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PRACTICAL APPLICATION OF SECOND LANGUAGE ACQUISITION THEORY IN TEACHING ENGLISH TO YOUNG LEARNERS: STRATEGIC APPROACHES AND RECOMMENDATIONS

The article examines the practical application of Stephen Krashen's Second Language Acquisition (SLA) theory in teaching English to young learners. It focuses on adapting classroom strategies to align with natural, subconscious processes of language acquisition, emphasizing comprehensible input, low-stress environments, and natural communication opportunities. The paper addresses the need for effective English language teaching methods for young learners and highlights the challenges educators face when applying theoretical frameworks in real-world classroom settings.

The article outlines Krashen's five key hypotheses – Acquisition-Learning, Monitor, Input, Affective Filter, and Natural Order – and explores how these can inform teaching methods that prioritize immersive, interaction-based learning. Practical recommendations are offered, including storytelling, play-based activities, and the use of technology to enhance language input and create engaging learning environments.

Challenges such as varying learner needs, curriculum constraints, and emotional factors affecting young learners are also discussed. The paper explores strategies for managing anxiety, promoting confidence, and fostering motivation. It emphasizes the importance of creating low-anxiety, supportive environments that facilitate natural language use, crucial for young children's language development.

Finally, the article looks at future directions for research, suggesting further investigation into the role of output, the integration of technology, and the influence of social and emotional factors. It also considers how complementary methods, such as explicit grammar instruction and multimodal learning, can be integrated to support learners.

This paper contributes to bridging the gap between Krashen's theoretical models and their practical application, offering educators actionable strategies to enhance the effectiveness of early childhood ESL education.

Key words: *Second Language Acquisition (SLA), young learners, language teaching strategies, comprehensible input, English as a Second Language (ESL), classroom applications.*

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ПРАКТИЧНЕ ЗАСТОСУВАННЯ ТЕОРІЇ «ОВОЛОДІННЯ ДРУГОЮ МОВОЮ» У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ МОЛОДШИМ УЧНЯМ: СТРАТЕГІЧНІ ПІДХОДИ ТА РЕКОМЕНДАЦІЇ

У статті досліджується практичне застосування теорії засвоєння другої мови (SLA) Стівена Крашена для викладання англійської мови молодшим учням. Основна увага приділяється адаптації стратегій викладання до природних, підсвідомих процесів засвоєння мови, з акцентом на зрозумілий мовний матеріал, середовища з низьким рівнем стресу та можливості для природного спілкування. У дослідженні розглядається потреба в ефективних методах навчання англійської мови молодших учнів і висвітлюються труднощі, з якими стикаються викладачі під час застосування теоретичних моделей у реальних умовах класу.

Стаття окреслює п'ять ключових гіпотез Крашена – гіпотезу про засвоєння та навчання, гіпотезу моніторингу, гіпотезу вхідної інформації, гіпотезу афективного фільтра та гіпотезу природного порядку – та досліджує, як вони можуть формувати методи викладання, що надають пріоритет навчанню, заснованому на зануренні в мову та взаємодії. Також пропонуються практичні рекомендації, зокрема використання розповідей, ігрових занять і технологій для покращення сприйняття мовного матеріалу та створення захоплюючого навчального середовища.

Розглядаються виклики, такі як різний рівень підготовки учнів, обмеження навчальних програм та емоційні фактори, що впливають на дітей. У матеріалі описуються стратегії подолання тривожності, підвищення впевненості та мотивації. Особлива увага приділяється створенню середовища з низьким рівнем тривожності, яке сприяє природному використанню мови, що є важливим для мовного розвитку дітей.

На завершення у статті аналізуються вірогідні майбутні напрями досліджень, які передбачають подальше вивчення ролі мовної продукції, інтеграції технологій та впливу соціальних і емоційних факторів. Автором пропонуються можливості інтегрування додаткових методів, таких як експліцитне навчання граматики та мультимодальне навчання для підтримувки учнів.

Ця стаття може сприяти подоланню розриву між теоретичними моделями Крашена та їх практичним застосуванням, пропонуючи викладачам конкретні стратегії для підвищення ефективності викладання англійської мови в ранньому віці.

Ключові слова: *засвоєння другої мови (SLA), молодші учні, стратегії викладання мови, зрозумілий мовний матеріал, англійська як друга мова (ESL), застосування в класі.*

Formulation of the problem. The increasing importance of early English language acquisition in today's globalized world presents a unique challenge for educators. Teaching English as a second language (ESL) to young learners requires methods that cater to their developmental needs, which differ significantly from older students. Traditional language instruction often emphasizes explicit grammar teaching and formal assessment, which may not align with the natural acquisition processes young children use when learning their first language. This disconnect raises the question of how best to apply language acquisition theories, such as Stephen Krashen's Second Language Acquisition (SLA) theory, to optimize teaching strategies for young learners.

Degree of problem elaboration. Stephen Krashen's SLA theory, introduced in the 1980s, has had a profound impact on language education, particularly its emphasis on natural language acquisition processes through comprehensible input and low-stress learning environments. While Krashen's theories have been extensively explored, their practical application, particularly in teaching young learners, remains a subject of ongoing investigation. Researchers such as Lightbown and Spada (2013) have delved into the impact of naturalistic language learning environments on young learners, exploring the balance between formal instruction and implicit acquisition. Similarly, Pinter (2017) has examined the developmental characteristics of young learners and how these should influence teaching methodologies, including the relevance of interaction-rich environments.

In addition, Cameron (2001) has focused on strategies for teaching young language learners, emphasizing the need for teaching methods that align with children's cognitive and social development. Furthermore, Bialystok (2001) has explored the cognitive benefits of early second language acquisition, emphasizing its positive impact on cognitive flexibility and problem-solving skills. While these studies have contributed valuable insights, practical strategies for implementing Krashen's hypotheses, especially in

diverse and constrained classroom settings, are still underdeveloped. Current literature highlights the need for comprehensive, actionable methods that align with Krashen's theories while addressing the unique challenges faced by educators of young learners.

The purpose of this study is to explore the practical application of Stephen Krashen's Second Language Acquisition theory in teaching English to young learners. It aims to provide educators with strategic approaches and recommendations that align with Krashen's principles of natural language acquisition. By focusing on immersive, interaction-rich, and low-anxiety classroom environments, this study seeks to bridge the gap between theoretical frameworks and practical teaching methods, ultimately enhancing the effectiveness of ESL education for young learners.

Introduction. The teaching of English as a second language (ESL) to young learners has become increasingly important in today's globalized world, where early language acquisition is often linked to future academic and professional success. However, the methods and approaches employed to teach young learners must be tailored to their unique developmental needs, which differ significantly from those of older students. Among the theoretical frameworks guiding ESL education, Stephen Krashen's Second Language Acquisition (SLA) theory has been particularly influential due to its focus on natural language acquisition processes that mirror how young children learn their first language.

Krashen's SLA theory comprises five central hypotheses: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Input Hypothesis, the Affective Filter Hypothesis, and the Natural Order Hypothesis. These hypotheses collectively emphasize the importance of exposure to comprehensible input, a low-anxiety learning environment, and natural communication opportunities in the language acquisition process (Krashen, 1985). For young learners, these principles resonate well, as children are naturally inclined to absorb language through immersion and interaction rather than through formal instruction and grammar drills (Cameron, 2001).

The relevance of Krashen's theory in the context of teaching English to young learners lies in its alignment with the developmental and cognitive characteristics of children. Young learners often benefit from methods that involve listening, interacting, and responding in the target language in a low-stress environment. These conditions are conducive to language acquisition as outlined by Krashen's Affective Filter Hypothesis, which posits that learners acquire languages more effectively when they are relaxed, motivated, and confident (Krashen, 1982). This is particularly important for young learners, whose emotional states can significantly impact their engagement and progress in language learning (Pinter, 2017).

Despite its widespread influence, the practical application of Krashen's SLA theory in classroom settings remains a challenge for many educators. Teachers often struggle to balance the need for structured learning with the principles of natural language acquisition, especially in environments constrained by curriculum requirements and standardized testing (Ellis, 2015). This article aims to bridge this gap by exploring strategic approaches and practical recommendations for implementing Krashen's theories in teaching English to young learners. It seeks to provide educators with actionable insights and classroom strategies that align with the natural acquisition processes advocated by Krashen, thereby enhancing the effectiveness of ESL education for children.

Presentation of main material of the research.

Stephen Krashen's Second Language Acquisition (SLA) theory, introduced in the 1980s, significantly influences language education by emphasizing natural conditions similar to first language acquisition. The theory comprises five key hypotheses: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Input Hypothesis, the Affective Filter Hypothesis, and the Natural Order Hypothesis. Each hypothesis offers insights into language learning, with specific implications for teaching English to young learners (Krashen, 1982).

The Acquisition-Learning Hypothesis distinguishes between subconscious acquisition through exposure and conscious learning of language rules. Krashen argues that acquisition, which aligns with young learners' natural instincts, is more effective, suggesting that classrooms should prioritize activities that foster natural communication rather than rote memorization of grammar. This aligns with developmental psychology, which emphasizes play, interaction, and authentic communication in early childhood education (Cameron, 2001).

The Monitor Hypothesis posits that conscious learning acts as a limited «monitor» to refine language

output, but should not be overemphasized, particularly for young learners who benefit from spontaneous language use. Excessive focus on accuracy can inhibit natural language acquisition, so teachers should encourage fluency and communicative competence over strict correctness (Pinter, 2017).

Central to Krashen's theory is the Input Hypothesis, which asserts that language acquisition progresses when learners receive input slightly above their current proficiency, termed «i+1.» This underscores the need for rich, engaging, and comprehensible language experiences within the learner's zone of proximal development (Krashen, 1985; Vygotsky & Cole, 1978). For young learners, this translates to exposure through stories, songs, and interactive activities that make language input accessible and enjoyable.

The Affective Filter Hypothesis highlights the impact of emotional factors on language acquisition. A high affective filter, marked by anxiety or low motivation, can block language input, while a low affective filter in a positive, supportive environment facilitates acquisition. This is particularly relevant for young learners, who are more susceptible to emotional influences. Creating a safe and encouraging classroom atmosphere, with strategies like positive reinforcement and collaborative learning, helps maintain a low affective filter (Krashen, 1982).

The Natural Order Hypothesis suggests that language learners acquire grammatical structures in a predictable sequence, not necessarily aligned with instructional order. For young learners, this implies that instruction should be flexible and responsive to natural developmental stages rather than following a rigid grammatical syllabus. Teachers should provide opportunities for meaningful communication, allowing grammar to emerge naturally over time (Krashen, 1985; Pinter, 2017).

Krashen's five hypotheses together provide a framework for understanding and facilitating language acquisition, emphasizing natural processes. These principles offer valuable guidance for designing learning environments that cater to the needs and abilities of young learners, focusing on natural, immersive, and low-stress language acquisition. Applying Stephen Krashen's Second Language Acquisition (SLA) theory in teaching young learners involves aligning classroom strategies with natural, immersive, and subconscious language learning processes. Young learners benefit from environments that emphasize exposure to language, minimize stress, and offer meaningful communication opportunities (Lightbown & Spada, 2013). This chapter explores practical applications of Krashen's principles, focusing

on optimal conditions for language acquisition in young learners.

Teaching young learners requires understanding their developmental stages, as they are naturally inclined to learn languages through exposure and interaction rather than explicit instruction. This aligns with Krashen's Input Hypothesis, which stresses the importance of providing language input that is slightly beyond the learner's current proficiency level, or «i+1». Early exposure to a second language can enhance cognitive skills, including problem-solving, flexibility, and cultural awareness (Bialystok, 2001). Social interaction is crucial, as it supports language acquisition and cognitive development.

Krashen's Affective Filter Hypothesis emphasizes that emotional factors significantly influence language acquisition. High levels of anxiety or low motivation can block effective language processing, making it crucial to create a positive, supportive environment. Strategies such as play-based learning, using songs and stories, and maintaining a non-judgmental atmosphere can reduce anxiety and encourage risk-taking. Positive reinforcement and celebrating successes help build confidence, further lowering the affective filter (Singer et al., 2006).

According to Krashen's Input Hypothesis, language acquisition is most effective with comprehensible input that slightly exceeds the learner's current level (Krashen, 1985). For young learners, this includes using simplified and contextually rich materials like visual aids, multimedia, and thematic lessons, which make language input engaging and accessible. Contextualized learning through storytelling, role-playing, and interactive games helps children connect language with real-life experiences, enhancing retention and understanding (Ye, 2024).

Krashen's Acquisition-Learning Hypothesis suggests that natural communication, rather than formal instruction, is key to language acquisition. Authentic interaction in the target language is essential for young learners and can be facilitated through group projects, discussions, and interactive games that encourage communication and collaboration. Peer interactions in supportive, low-stakes environments provide practical opportunities for language use, reinforcing skills naturally (Ye, 2024).

Feedback also plays a vital role in guiding learners and reinforcing language acquisition. Krashen's Monitor Hypothesis advises that while explicit learning can serve as a monitor, it should not overshadow natural acquisition processes. For young learners, feedback should be constructive, focusing on communicative success rather than correctness. Techniques like recasts, where teachers

subtly correct errors by modeling correct language use, can guide learners without disrupting the flow of communication. Positive reinforcement encourages continued effort and participation, supporting a growth mindset (Pinter, 2017).

By integrating Krashen's SLA principles into classroom practices, educators can create an environment conducive to natural language acquisition. The strategies discussed in this chapter provide a practical framework for applying these theories, highlighting the importance of low-stress, immersive, and interaction-rich learning experiences that cater to the developmental needs of young learners.

Strategic approaches to teaching English to young learners, rooted in Stephen Krashen's SLA theory, prioritize natural acquisition over formal learning, aligning methods with developmental characteristics of young learners. Krashen's Acquisition-Learning Hypothesis emphasizes that language acquisition occurs subconsciously through exposure, while learning involves conscious rule application. For young learners, the focus should be on acquisition, facilitated by immersive environments where English is used naturally throughout daily routines and interactions, allowing language to become an integral part of the child's experience (Marliana et al., 2024). Storytelling, role-play, and games offer engaging ways for learners to acquire language subconsciously (Singer et al., 2006).

The Monitor Hypothesis suggests that the role of conscious learning should be minimal, as it mainly functions as an editor for language output. To encourage spontaneous communication, emphasis should be placed on fluency rather than accuracy, allowing children to express ideas freely without constant correction. Teachers can model correct language use subtly, providing feedback that guides learners without interrupting communication (Huang, 2024).

Central to the Input Hypothesis is the concept of «i+1» – input that is slightly above the learner's current level of proficiency. To achieve this, teachers can use visual aids, simplified texts, and multimedia resources that connect with learners' interests, making the input more comprehensible and engaging. The use of realia and visual supports helps bridge the gap between new language and familiar contexts, enhancing retention (Marliana et al., 2024).

Krashen's Affective Filter Hypothesis underscores the influence of emotional factors on language acquisition, advocating for a low-stress learning environment to facilitate effective input processing. A positive classroom atmosphere that encourages participation, reduces anxiety, and values effort over correctness is crucial. Incorporating cooperative

learning and group activities can further support a low-affective filter, fostering a sense of community and authentic communication opportunities (Huang, 2024).

The Natural Order Hypothesis posits that grammatical structures are acquired in a predictable sequence, not necessarily mirroring the order of instruction. Therefore, instruction should be flexible and communicative, allowing grammatical structures to emerge naturally as learners engage in meaningful language use. Thematic learning through topics like animals or family can naturally introduce relevant vocabulary and structures, supporting this hypothesis (Marliana et al., 2024).

Modern technology offers additional avenues for applying Krashen's theories in the classroom. Interactive language apps, digital games, and multimedia resources can provide immersive and adaptive language experiences aligned with the Input Hypothesis. Tools like VR and AR can simulate real-world contexts, enhancing both the Input and Affective Filter Hypotheses by offering engaging and comprehensible language experiences (O'Laoire et al., 2024). Tailoring approaches to different learner levels is essential, as language acquisition is influenced by individual factors such as age, prior experience, and learning styles. Differentiated instruction and continuous assessment allow teachers to adjust input and support based on each learner's needs, ensuring that language acquisition remains effective.

For educators to effectively implement Krashen's principles, ongoing professional development is necessary. Workshops, training programs, and collaborative learning communities can enhance teachers' understanding and application of SLA theories, providing practical strategies and peer support for continuous improvement.

Effective application of Stephen Krashen's SLA theory in teaching English to young learners involves adapting instructional strategies to align with the natural, subconscious processes of language acquisition. Each child's language acquisition journey is influenced by factors like age, prior exposure, cognitive development, and learning styles. Adapting Krashen's strategies to accommodate these differences can enhance their effectiveness, ensuring every learner receives input at the optimal level. Teachers should differentiate instruction by adjusting activities and materials to meet varying proficiency levels. Beginners benefit from visual supports, simpler language, and frequent interactions, while more advanced learners need increasingly complex language and tasks (Huang, 2024). Mixed-ability grouping can facilitate peer learning, where proficient students model language for others, providing

comprehensible input aligned with Krashen's "i+1" concept.

Ongoing assessment is crucial for understanding each learner's progress and adapting instructional strategies. Teachers should use informal, formative assessments like observations, quick checks for understanding, and self-assessments to gauge comprehension and acquisition in real time. Regularly reviewing assessment data allows teachers to make instructional changes, such as revisiting challenging concepts through varied methods like visual aids or integrating them into stories or games (Ye, 2024).

Creating a low-stress, supportive classroom environment is essential for reducing the affective filter and enhancing language acquisition. Young learners are particularly sensitive to their emotional and social environments, which significantly impact their willingness to participate and take risks. Teachers should foster a welcoming atmosphere with positive, engaging activities that set a relaxed tone, using encouraging language and celebrating all attempts to use English, regardless of accuracy (Pinter, 2017). Opportunities for low-stakes language use, such as informal chats, role-plays, and creative projects, encourage risk-taking and reinforce that effort matters more than perfection.

Modern technology offers numerous tools that complement traditional teaching methods, providing additional exposure to English in engaging and interactive ways. Language learning apps, games, and multimedia resources can enhance comprehensible input and practice opportunities beyond the classroom. Incorporating videos, audio, and visual aids enriches lessons and caters to different learning styles, helping contextualize new vocabulary and structures (Ye, 2024).

Ongoing professional development is crucial for teachers to effectively implement Krashen's SLA principles. Engaging in SLA-focused workshops that explore practical applications of Krashen's hypotheses can provide new strategies and resources directly applicable in the classroom. Teachers should also join collaborative learning communities to share experiences, discuss challenges, and exchange resources, which are invaluable for staying updated on the latest research and innovations in the field.

Implementing Krashen's SLA theory in teaching young learners is an ongoing process that requires reflection and adaptation. Teachers should regularly evaluate the effectiveness of their strategies, be willing to make adjustments, and continuously seek new insights from current research. Reflective practices like keeping journals or participating in peer discussions help refine approaches, while staying informed on SLA research can introduce fresh strategies and enhance language acquisition for students.

While Stephen Krashen's Second Language Acquisition (SLA) theory offers valuable insights for teaching English to young learners, its practical application in classrooms presents several challenges and limitations. These stem from diverse learner needs, educational constraints, and complexities in implementing theory-based approaches. One major challenge in implementing Krashen's SLA theory is addressing the diverse needs of learners. Young students come from varied linguistic, cultural, and educational backgrounds, each with unique strengths and challenges. Although Krashen's principles advocate for comprehensible input and low-anxiety environments, adapting these strategies to meet individual learner needs can be complex. In classrooms with mixed proficiency levels, consistently providing "i+1" input for each student is difficult, as some may need more support while others are ready for advanced language exposure (Marliana et al., 2024). Additionally, the influence of a learner's first language, including transfer effects, requires teachers to recognize and address these phenomena, which can vary greatly among students.

Classroom constraints and curriculum demands also hinder the full implementation of Krashen's theory. Educational systems often emphasize structured grammar instruction and formal assessments, which may conflict with the theory's focus on natural, acquisition-based learning. Teachers struggle to balance these demands while creating a low-anxiety, input-rich environment. Limited resources, such as multimedia tools, immersive technology, or professional development opportunities, further restrict the application of innovative language acquisition strategies.

Managing the affective filter poses another challenge, as young learners' emotional and psychological needs vary widely. Factors such as classroom dynamics, individual anxiety levels, and external stressors can impact learners' affective filters, affecting their language acquisition. Young children are often more emotionally reactive, and their motivation and confidence can fluctuate significantly, requiring teachers to continuously adapt to these emotional states. Cultural and social influences also play a role; for instance, learners from cultures valuing correctness may experience higher anxiety in communicative settings, hindering their engagement in language activities.

Krashen's SLA theory is also limited by its focus on input as the primary driver of language acquisition, potentially overlooking the importance of output, interaction, and explicit learning. Critics argue that the theory underemphasizes language output and

interaction, which are crucial for reinforcing language learning and developing communicative competence. Interaction-based approaches that involve meaningful communication are essential for young learners, who benefit from active engagement with the language. Furthermore, while Krashen's hypotheses prioritize subconscious acquisition, some language aspects, such as grammar or pronunciation, may benefit from explicit instruction, especially for young learners who need more structured guidance in certain areas (Pinter, 2017).

The applicability of Krashen's SLA theory varies across educational contexts. Factors such as class size, teacher training, and the emphasis on language learning within the school system can influence the effectiveness of these principles. Schools with limited resources may struggle to provide the comprehensible input and supportive environments central to Krashen's theory, underscoring the need for adaptable strategies that fit different contexts. Additionally, successful implementation requires teachers to deeply understand SLA theory and practical application strategies, but not all receive adequate training, limiting the theory's impact.

Assessing success in language acquisition presents another limitation of Krashen's theory. The emphasis on natural, often unobservable processes makes it difficult to measure progress through traditional assessments like tests and quizzes. Teachers may need alternative strategies, such as portfolio assessments or observational checklists, to better gauge learners' development (Huang, 2024). The long-term effectiveness of Krashen's approaches, particularly in diverse settings, remains an area for further research, with more longitudinal studies needed to understand how these methods impact language proficiency over time.

Conclusions and further research. Stephen Krashen's SLA theory provides a foundational framework for understanding language acquisition in young learners by emphasizing natural processes, comprehensible input, and low-stress environments. However, applying these theories in classrooms presents challenges and limitations, requiring flexible and adaptive approaches by educators. To enhance the effectiveness of SLA theory in teaching English to young learners, it is essential to explore future directions that address these challenges and consider complementary methods.

Future research should investigate the role of output and interaction, which are increasingly recognized as crucial for language development. Studies could explore how activities like peer collaboration and role-playing complement input-focused approaches, optimizing the balance between input and output in

early language learning. Additionally, integrating technology in language education offers promising avenues for enhancing SLA theory's application. Digital tools such as interactive apps and virtual environments provide immersive input and opportunities for output and interaction.

Addressing the emotional and social aspects of learning is another key area for research. While Krashen's Affective Filter Hypothesis emphasizes the importance of managing emotional factors, further studies are needed to examine how classroom environments, teaching styles, and peer dynamics specifically influence young learners' language acquisition. Longitudinal research tracking the long-term outcomes of SLA-based approaches can provide valuable insights into how early exposure impacts language proficiency, academic achievement, and cognitive development over time.

Exploring alternative methods that complement SLA theory can also enhance its application. Incorporating explicit instruction and grammar awareness, where appropriate, may address areas where learners struggle with specific language rules. A hybrid approach that combines natural acquisition with targeted, explicit teaching can be effective if implemented in a low-stress manner. Emphasizing multimodal learning, which integrates visual, auditory, kinesthetic, and interactive elements, can cater to diverse learning styles, providing richer and more engaging language input. Given the globalized nature of today's world, fostering cross-linguistic and

cultural awareness alongside language acquisition is increasingly important. Integrating cultural content and cross-linguistic comparisons can enrich learners' understanding and make language learning more relevant. Educators can incorporate cultural stories, songs, and traditions, encouraging learners to connect their native language with English, enhancing comprehension through recognition of similarities and differences.

Collaboration between educators and researchers is essential for advancing the application of SLA theory in early language education. Teachers should be encouraged to experiment with innovative approaches and document their experiences, while researchers provide evidence-based guidance addressing classroom challenges. Establishing partnerships between schools and research institutions can help pilot and evaluate instructional strategies that build on Krashen's principles, refining best practices for SLA-based language teaching.

In conclusion, Krashen's SLA theory offers a robust foundation for teaching English to young learners, highlighting the importance of natural, subconscious language acquisition in supportive environments. However, as educational contexts evolve, it is vital to explore complementary methods and conduct further research to expand upon these principles. By embracing a dynamic, research-informed approach to language education, educators can better support young learners in their journey toward becoming proficient and confident English speakers.

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