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REPOSITIONING ENGLISH:
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THE UNIVERSITY OF DANANG UNIVERSITY OF FOREIGN LANGUAGE STUDIES
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#2463_BUILDING A COMMUNICATIVE ENGLISH LEARNING ENVIRONMENT FOR YOUNG LEARNERS THROUGH EXPERIENTIAL AND TECHNOLOGY-SUPPORTED SPEAKING ACTIVITIES

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01. INTRODUCTION

Many young EFL learners in primary schools can recognise vocabulary but struggle to communicate orally due to limited confidence, vocabulary, and opportunities for practice.

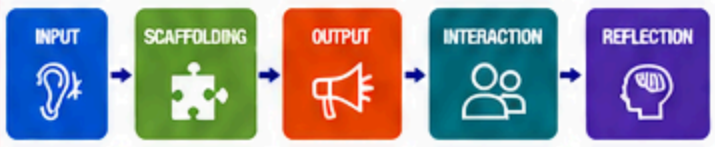
This study implemented the **CELE Speaking Growth Cycle**—integrating scaffolding, peer modelling, experiential activities, and technology—to enhance the speaking skills of Grade 1–2 learners.

02. RESEARCH QUESTIONS

1. What changes are observed in young learners' speaking development through the CELE Speaking Growth Cycle?
2. What role do scaffolding, peer modelling, and experiential activities play in supporting communication?
3. How can technology extend speaking practice beyond the classroom?

03. THEORETICAL FRAMEWORK

- **Krashen (1982)** – Affective Filter & Comprehensible Input
- **Vygotsky (1978)** – Sociocultural Theory & Scaffolding
- **Bandura (1977)** – Social Learning Theory (Peer Modelling)
- **Ortega (2020)** – SLA for Young Learners



04. METHODOLOGY

Participants: 98 learners (Grade 1–2) in a private primary school in HCMC

Design: Classroom-based developmental study

Instruments: Speaking observation rubric (Levels L1–L4), digital portfolio, teacher field notes, video samples

Procedure: Implemented the CELE Speaking Growth Cycle for a school year 2025–2026

Data Analysis: Descriptive statistics (level distribution, progression pathways) and qualitative analysis of speaking evidence

05. THE CELE SPEAKING GROWTH CYCLE

06. KEY FINDINGS

01 SPEAKING DEVELOPMENT: FROM WORDS TO EXTENDED SPEECH
L4 increased from 10.2% (10/98) to 36.7% (36/98), while no learners remained at L1 at T2.

02 DIVERSE DEVELOPMENTAL PATHWAYS
72.4% (71/98) of learners moved to a higher speaking level, while 27.6% (27/98) remained at their existing level.

03 PEDAGOGICAL SUPPORT
Scaffolding, peer modelling, and experiential activities supported communication and helped learners participate with greater confidence.

04 EXTENDED SPEAKING PRACTICE
Technology expanded opportunities beyond the classroom. Video speaking homework and digital portfolio enabled learners to rehearse, record, revisit, and share their speaking.

07. IMPLEMENTATION HIGHLIGHTS

Scaffolding
Mind maps & Sentence frames

Reduce linguistic load and support sentence building.

Peer Modelling
Model – Watch – Practice – Share

Provide accessible models and build confidence.

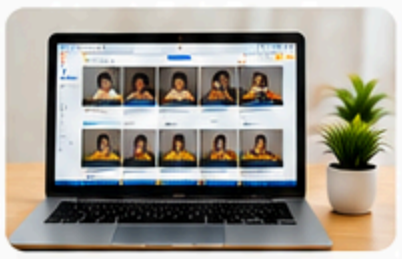
Experiential Activities
Hands-on Tasks & Games

Create meaningful contexts for communication.

Video Speaking Homework
Record – Rehearse – Reflect

Extend speaking practice beyond classroom time.

Digital Portfolio
Collect – Track – Celebrate



Document progress and celebrate growth.

08. IMPLICATIONS

FOR TEACHERS
Treat speaking as a developmental process.
Provide input, scaffolding, rehearsal, and reflection.

FOR SCHOOLS
Connect classroom, school-wide communication.

FOR PRIMARY EFL PRACTICE
Use CELE as a flexible and adaptable pedagogical design, rather than a fixed method.

09. CONCLUSION

The CELE Speaking Growth Cycle, combining scaffolding, peer modelling, experiential activities, and technology, effectively enhanced Grade 1–2 learners' speaking development and confidence.

Creating a communicative English learning environment is key to helping young learners transform into confident and capable communicators.

10. REFERENCES

- Bandura, A. (1977). *Social learning theory.*
- Krashen, S. D. (1982). *Principles and practice in SLA.*
- Ortega, L. (2020). *Understanding SLA: Second edition.*
- Vygotsky, L. S. (1978). *Mind in society.*
- Additional classroom materials and implementation records from the study (2025–2026).