement significantly enhances student motivation, whereas punishment negatively affects it. This encourages learners to stay motivated and build self-confidence. Moreover, role play, group work, and simple project-based tasks like creating mini-books or posters help children practice English in real-life contexts while developing collaboration skills.

Visual media, including pictures and videos, were also cited as valuable tools to make learning more accessible and enjoyable. The findings suggest that combining play, creativity, praise, and visual support is highly effective in fostering an exciting and motivating English classroom for young learners.

In summary, the teachers' responses align with established theories in young learner education that advocate for active, multimodal, and emotionally supportive learning experiences. Using games, music, movement, storytelling, and visual support, combined with positive reinforcement and creative projects, proves to be a robust framework for creating an exciting English classroom that truly boosts young learners' learning spirit.

### **Challenges and Solutions in Designing an Engaging English Classroom for Young Learners**

Designing an exciting and engaging English classroom for young learners presents challenges that require thoughtful and creative solutions. Based on the responses from eight English teachers at the elementary and 7th-grade junior high school levels, several key difficulties and corresponding strategies have been identified.

One major challenge highlighted by multiple teachers is maintaining students' attention and motivation throughout the lesson. Young learners tend to lose focus easily, so teachers must implement engaging strategies such as ice-breaking activities, songs, games, and visual media. These approaches help to create a dynamic learning atmosphere and keep students interested.

Another common issue is the diversity of students' learning styles and language proficiency levels. Teachers must address the different needs of visual, auditory, and kinesthetic learners by applying differentiated instruction and group-based learning. In doing so, they ensure that each student can learn in a way that suits their strengths.

Limited resources and classroom facilities also pose difficulties. To overcome this, teachers often rely on creative yet straightforward tools like handmade flashcards or visual aids. This aligns with findings by (Suryanto, 2025), who discusses how teachers in resource-limited settings utilize low-cost, creative strategies such as songs, games, and interactive methods to engage young learners effectively. Moreover, limited planning time and large class sizes require effective time management and strategic lesson planning that prioritizes short, impactful, and integrated activities.

Students' lack of self-confidence and the dominance of their native language further affect participation. To address this, teachers encourage gradual use of English in daily classroom routines and create a supportive environment where making mistakes is seen as part of the learning process.

The responses indicate that the main strategies for overcoming classroom challenges include using fun and interactive activities, incorporating visual and auditory media, applying differentiated instruction, and building a safe and supportive learning atmosphere. Teacher adaptability, creativity, and sensitivity to student needs are essential in promoting a positive and engaging English language learning experience for young learners.

Although the excitement of English classrooms is often associated with fun activities and colourful decorations, a deeper analysis reveals that such classrooms are built on pedagogical choices, emotional engagement, and strategic responses to students' needs. The literature reviewed shows that the success of early-level English language teaching depends not only on the methods used but also on how teachers design their environment, interact with students, and manage limitations. These aspects shape the classroom atmosphere and determine the extent to which students are motivated to learn.

In the context of this study, the analysis is organized around three main components: (1) how teachers create an engaging classroom environment, (2) what strategies they use to motivate students, and (3) what challenges they face in maintaining excitement in English language learning. Each of these themes will be explored in detail below.

### **Creating an Engaging English Classroom**

An engaging English classroom for young students is more than just a space to learn; it is an environment that stimulates a sense of emotional safety, curiosity and willingness to participate. According to (Soraya et al., 2022) An effective classroom environment for young students is characterised by structured routines, visual support, and emotionally responsive teacher behaviour. These elements reduce anxiety and encourage children to communicate. (Talia & Nurkhamidah, 2023) Reinforced this by showing that emotionally safe and stimulating classrooms correlate with increased motivation. In addition, (Nafisah et al., 2024) emphasized that interactive settings, such as group activities and discussion zones, contributed to student enjoyment and attention. These findings suggest that a pleasant classroom is not determined by the material alone, but by the quality of interaction and structure provided by the teacher.

### **Creative Strategies that Motivate Young Learners**

The literature highlights various creative strategies that have proven effective in increasing motivation among young learners. (Ara, 1970) Shows how songs and rhymes aid memory and increase rhythmic and phonological awareness, making learning feel like play. (Pulimeno et al., 2020) Storytelling can improve vocabulary acquisition, empathy and imagination, essential elements in holistic development. Similarly, (Nafisah et al., 2024), observed that when students engage in games that involve communication, they participate more actively and gain confidence. These activities allow students to interact with English meaningfully, reflecting their natural inclination to explore through play.

Technology tools have also entered the classroom as additional motivators. (Yang, 2022) States that AI-integrated apps and digital storytelling platforms can enhance learning by adapting to children's responses. However, (Dong et al., 2020) Warn that children left to learn solely through screens without adult mediation often experience decreased engagement. This emphasises the importance of blended learning, where digital media supports but does not replace teacher-led instruction. Combining technology with physical materials such as flashcards and visuals ensures that young learners remain connected to the learning process through digital and real-life experiences.

Flexibility in teaching is a key theme in this study. (Avila, 2015) Notes that effective educators rely not only on expensive resources but also on their ability to design fun, imaginative tasks relevant to children's lives. In a similar vein, (Heathfield, 2010) Argue that creative teaching stems from teachers' understanding of what makes students happy and challenged. This finding emphasizes that excitement in the classroom starts with teachers' willingness to adapt and innovate continuously.

### **Challenges and Solutions in Designing Exciting Classrooms**

Despite the benefits of such strategies, teachers often face challenges in implementing them effectively. (Gonzalez, 2016) An overactive classroom can become chaotic without clear structures and rules. Teachers must find ways to channel energy productively without suppressing students' creativity. Another common difficulty is dealing with the diverse pace and needs of students. (Muhabbat, 2025) Emphasises the need for repetition, humour, and differentiated instruction to manage different attention spans and levels of understanding. These strategies allow teachers to maintain student interest while ensuring equitable learning opportunities.

The teacher-student relationship also plays an essential role in overcoming these challenges. (Roy & Covelli, 2021) Highlighted that consistent encouragement and emotional bonds significantly influence children's willingness to try and persevere. Meanwhile, (Dörnyei & Muir, 2019) Explain that motivation is a dynamic force that requires constant reinforcement through interesting tasks, personal relevance, and a sense of accomplishment. This means that excitement is not a one-off outcome but rather the result of an ongoing interaction between pedagogy and classroom reality. Teachers who reflect on their students' responses and make adjustments will be better positioned to sustain excitement throughout the learning process.

## **CONCLUSIONS**

This study concludes that creating an exciting English classroom for young learners enhances their motivation, engagement, and enthusiasm for learning. An effective classroom is not merely about colourful decorations or playful materials, but about building an emotionally supportive and interactive environment where children feel safe, curious, and motivated. Teachers who apply creative strategies such as storytelling, games, songs, visual aids, and culturally responsive technology can foster students' linguistic and personal development. These methods make learning enjoyable and help students retain knowledge more effectively. However, designing such a classroom is not without challenges. Teachers must skillfully manage classroom dynamics, accommodate diverse learning needs, and balance fun with structure. Emotional connection and consistent teacher encouragement are essential in maintaining student interest and promoting perseverance. The findings suggest that when educators reflect on student responses and remain flexible, they are more likely to sustain a joyful and productive learning atmosphere. Therefore, an engaging English classroom is vital for building students' lifelong interest and success in language learning.

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