

Knowing My World: An English Learning Module Development with Multimodality and Deep Learning Approach

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Abstract :

The new policy of the Indonesian educational system aims to engage all stakeholders, including teachers, in continually improving their capacity and adapting to changes. This study aims to develop an English language learning module titled "*Knowing My World*" for lower-grade primary students by adopting the ADDIE development model. The module integrates deep learning principles and local cultural content to enhance student engagement and contextual understanding, a development that has never been attempted before. This research was conducted at SDN 1 Kepulauan Pongok using a Research and Development (R&D) approach. The needs analysis revealed that students aged 8 to 9 years required visually rich, interactive, and culturally relevant materials. The design phase focused on structuring the module into six thematic units covering vocabulary related to colours, animals, food, daily routines, school, and nature. Instructional strategies included storytelling, songs, role-play, and group tasks. The module was piloted in one school, supported by teacher training and digital tools. The validity and practicality tests showed a valid result, with an average validity of 80.4% and an average practicality of 83% from both teachers and students. Suggestions for improvement included adding digital interactivity, bilingual guidance, and phonics-based activities. The results indicate that culturally contextualized and developmentally appropriate materials can support joyful and meaningful English learning in early education settings.

Keywords: *Learning Module, Joyful Learning, Game, Multimodality*

Abstrak:

Kebijakan baru dalam sistem pendidikan di Indonesia menuntut seluruh pemangku kepentingan, termasuk para guru, untuk terus meningkatkan kapasitas mereka dan beradaptasi dengan perubahan yang terjadi. Penelitian ini bertujuan untuk mengembangkan modul pembelajaran Bahasa Inggris berjudul "*Knowing My World*" bagi siswa sekolah dasar kelas rendah dengan menggunakan model pengembangan ADDIE. Modul ini mengintegrasikan prinsip pembelajaran mendalam serta muatan budaya lokal untuk meningkatkan keterlibatan siswa dan pemahaman kontekstual yang belum pernah dikembangkan oleh peneliti sebelumnya. Penelitian dilaksanakan di SDN 1 Kepulauan Pongok dengan pendekatan *Research and Development (R&D)*. Hasil analisis kebutuhan menunjukkan bahwa siswa berusia 8-9 tahun memerlukan materi yang kaya visual, interaktif, serta relevan dengan budaya mereka. Pada tahap perancangan, modul disusun ke dalam enam unit tematik yang mencakup kosakata tentang warna, hewan, makanan, rutinitas sehari-hari, sekolah, dan alam. Strategi pembelajaran yang digunakan meliputi bercerita, lagu, bermain peran, dan tugas kelompok. Modul ini diujicobakan di satu sekolah dengan

dukungan pelatihan guru dan pemanfaatan perangkat digital. Hasil uji validitas dan praktikalitas menunjukkan hasil yang baik, yaitu valid dengan persentase 80,4% pada uji validitas dan 83% pada uji praktikalitas rata-rata dari guru dan siswa. Beberapa saran perbaikan mencakup penambahan interaktivitas digital, panduan dwibahasa, serta kegiatan berbasis fonik. Hasil penelitian ini menunjukkan bahwa materi pembelajaran yang kontekstual secara budaya dan sesuai dengan tahap perkembangan anak dapat mendukung pembelajaran Bahasa Inggris yang menyenangkan dan bermakna di pendidikan dasar.

Kata Kunci: *modul pembelajaran, pembelajaran menyenangkan, permainan, multimodalitas*

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Introduction

Recently, the Minister of Primary and Secondary Education of the Republic of Indonesia has frequently emphasized the importance of the deep learning approach, focusing on providing authentic learning experiences that promote higher-order thinking skills while maintaining an enjoyable atmosphere. *Joyful learning* is one of the key elements, along with *Meaningful* and *Mindful Learning*, which collectively pose significant challenges for teachers in delivering effective English language instruction.

Unfortunately, many teachers still lack the competence to design lessons that facilitate engaging, experience-based, and actively participatory learning for students (Haiyudi et al., 2023a; Sanjaya et al., 2022). Limited access to relevant teaching materials and insufficient opportunities for professional development to align with new pedagogical approaches remain significant barriers for educators. Research exploring these challenges remains scarce in Indonesia, underscoring the urgent need for further studies and the development of practical guidelines for implementing deep learning strategies in the classroom.

In addition to these issues, the partner schools involved in this study are geographically located on islands separated from urban centers within the Bangka Belitung Archipelago (Kuşen & Strembeck, 2023). This geographical isolation presents unique challenges in enhancing teacher competencies. Consequently, the aim of this study extends beyond enriching students' learning experiences; it also seeks to empower teachers and educational staff. The introduction of the *Merdeka Curriculum* and the ongoing discourse surrounding the adaptation of new curricula have been perceived as daunting by many educators (Anwar et al., 2020; Ditya et al., 2023; Rusmiati Aliyyah et al., 2023). Thus, the development of teaching modules tailored to the learners' needs and contextual backgrounds becomes an urgent necessity for schools in these areas.

Therefore, the development of this teaching module is highly relevant for improving students' English proficiency while supporting instruction through the deep learning approach (Sumartini et al., 2024). Integrating game-based elements into the module is expected to resonate with the everyday experiences of today's learners (Aranas et al., 2025; Hidayat et al., 2019; Karmila Sari & Nurani, 2021). The new integrated provider, together with the teaching method structure, differentiates this

development from previous studies. Furthermore, by embedding local cultural content, the module aims to provide an engaging and meaningful learning experience that is rooted in students' immediate environment and cultural context.

Fundamentally, the term "teaching module" as commonly used in Indonesia's national curriculum (*Kurikulum Merdeka*) refers to a learning attribute or instructional tool known as a lesson implementation plan (Anggraeni et al., 2024). In general, a learning module is a comprehensive set of lessons and activities designed to help learners achieve specific goals. It typically includes explanations, examples, exercises, and tests, arranged in a clear order, making learning easier to follow (Donnelly et al., 2005; Logan et al., 2021). The content can include text, pictures, videos, or other media, supported by reliable sources. A module is designed to allow learners to study step-by-step, sometimes at their own pace, while still receiving clear guidance. It is often linked to the school or course curriculum to ensure it aligns with the learning needs. In short, it is a focused and organized package for effective learning.

Specific strategies incorporating deep learning elements must encompass approaches such as meaningful learning, joyful learning, and mindful learning. Recent research has highlighted that gamification is one of the strategies encompassing joyful learning approaches (Aguiar-Castillo et al., 2021; Huang et al., 2023; Naseer et al., 2024).

Gamification in language learning refers to the integration of game-like elements, such as points, badges, leaderboards, challenges, and rewards, into educational activities (Foroutan Far & Taghizadeh, 2024; Qiao et al., 2023; Simbolon et al., 2025). One of its main characteristics is goal-oriented engagement, where learners work towards specific objectives in a structured yet enjoyable way. It also promotes immediate feedback, allowing students to track their progress and identify areas for improvement. Furthermore, gamification fosters intrinsic motivation by creating a sense of achievement, while also supporting collaborative or competitive interaction among learners (Luarn et al., 2023). Another defining feature is personalization, as tasks can be adapted to learners' proficiency levels and interests, ensuring a more inclusive learning environment (Bovermann & Bastiaens, 2019).

Gamification functions as a motivational framework that increases learner engagement, persistence, and participation in language learning. Making the learning process interactive and rewarding reduces anxiety, encourages practice, and creates a safe environment for trial and error (Al-Khresheh, 2025; Rivera & Garden, 2021). It also promotes healthy competition and collaboration, fostering social interaction in language use.

Meanwhile, the multimodal approach is designed to serve as a diverse learning resource, supporting deep learning in alignment with students' developmental levels (Summaira et al., 2021; Zheng et al., 2024). On the other hand, it also refers to the use of multiple modes of communication—such as text, images, audio, video, gestures, and interactive media—in learning activities. Its key characteristic is multisensory engagement, which appeals to different learning styles. It also enables context-rich learning, where meaning is conveyed through a combination of visual, auditory, and kinesthetic resources. Additionally, multimodality supports authenticity, as it mirrors the way language is used in real-life communication, often combining written and spoken forms with visual cues. Notably, it enhances comprehension and retention by presenting information in various formats, enabling learners to make connections

between different modes.

Multimodality functions as a meaning-making approach that deepens understanding by integrating different modes of representation. It helps learners grasp complex linguistic concepts, supports vocabulary acquisition through contextual cues, and builds communicative competence in diverse scenarios (Nielsen & Yeo, 2022; Tang et al., 2014). Together, gamification and multimodality create a dynamic, learner-centered environment that enhances both the enjoyment and effectiveness of language learning. Thus, the development of a teaching module that integrates multimodal resources and gamified learning scenarios is expected to enhance students' experience and engagement in English language learning. It aims to foster deep learning through an enjoyable and meaningful learning process—aligned with the concept of *Joyful Learning* (Dehghanzadeh et al., 2021; Rosaline et al., 2023).

Method

This study utilized a Research and Development (R&D) approach to design and evaluate an English learning module for early primary school students. The development process followed the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. This model was selected to ensure a systematic and iterative process of product development aligned with the learners' needs and the instructional context.

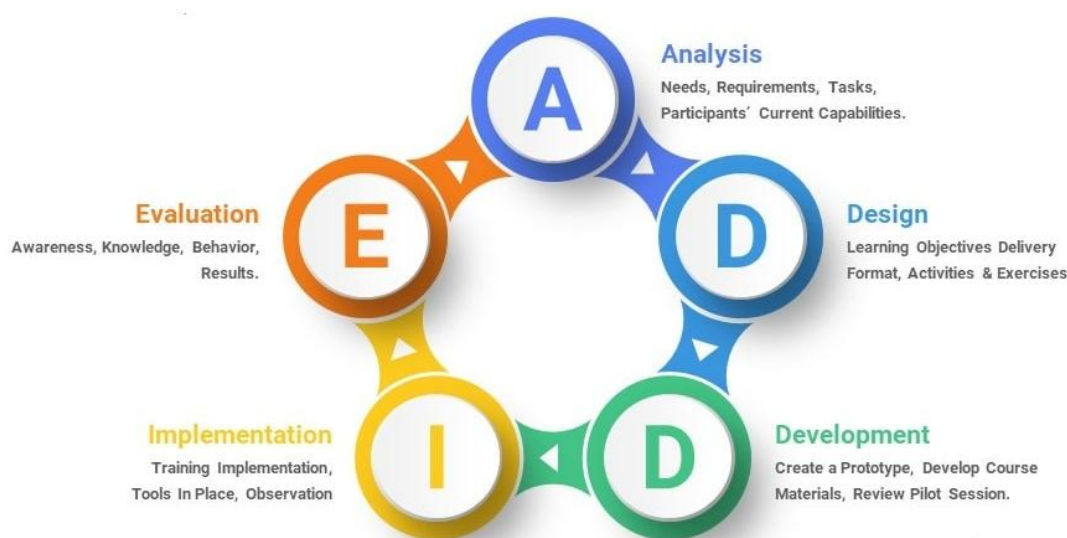


Figure1. The ADDIE Stages in Development (Sahaat et al., 2020)

The research was conducted at SDN 1 Kepulauan Pongok, involving 25 students in Grades 1–3 and two English teachers. They are chosen as representatives of young learners who require special attention due to their social and geographical backgrounds, which necessitate adjustments in teaching and learning. During the analysis phase, data were collected through classroom observations and informal interviews with teachers to identify students' learning preferences, challenges, and environmental conditions. These insights informed the design phase, during which the module was structured into six thematic units that integrated multimodal elements, local culture, and deep learning principles.

This module was created with attention to developmental appropriateness and cultural relevance, in line with the needs of the educational system. The teaching material should be adjusted in accordance with the new policy of the teaching and learning approach in Indonesia. To ensure quality, the module underwent a validity test by three expert reviewers in the fields of language education, instructional design, and educational technology. They evaluated the content based on clarity, relevance, coherence, and pedagogical alignment.

The implementation phase involved a limited-scale trial in an actual classroom setting. A practicality test was conducted by a classroom teacher, who used the module in teaching and provided structured feedback via observation checklists and reflective journals.

Data analysis was performed using qualitative descriptive techniques. Expert validation results were analyzed using a rating scale, while teacher feedback was thematically analyzed to assess the module's practicality, usability, and areas requiring revision. This methodological framework ensured the development of a learning module that is valid, practical, and contextually appropriate for young learners.

Results and Discussion

Result

This study presents its results and discussion in accordance with the development stages of the ADDIE model, which include Analysis, Design, Development, Implementation, and Evaluation. The educational product created through this process is an English language learning module specifically designed for young learners in lower elementary school. These students are in the early stages of language acquisition and often require simple, engaging, and visually based materials.

Each stage of the ADDIE framework guided the development process, beginning with an analysis of the students' needs and learning environment. The design phase focused on outlining the module's content and structure, while the development phase involved producing the actual learning materials. The implementation stage tested the module in real classroom settings, followed by an evaluation phase to assess its effectiveness and make necessary improvements. This structured approach ensures the module aligns with the learners' characteristics and educational goals.

Analysis

The analysis phase aims to identify the students' learning needs, characteristics, and learning environment, ensuring the module meets their actual context (Prasetyo et al., 2020; Sahaat et al., 2020; Wendelinus et al., 2020). The target learners are students aged 6 to 9 years (Grades 1 to 3) who generally have limited English proficiency and show a strong preference for visual and tactile learning styles. Their primary learning needs include vocabulary building (covering themes such as colors, animals, food, and everyday objects), understanding and constructing basic sentence structures (e.g., "This is a cat."), practicing listening and speaking skills, and engaging in contextual and meaningful learning experiences.

Several challenges were identified during this phase: students in this age group typically have short attention spans, limited reading skills, and very little exposure to English in their daily lives. From the curriculum perspective, the module is aligned with Indonesia's *Merdeka Curriculum*, ensuring it meets national standards while incorporating local content such as regional animals, food, and cultural elements of

Bangka Belitung.

Regarding resources and learning settings, the module is designed to utilize simple multimedia tools, such as images, audio, and interactive games, that are accessible in low-tech classroom environments. Most classrooms are equipped only with basic visual aids. Teacher readiness also varies significantly, with many educators requiring support, which will be provided through structured teacher guidelines and modeling strategies to ensure effective implementation of the module.

Design

This instructional design aims to establish a comprehensive plan encompassing the structure, learning objectives, assessments, and instructional strategies for a thematic English module titled "*Knowing My World through English*." The module integrates local cultural elements and is specifically designed for young learners at the elementary level. It emphasizes a holistic learning approach rooted in the principles of deep learning, which encourages students to not only acquire knowledge but also to connect meaningfully with their personal experiences and environment.

The expected learning outcomes are formulated to enhance both linguistic and cognitive development. Students are guided to understand and apply basic English vocabulary in relevant, meaningful contexts. They are encouraged to relate new information to local culture and real-life situations, engage in simple inquiry-based tasks to develop critical thinking, and participate in collaborative and communicative activities to build social and language skills.

In detail, the module is designed into six learning units, each addressing a specific theme that resonates with the students' everyday life and surroundings. The first unit, "*My Colorful World*," introduces colors and familiar objects. The second, "*Animal Friends*," explores both local and commonly known animals. The third unit, "*Yummy Food*," presents traditional and daily meals. In "*My Daily Activities*," learners discuss their daily routines and learn to tell time. The fifth unit, "*My School and Friends*," focuses on school-related vocabulary and interpersonal relationships. Lastly, "*Nature Around Me*" highlights local plants and seasonal changes in the natural environment. Additionally, to achieve its completion and usefulness, the module is also equipped with several additional pages, as detailed in Table 1.

Table 1.

The Story Content of the Module

Section	Content Description	Page
Cover Page	Module title, image reflecting local culture and nature	1
Foreword / Preface	Message from author/teacher- Purpose and importance of the module	2
Table of Contents	List of units, subtopics, and pages	3
Introduction for Students	Welcome message- Brief explanation of what students will learn- Fun illustrations	4-5
How to Use This Book	Simple guide with icons for activities (e.g., 🎨 = draw, 🎵 = sing, 👥 = group work)	6
Unit 1: My Colorful	Vocabulary: Colors, objects	7-12

Section	Content Description	Page
World	Sentence pattern: "This is a ____." Activities: coloring, matching	
Unit 2: Animal Friends	Vocabulary: Local and common animals- Sentence: "It is a ____." Activities: songs, drawing	13-18
Unit 3: Yummy Food	Vocabulary: Traditional and daily food- Language: Likes/dislikes- Activities: collage, dialogue	19-24
Unit 4: My Daily Activities	Vocabulary: Daily routines, time Language: "I wake up at ____." Activities: chart, miming	25-30
Unit 5: My School and Friends	Vocabulary: School objects, greetings- Language: Introductions Activities: school tour, games	31-36
Unit 6: Nature Around Me	Vocabulary: Plants, seasons Sentence: "I see a ____." Activities: nature walk, posters	37-42
Project-Based Activities	Templates: "My Animal Book," "My Favorite Food Poster" Instructions for group/individual tasks	43-45
Songs & Chants Section	Lyrics of songs used across units Fun illustrations for sing-along	46-48
Glossary	Illustrated vocabulary from all units	49-50
Mini Dictionary (optional)	English Indonesian word list of key terms	51-52
Reflection Journal Pages	Prompts with space for drawing + writing captions (e.g., "Today I learned about ____.")	53-54
Assessment Tasks	Review quizzes with visuals- Sentence building, listening check, short dialogues	55-58
Assessment Rubric	Rubrics for performance, project, and speaking tasks- Criteria: vocabulary, pronunciation, creativity	59-60
Credits & Acknowledgements	Author, illustrator, contributors, sources	61
Back Cover	Design, logos, and an optional QR code for digital access	62

Note. Module Story Board Development Analysis

To support varied learning styles and preferences, the instructional strategies include storytelling featuring local folktales, the use of songs and chants, role-playing, visual aids, and hands-on materials. Learners also engage in group tasks and class projects that promote cooperation and creativity. Assessment methods are aligned with both formative and summative goals. Formative assessments involve classroom observation, checklists, and oral questioning to monitor ongoing progress. Summative

assessments include picture-based quizzes and simple performance tasks to evaluate understanding at the end of each unit. Additionally, reflective assessments, such as student journals comprising drawings with captions and peer-sharing sessions, are used to foster self-awareness and mutual learning among students.

Develop

The goal of this stage was to design and produce learning materials and tools that are both engaging and practical for young English learners (Balanyk, 2017; Kusumawati, 2017). All materials were carefully developed to support a fun, meaningful, and culturally relevant learning experience, with a strong focus on age-appropriate content and interactive activities.

The primary learning resource is a full-color Student Book, filled with visuals, short texts, and simple exercises, designed to help students connect language to their daily lives. Teachers are supported through a detailed *Teacher Guide*, which includes step-by-step lesson plans, clear objectives, a list of materials, and helpful teaching tips. To enrich learning through listening, the module also comes with *audio recordings* of songs, short stories, and pronunciation practice. Additionally, flashcards featuring key vocabulary and pictures help reinforce understanding in a fun and visual manner. Below are some of the visual displays that have been designed.



Picture 1. Some Module Displays Pages

In addition, the author designed a pilot study plan to be applied to small groups, identifying shortcomings that will be addressed in the next stage, namely, the implementation stage.

The development stage of a module focuses on transforming the design plan into

actual learning materials and resources, known as a module prototype. At this point, all content is carefully prepared, including texts, visuals, activities, and assessments, in accordance with the learning objectives. Relevant references and supporting sources are selected to ensure accuracy and reliability. The materials are arranged in a logical sequence to guide learners smoothly through the lessons. This stage also involved creating interactive elements or multimedia to enhance engagement. The aim is to produce a comprehensive, high-quality module that is ready for implementation and aligns with the intended curriculum goals, based on a deep learning activity approach with multimodal elements.

Implementation

The fourth phase of this development process focused on implementing the English learning module in a real classroom setting. This pilot implementation aimed to evaluate the effectiveness of the materials and strategies in actual teaching and learning environments, while also gathering insights for further refinement (Looi et al., 2014; Ng et al., 2014).

The module was piloted in one primary school located in Bangka Belitung, involving students in early grades. The trial was conducted over two sessions, totaling approximately four hours of teaching. These sessions were integrated into the existing English curriculum, allowing for a more natural and practical application of the module's content. Regarding these, the implementation is evaluated through a test of its practicality in terms of the three components: ease of use, efficiency, and benefits.

To ensure the materials worked well in real classrooms, small trial sessions were held with groups of 10 students. Feedback from both teachers and students was collected and used to make meaningful improvements before finalizing the materials. This process helped ensure that the learning tools are not only educational but also enjoyable and effective for young learners. In detail, the phases to ensure its quality included testing the module in terms of validity by expert judgment and a practicality test with teachers and students.

Product Validity

The validity test assesses whether the content, structure, and design of the module align with the intended learning objectives and curriculum standards. It is typically carried out by subject matter experts, curriculum developers, or experienced educators. Through their evaluation, the module is assessed for accuracy, relevance, and appropriateness. This step ensures that the material is not only academically sound but also suitable for the target learners' age, background knowledge, and needs.

Table 2.
Validity Test

No	Aspect	Expert 1		Expert 2		Expert 3		Mean (%)
		Score	%	Score	%	Score	%	
1	Content	40	80%	40	80%	40	80%	80%
2	Language	44	88%	40	80%	46	92%	86.6%
3	Display	38	76%	38	76%	36	72%	74.6%
	Average	40.6	81.3%	39.3	78.6%	40.6	81.3%	80.4%

Source. Validity Testing Data

Module Practicality Test

On the other hand, the practicality test examines how feasible and effective the module is when used in a real classroom setting. It involves teachers, students, or both in determining whether the module is easy to understand, time-efficient, and applicable in real-world conditions. A module that scores well in practicality will be easier to adopt and more likely to support successful teaching and learning outcomes. Table 3 presents the results of the practicality clearly.

Table 3.
The Practicality Test

The Phenomenology Test								
No	Participants	Components						Mean (%)
		Ease of Use		Efficiency		Benefit		
		Score	%	Score	%	Score	%	
1	Teacher	42	84%	42	84%	46	92%	86.67%
2	Students	38	76%	40	80%	42	84%	80%
	Average	40	80%	41	82%	44	88%	83%

Source. Practicality Testing data

Together, the validity and practicality tests provide a strong foundation for producing a high-quality educational module. They help researchers refine their work based on expert insights and real-world experiences. Ultimately, these tests ensure that the module is not only theoretically sound but also usable and effective in supporting learners' academic success.

To support the implementation, a short teacher training workshop was conducted. The workshop introduced the concept of deep learning and provided practical guidance on using the module effectively. Teachers participated in hands-on activities, including the use of songs, role-plays, and group-based tasks, which mirrored the instructional strategies found in the module itself.

In the classroom, lessons emphasized student engagement, creativity, and meaningful use of language within familiar contexts. Activities encouraged learners to actively participate, collaborate with their peers, and apply new vocabulary and sentence structures in ways relevant to their everyday experiences.

Evaluation

To evaluate the effectiveness of the developed English learning module, both formative and summative assessments were conducted, alongside collecting feedback from students and teachers as intended, based on the DDIE stage (Wendelinus et al., 2020). The formative evaluation focused on continuous observation of classroom interactions and student responses during the learning process. Teachers recorded their observations in journals, noting a marked improvement in student engagement. Learners appeared more willing to participate in class activities, and there was noticeable progress in vocabulary usage throughout the sessions.

The summative evaluation was conducted through a direct interview, as it allowed for a deeper understanding of the learning experience with the module. The students announced the positive vibes of learning through game-based learning with multiple media. Furthermore, many learners demonstrated the ability to carry out

basic conversations and simple presentations, indicating that the module was effective in fostering both receptive and productive language skills. Learners particularly enjoyed activities such as singing, coloring, and discussing topics related to their environment. These tasks not only kept them engaged but also made learning English feel relevant and enjoyable. Importantly, students expressed feeling more confident in using English after engaging with the module.

Teachers also provided valuable insights. Overall, they found the module easy to implement, well-structured, and aligned with the needs of lower-grade students. However, some areas for improvement were noted. Teachers suggested including more audio support to assist with pronunciation and listening comprehension, especially for mixed-ability classes. They also recommended a greater variety in activities to cater to diverse learning needs.

Based on these findings, several revisions were proposed to enhance the module's effectiveness. Suggestions included developing a digital interactive version to support blended learning, providing bilingual instructions in the Teacher's Guide to aid comprehension, and incorporating more phonics-based activities to strengthen foundational reading skills. These recommendations aim to refine the future development module, increasing its accessibility and impact in diverse classroom settings.

Discussion

Based on the data presented in the validity and practicality test tables, it can be concluded that the development of this module has met the required standards and feasibility in accordance with the needs and the foundational analysis of its design. Therefore, the test results, which demonstrate its effectiveness, provide valuable insights that contribute to the learning process in alignment with the mandate of the Minister of Education of the Republic of Indonesia.

Through the developed module, the positive responses from both students and teachers indicate that this module is feasible for implementation in daily learning activities. It is particularly suitable for the school community, especially lower-grade students, who are the primary targets in the character-building aspect of this research and development project (Anggraeni et al., 2024), particularly for their social and emotional development (Snyder et al., 2013). The visual elements presented in the module add an enjoyable dimension for students, encouraging their continuous engagement in the learning process (Al Mamun & Lawrie, 2023; Errabo & Ongoco, 2024). Furthermore, the purpose of this module is also to facilitate teachers in delivering learning materials effectively. Hence, the positive effects resulting from this development align with the researchers' expectations.

In addition, the appealing visuals in the module enhance students' learning experiences, creating a joyful atmosphere consistent with the principles of deep learning promoted by the Minister of Education of the Republic of Indonesia (Feriyanto & Anjariyah, 2024). Beginning with this sense of enjoyment, the module is also expected to foster meaningful and mindful learning experiences through the explicitly designed instructional steps embedded within it.

Naturally, these findings represent a refinement of prior development efforts by earlier researchers. During the process, continuous improvements have been made in every detail produced. Previously, the approach adopted in presenting the materials involved a treasure-hunt game to reinforce Pancasila Student Profiles (Haiyudi et al.,

2023b). However, the dynamic nature of the educational system requires researchers to consistently innovate in developing teaching modules that align with field needs.

Therefore, this shift in the national learning approach demands adaptation not only from teachers but also from researchers in the process of developing instructional modules. This module will continue to be refined as part of a sustainable development effort, grounded in the needs analysis of schools and the Indonesian education system. It is expected that this development will contribute to creating an engaging, mindful, and meaningful English learning environment.

Conclusion

The development and implementation of the English language learning module titled "*Knowing My World through English*" demonstrated significant potential in enhancing language acquisition among lower-grade primary school students. Guided by the ADDIE model, the module was systematically designed to align with the learners' developmental needs, local cultural context, and the principles of deep learning. Each stage of the process, from analysis and instructional design to material development, classroom implementation, and evaluation, contributes to the creation of a well-rounded, contextually relevant, and pedagogically sound learning tool.

The module successfully integrated visual, auditory, and kinesthetic learning strategies through a variety of components, such as student books, teacher guides, audio resources, flashcards, worksheets, and project-based tasks. Its thematic units and scaffolded activities encouraged active engagement, critical thinking, and collaborative learning. Pilot implementation in a real classroom setting revealed increased student participation, improved vocabulary acquisition, and greater confidence in using the English language. Teachers responded positively to the module's clarity and ease of use, while also providing constructive feedback for further enhancement.

Overall, this study affirms that well-designed, culturally relevant, and developmentally appropriate materials can significantly enhance early English language learning. However, this development process needs to be continuously conducted, especially for the display part of the module. A more engaging and interesting design should be well-managed in the future. With further refinement, particularly through digital integration and expanded phonics content, the module holds strong potential for broader application in similar educational contexts.

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