Strengthening English Communication and Confidence among Young Learners in Salawati District

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Abstract

English communication has become increasingly important for young people who need access to education, technology, tourism, and wider social interaction. However, children and early adolescents in rural communities often have limited opportunities to practise spoken English and may hesitate to use the language because of restricted vocabulary and low confidence. This community service program aimed to strengthen basic English communication skills and speaking confidence among ten participants aged 10–12 years in Walal Village, Salawati District, Sorong Regency. The one-month program applied a participatory and communicative approach, with role play as the main learning method. The training focused on vocabulary for daily activities and the use of singular and plural nouns through flashcards, visual materials, guided sentence practice, language games, pair work, and simulated conversations. Evidence was collected through observation, speaking-performance assessment, documentation, and participant feedback. The participants demonstrated better vocabulary use, greater participation, improved ability to produce simple singular and plural forms, and increased willingness to speak English. The program shows that contextualised role play can provide an accessible community-based model for supporting young learners' communication skills and confidence in rural settings.

Keywords: *communicative training; community-based learning; English speaking; role play; young learners*

Introduction

English is widely used in education, technology, tourism, transportation, business, and digital communication. For young people, the ability to understand and use English can provide access to learning materials, online information, wider networks, and future educational and employment opportunities. English proficiency is therefore not only an academic requirement but also a form of communicative capital that can help individuals participate more confidently in social and professional settings. Saputro et al. (2022) note that language learning in the twenty-first century is increasingly connected with changing modes of communication and the need for learners to engage with information beyond the immediate classroom. In this context, basic speaking ability is especially valuable because it enables learners to turn their knowledge of words and grammar into meaningful interaction.

The importance of English does not mean that all learners have equal opportunities to develop it. Access to communicative language learning remains uneven, particularly between urban centres and rural or geographically dispersed communities. Learners in areas with limited educational resources may encounter English mainly through textbooks, written exercises, or short classroom explanations. They may know isolated words and grammatical rules but rarely use them in spontaneous communication. This gap between knowing about the language and using the language can become more visible when learners are asked to introduce themselves, describe daily activities, ask simple questions, or respond to another speaker. Without repeated opportunities to practise, even learners who understand basic material may remain hesitant.

Confidence is closely related to this problem. Speaking a foreign language requires learners to take risks, tolerate mistakes, and respond in real time. Young learners may avoid speaking when

they are afraid of being laughed at, corrected harshly, or unable to remember the appropriate words. Saputro et al. (2023) highlight the importance of emotional engagement in vocabulary learning, while Saputro et al. (2025) show that structured and cooperative learning can support vocabulary achievement. These perspectives suggest that a supportive learning environment is as important as the selection of content. Learners need activities in which mistakes are treated as part of learning and in which they can rehearse language with peers before speaking more publicly.

The challenge is particularly relevant in community settings where English is not commonly used outside school. A child may complete written tasks successfully but still have no regular partner with whom to practise. When English remains disconnected from daily life, learners may view it as a difficult school subject rather than as a practical tool for communication. A community-based program can help reduce this distance by bringing learning activities closer to the participants' lived environment. Such a program can use familiar topics, local spaces, peer interaction, and simple materials to create opportunities for practice without requiring sophisticated facilities.

Walal Village in Salawati District, Sorong Regency, is one of the communities in which young people can benefit from additional opportunities to practise English. Salawati is located in Southwest Papua, a region with strong potential in education, maritime activity, tourism, and community development. Its proximity to internationally recognised tourism areas creates a long-term need for local human resources who are able to communicate with visitors and access wider information networks. Although the ten participants in this program were still young, early exposure to practical English can help establish a foundation for later learning. The immediate purpose was not to prepare them for professional communication, but to help them experience English as something that could be spoken, understood, and used in simple situations.

Initial observation and communication with community members indicated that the participants had received some English instruction at school but had limited experience using the language orally. Their knowledge was largely at a basic level, and several participants were reluctant to speak because they feared making mistakes. This condition was not understood as a lack of ability or motivation. Rather, it reflected limited opportunities for guided practice and a learning environment in which spoken interaction had not yet become routine. The identified need was therefore practical: the participants required repeated, low-pressure opportunities to use familiar vocabulary in short and meaningful exchanges.

To respond to this need, the community service program adopted a communicative orientation. Communicative Language Teaching views language as a resource for expressing meaning and interacting with others rather than only as a collection of rules. Dos Santos (2020) explains that communicative language teaching gives learners opportunities to use the target language through purposeful classroom interaction. In a community program for beginners, this principle does not require complex conversation. It can begin with manageable tasks such as naming familiar activities, asking and answering simple questions, describing objects, introducing oneself, and acting out short situations.

Role play was selected as the central method because it offers a bridge between controlled language practice and more spontaneous communication. In role play, participants do not simply repeat a model sentence; they use the sentence within an imagined or familiar situation. A learner may act as a child describing a morning routine, a friend asking about daily activities, or a speaker identifying objects in singular and plural forms. This structure gives a clear reason to speak while reducing the pressure of producing a formal presentation. The focus moves from perfect performance to participation and understandable meaning.

The training content concentrated on vocabulary related to daily activities and on singular and plural nouns. These topics were chosen because they are concrete, visible, and easily connected with the participants' experiences. Words such as wake up, take a bath, have breakfast, go to school,

study, play, and sleep can be linked with pictures, gestures, routines, and simple questions. Similarly, singular and plural forms can be practised using objects around the learners, picture cards, and short descriptive sentences. Newton and Nation (2020) argue that language learning becomes more effective when learners encounter useful language repeatedly and use it for meaningful purposes. Familiar content can therefore reduce cognitive demands and allow beginners to focus on speaking.

The program also had a broader community-development orientation. Community service should not be limited to the delivery of information from a university to participants. It should create useful experiences, strengthen local capacity, and offer practices that can continue after the formal activity ends. In this program, the practical contribution lay in providing an accessible model of communicative English learning that could be repeated with low-cost materials. Flashcards, pictures, role cards, peer practice, and short routines do not depend on expensive technology. They can be adapted by parents, teachers, community volunteers, or local learning groups according to available resources.

This article reports the design, implementation, and outcomes of the one-month English communication program conducted with young learners in Walal Village. It describes the target community, materials, methods, evidence collection, learning activities, and observed changes in vocabulary use, grammatical awareness, participation, and speaking confidence. It also discusses the relevance of role play for rural community learning and the potential contribution of the program to sustainable community-based language support. The program aimed to strengthen basic English communication skills and increase the participants' confidence in using English through contextual, participatory, and enjoyable practice.

Materials and Method

Target Community and Setting

The target community consisted of ten young learners living in Walal Village, Salawati District, Sorong Regency. The participants were between 10 and 12 years old and represented the upper-primary and early-junior-secondary age range. They had previously encountered English in school, but their ability to use it in spoken interaction remained basic. The small group size allowed the facilitator to observe individual participation, provide direct support, and arrange repeated pair or small-group practice. It also enabled participants who were initially quiet to take part without competing for speaking time in a large class.

The activity was conducted over one month in Walal Village. The community setting was important to the design because the program sought to make English learning accessible outside a formal school timetable. The training used a familiar local environment and did not depend on a language laboratory or advanced digital equipment. The main requirement was a safe learning space in which participants could see the materials, move into pairs or small groups, and perform short role plays. Parents and community members supported participation by granting permission, facilitating attendance, and encouraging the children to remain involved throughout the program.

The participants' learning needs were identified through initial observation and informal communication with the local community. The needs assessment showed that the participants required more exposure to usable vocabulary, simple sentence construction, and oral practice. Their hesitation was especially visible when they were invited to speak in front of others or respond without reading. Based on these observations, the program prioritised attainable communicative goals rather than a broad grammar syllabus. The intended outcomes were the ability to recognise and use vocabulary for daily activities, distinguish common singular and plural forms, participate in short exchanges, and speak with greater willingness.

Materials, Media, and Instruments

The teaching materials were organised around two connected language areas: vocabulary for daily activities and the use of singular and plural nouns. Daily-activity vocabulary included expressions such as wake up, take a bath, have breakfast, go to school, study, play, help at home, and sleep. The expressions were used in short statements and questions so that participants could move from word recognition to sentence-level communication. Singular and plural nouns were introduced through familiar people and objects and were practised in patterns such as This is a book, These are books, I have one pencil, and I have two pencils. The content was deliberately limited so that the same language could be recycled across several activities.

The instructional media included vocabulary flashcards, pictures of daily routines, simple worksheets, object or picture cards, role cards, and visual prompts. Flashcards supported the connection between spoken forms, written words, and images. Pictures helped participants infer meaning without relying entirely on translation. Worksheets were used for brief reinforcement, but they were not the centre of the program. Their role was to help participants prepare vocabulary and sentence patterns that would later be used orally. Language games, gestures, repetition, and pair work were incorporated to maintain attention and provide varied forms of practice.

Four main sources of evidence were used: an observation sheet, a speaking-performance rubric, activity documentation, and participant feedback. The observation sheet focused on participation, vocabulary use, willingness to respond, interaction with peers, and visible confidence during role play. The speaking rubric considered fluency at a beginner level, appropriate use of the target vocabulary, basic accuracy in singular and plural forms, courage to speak, and the ability to respond to a simple partner prompt. Documentation consisted of activity records and photographs, while participant feedback was used to identify which activities they found helpful, enjoyable, or difficult.

Implementation Method

The program used a participatory and communicative approach. Participants were treated as active users of language rather than passive recipients of explanations. The facilitator provided models, prompts, and corrective support, but most activities required the learners to say, ask, answer, identify, describe, or perform something. The method was designed to create a gradual progression from supported practice to short independent use. This progression was important for participants who were not yet confident enough to speak immediately in front of the entire group.

The implementation consisted of three broad phases: preparation, communicative training, and evaluation. During preparation, the facilitator coordinated with the local community, identified the participants' needs, selected the target language, prepared visual media, and developed observation and speaking-assessment instruments. The preparation phase ensured that the content matched the learners' level and could be delivered using resources available in the community. It also established community support for the involvement of participants who were still minors.

During the training phase, each learning sequence began with a short warm-up. The warm-up was used to attract attention, activate familiar knowledge, and reduce anxiety. New vocabulary was then introduced through pictures, gestures, modelling, and repetition. Participants first listened and repeated as a group, which allowed hesitant learners to speak without being individually exposed. They then identified pictures, matched words with actions, and answered simple questions. This progression helped the participants become familiar with pronunciation and meaning before they were asked to produce complete sentences.

Guided sentence practice followed the vocabulary stage. Participants used models to describe their own routines and identify singular or plural objects. The facilitator gave prompts and examples, while participants completed or adapted the sentences. Pair work was introduced at this stage so that every participant had more speaking time. In pairs, one learner could ask a question

and the other could respond before changing roles. The use of repeated patterns helped learners focus on meaning while gradually becoming more independent from the model.

Role play served as the main communicative activity. Participants performed situations related to self-introduction, daily routines, simple questions and answers, and descriptions of objects. Some role plays were conducted in pairs, while others used small groups. The situations were kept short and familiar so that the participants could concentrate on using the target expressions. Before performing, participants were given time to prepare, practise quietly, and ask for help. The facilitator encouraged understandable communication rather than demanding error-free speech. Corrections were provided selectively and supportively, particularly when an error prevented meaning or involved a target form practised in the session.

Educational games and brief presentations were used to vary the interaction. Games required participants to identify a card, produce a word or sentence, find a matching picture, or respond to a peer. These activities created repetition without making the practice feel mechanical. Short presentations allowed participants to describe their daily routines or the objects shown in a picture. Participants who were initially reluctant could begin by speaking with a partner and later share a shorter response with the group. The gradual increase in audience size helped make speaking more manageable.

The evaluation phase was integrated into the activity rather than separated completely from learning. Observation was conducted throughout the program, while speaking practice at the end provided an opportunity to examine how participants used the language they had studied. The final task asked participants to take part in a simple conversation and describe daily activities using familiar vocabulary. The evaluation focused on progress relative to the participants' initial condition. Because the program involved a small community group and used descriptive evidence, the results were interpreted as observed program outcomes rather than as proof of causal effectiveness.

Evidence Collection

Evidence was collected through direct observation, speaking-performance assessment, documentation, and participant feedback. During each activity, the facilitator recorded whether participants volunteered answers, used the target vocabulary, interacted with peers, required extensive prompting, and showed greater willingness to speak. The speaking-performance task provided a structured opportunity to examine fluency, vocabulary use, target-form accuracy, responsiveness, and confidence. Documentation was used to confirm that the planned activities were implemented and to record participant involvement.

The evidence was analysed descriptively by comparing the participants' initial condition with their condition at the end of the program. The comparison focused on four principal indicators: vocabulary for daily activities, use of singular and plural nouns, active participation, and confidence in spoken interaction. The descriptive categories reported in this article summarise recurring observations across the program. They should be understood as practice-based evidence from a small community service activity rather than as standardised test results. Participant feedback was also considered when interpreting whether the communicative activities were accessible and engaging.

Ethical Considerations

The program involved children and early adolescents; therefore, their welfare, privacy, and voluntary participation were treated as priorities. Before the activity began, the purpose and procedures of the program were explained in accessible language to the participants and their parents or guardians. Permission from parents or guardians was obtained for the children's participation, and the participants were informed that they could ask questions, decline an

activity, or stop participating without penalty. The learning tasks were educational, age-appropriate, and conducted in a supportive community setting.

Permission was also requested for activity documentation. Photographs and records were used only for program documentation and reporting, and identifying information was limited. The participants were not presented through individual test scores or sensitive personal details. Feedback and speaking-performance information were used to evaluate the community program rather than to assign school grades. These procedures were intended to protect the dignity of the participants and to ensure that the activity remained beneficial, respectful, and appropriate for minors.

Implementation and Results

The program was implemented for one month with ten participants aged 10–12 years. The learning activities focused on practical communication rather than extensive explanation of grammar. Daily-activity vocabulary and singular–plural forms were introduced, practised, and reused through visual prompts, pair work, language games, guided speaking, and role play. The recurring use of the same language in different activities enabled participants to encounter the target expressions several times and to use them with gradually reduced support.

At the beginning of the program, several participants depended heavily on repetition and written prompts. They could recognise some familiar English words but were less comfortable producing sentences independently. When asked to answer individually, some participants spoke very softly, paused for a long time, or avoided eye contact. Participation was uneven because the more confident learners responded first while quieter participants waited. These observations confirmed that the primary challenge was not simply lack of vocabulary. The participants also needed a learning structure that normalised speaking and made errors less threatening.

The first stage of implementation introduced vocabulary through pictures and actions. Participants listened to the pronunciation, repeated the words, and matched the expressions with illustrated routines. Physical actions and familiar examples helped clarify meaning. After group repetition, the facilitator invited participants to identify cards and say the corresponding expressions. This shift from collective to individual production was conducted gradually. Participants who were unsure could first answer with a peer or use a visual cue before speaking alone.

The next stage connected vocabulary with simple sentence patterns. Participants described routines using expressions such as I wake up, I have breakfast, I go to school, and I study. The use of personal routines made the language more meaningful because participants were not merely naming an image; they were linking English expressions with events in their own day. Questions such as What do you do in the morning? and When do you study? were introduced at a basic level. Even when responses remained short, participants began to experience English as an exchange between speakers.

Singular and plural nouns were practised through visible objects and picture cards. Participants compared one object with two or more objects and produced short descriptions. The contrast between this is and these are, as well as one and more than one, was reinforced in several activities. At first, some participants omitted plural endings or used the same demonstrative form for all pictures. With modelling and repeated use, they became more aware of the difference and were better able to produce the target patterns in guided sentences.

Role play brought the vocabulary and sentence patterns together. In pairs, participants acted out short exchanges about daily routines, self-introduction, and familiar objects. The role cards reduced uncertainty because they provided a situation and a communicative purpose. Preparation time allowed learners to rehearse, ask about pronunciation, and decide how to respond.

During later performances, participants relied less on direct modelling and were more willing to continue an exchange even when they needed time to remember a word.

The atmosphere of the activities also changed over the course of the program. The participants became more accustomed to hearing one another speak English and more willing to respond to peers. Laughter and excitement occurred during games and role play, but the interaction generally became supportive rather than discouraging. Participants began volunteering for turns, correcting themselves, and helping a partner remember a word. These behaviours indicated increasing engagement and a reduced fear of making minor mistakes.

Table 1 summarises the principal changes observed between the beginning and end of the program. The table retains qualitative categories because the activity was evaluated descriptively. The evidence suggests improvement across all targeted areas, although the degree of improvement varied among participants.

Table 1
Observed Changes in Program Indicators

No.	Indicator	Initial Condition	Final Condition
1	Vocabulary for daily activities	Limited recognition and use	More accurate and varied use
2	Use of singular and plural nouns	Basic and inconsistent	Improved in guided sentences
3	Participation in learning activities	Some participants active	Most participants actively involved
4	Confidence in speaking English	Low and hesitant	Greater willingness to speak
5	Ability to perform a simple role play	Limited and dependent on prompts	Able to complete short role plays

The clearest change concerned willingness to speak. At the beginning, most participants waited for direct nomination or relied on collective repetition. By the end, they were more prepared to answer, ask a partner a question, and perform a brief exchange. Increased confidence did not mean that all hesitation disappeared or that every sentence was grammatically accurate. Rather, the participants showed a greater readiness to attempt communication, recover after a pause, and continue speaking despite minor errors.

Vocabulary use also became more functional. Participants moved from identifying isolated daily-activity words to using them in simple statements about routines. Their production remained appropriate to a beginner level, but the words were no longer treated only as items to memorise. In role play, vocabulary became a resource for responding to another person. This use of familiar words in interaction represented an important step toward communicative competence.

The participants' understanding of singular and plural forms improved through concrete comparison and repeated sentence practice. They were more able to notice whether a picture represented one object or several objects and select a corresponding sentence pattern. Some errors remained, particularly when participants spoke quickly or without visual support. Nevertheless, the final activities showed better awareness and greater consistency than the initial practice.

Participant responses indicated that role play and games were among the most engaging activities. These tasks allowed movement, cooperation, and imagination while still requiring use of the target language. The participants appeared less anxious when they could prepare with a peer and speak within a short scenario. Visual materials were also helpful because they reduced dependence on lengthy verbal explanation and gave participants an immediate cue when they forgot a word.

Overall, the results show that a short community-based program can create meaningful opportunities for oral English practice. The outcomes should be interpreted within the limits of the small participant group and descriptive evaluation. The program did not measure long-term retention or compare the participants with a control group. Its main achievement was practical: it established a supportive routine in which young learners used English repeatedly, interacted with peers, and became more willing to speak.

Discussion

The observed progress supports the value of communicative practice for learners who possess some basic knowledge but have limited opportunities to speak. Traditional exercises can help learners recognise vocabulary or understand a rule, yet oral communication requires additional abilities: retrieving words, constructing a response, listening to a partner, managing hesitation, and taking the social risk of speaking. The program addressed these demands by providing repeated, structured interaction. Dos Santos (2020) explains that communicative language teaching emphasises the use of language for meaningful purposes. In the Salawati program, meaningful use was created through simple situations that matched the participants' age and proficiency.

The choice of familiar content contributed to accessibility. Daily activities are closely connected with the learners' experiences and can be represented through pictures, gestures, and personal examples. Newton and Nation (2020) emphasise the importance of useful language, repeated encounters, and opportunities for production in developing speaking ability. The participants repeatedly met the same vocabulary in different forms: first as images and spoken models, then in sentences, pair exchanges, games, and role plays. This recycling reduced the burden of learning entirely new language in every activity and allowed the participants to concentrate on using the words more confidently.

The singular–plural focus also illustrates the benefit of connecting grammar with communicative use. Grammar instruction for beginners can become abstract when it is presented mainly through definitions. In this program, singular and plural forms were linked with objects that participants could see and count. The grammatical distinction then appeared in a speaking task rather than remaining a written exercise. Although the participants did not achieve complete accuracy, they became more aware of the forms because the difference affected what they needed to say. This approach treated grammar as a resource for communicating meaning.

Role play was particularly useful because it created a manageable purpose for speaking. Learners were not asked to speak about an unfamiliar issue without preparation. Instead, they received a situation, a partner, and language that had already been practised. The temporary role reduced the personal pressure that can accompany direct questioning. Participants could focus on completing the interaction rather than presenting themselves as fluent speakers. Yu et al. (2023) found that role allocation in second-language role play can influence motivation and competence, although their context differed from the present community program. The broader implication is that carefully designed roles can organise participation and make interaction more purposeful.

The results also highlight the social dimension of confidence. Confidence did not develop only through individual mastery of vocabulary. It grew as participants became familiar with the group routine and discovered that mistakes did not end an interaction. Pair and small-group practice distributed speaking opportunities and allowed learners to support one another. This cooperative element is consistent with Saputro et al. (2025), who reported the potential of cooperative structures for vocabulary achievement. In the present program, peer interaction helped transform speaking from a public test into a shared learning activity.

The emotional atmosphere was therefore a central part of implementation. A learner who fears embarrassment may remain silent even when the necessary words are known. Warm-ups, choral repetition, visual cues, preparation time, and short tasks reduced the immediate pressure to

perform. Participants were allowed to begin with supported responses and gradually speak more independently. Saputro et al. (2023) discuss emotional engagement as an important dimension of vocabulary learning. The program supports this view by showing that participation increased when the activities were enjoyable, collaborative, and appropriately challenging.

From a community-development perspective, the program demonstrates that language support can be organised with simple resources. Community empowerment is often associated with large-scale economic or technological programs, but it also includes the development of knowledge, confidence, and communicative capacity. English does not replace local languages or local knowledge; instead, it can provide an additional tool for accessing information and interacting beyond the immediate community. McKay (2018) explains that English as an international language should be understood in relation to diverse users and contexts. A community-based program should therefore help learners use English for locally meaningful purposes rather than imitate an unrealistic native-speaker model.

This perspective is especially relevant in Southwest Papua, where education, maritime activity, mobility, and tourism create potential points of contact with wider national and international communities. The participants were still at an early stage of education, so the immediate outcomes were modest. Nevertheless, positive early experiences may influence whether learners continue to engage with English. A child who has successfully performed a short role play may be more willing to participate in future school lessons, use digital learning resources, or join a community study group. Confidence at this stage can function as a foundation for continued learning.

The program also contributes to the principle of inclusive and equitable learning opportunities associated with Sustainable Development Goal 4. UNESCO (2017) emphasises education that develops relevant knowledge, skills, values, and participation. Rural learners may require additional community-based support when formal instruction provides limited speaking time. By offering an accessible activity within the community, the program extended opportunities for practical learning. Its contribution was not a complete solution to educational inequality, but a small intervention that responded to a clearly identified local need.

Several implementation lessons can be drawn. First, content should be limited and recycled rather than expanded too quickly. The participants benefited from using the same expressions across multiple activities. Second, oral practice should progress from group support to pair work and then to more visible performance. Asking hesitant learners to speak publicly too early may reinforce anxiety. Third, visual materials and real objects are highly useful when participants have different literacy levels or limited English vocabulary. Fourth, corrective feedback should protect the flow of communication. Not every error needs immediate interruption, particularly when the main objective is to increase willingness to speak.

The program also faced limitations. It involved only ten participants and was conducted for one month, so the observations cannot be generalised to all young learners in Salawati District. The evaluation relied primarily on descriptive categories rather than standardised pre-test and post-test scores. Consequently, the article reports observed improvement but does not claim that role play alone caused the changes. The participants' continued use of English after the program was not measured, and the long-term sustainability of the learning group will depend on local support and opportunities for follow-up practice.

A further limitation concerns the breadth of the material. Daily activities and singular–plural nouns provided an appropriate starting point, but they represent only a small part of communicative competence. Future programs could extend the content to local places, family, school activities, maritime and tourism vocabulary, asking for information, and simple problem-solving. Expansion should remain gradual and should preserve the communicative structure that

encouraged participation. Future evaluation could also use clearer baseline and final performance measures, participant reflections, and follow-up observation several weeks after the training.

Despite these limitations, the program offers a practical model for similar communities. Its core components are a simple needs assessment, familiar language content, low-cost visual media, repeated pair practice, supportive role play, observation, and community involvement. These components can be adapted according to age, local priorities, and available facilitators. The most important feature is not the specific list of vocabulary but the creation of a safe space in which learners repeatedly use English for understandable purposes.

Contribution to Community

The program provided a direct educational benefit to the participants by giving them additional time to practise spoken English in a supportive setting. In formal lessons, learners may have limited opportunities to speak because of time constraints, class size, or emphasis on written tasks. The community program created a smaller environment in which every participant could respond, work with a partner, and perform a short role play. This repeated participation helped transform English from an abstract school subject into an activity that the participants could perform together.

The participants gained practical language resources that were relevant to their daily lives. They learned and used vocabulary for routine activities, produced basic singular and plural forms, asked and answered simple questions, and described familiar actions or objects. These outcomes were modest but functional. At a beginner level, the ability to produce a short understandable response is an important achievement because it creates a basis for more complex learning. The participants also developed non-linguistic capacities, including turn-taking, cooperation, attentiveness, willingness to try, and courage to speak before others.

The program contributed to community capacity by demonstrating a learning model that does not require expensive facilities. Flashcards can be created from paper, daily routines can be represented through drawings or gestures, and role plays can be organised in homes, community rooms, or school spaces. This makes the approach potentially sustainable in communities where internet connectivity, devices, or commercial learning materials may be limited. The simplicity of the media also allows local teachers, parents, older students, or community volunteers to adapt the activities.

A further contribution lies in the involvement of parents and the local community. Support from adults helped the children attend and participate consistently. When parents understand the purpose of communicative practice, they can encourage children to rehearse simple expressions at home without demanding perfect accuracy. Community support can also help maintain a positive attitude toward language learning. The activity showed that educational development is strengthened when learning is not seen as the responsibility of schools alone but as a shared effort involving families, institutions, and community members.

For sustainability, the materials and activity patterns used in the program can serve as a starting set for continued practice. A simple community English group could meet periodically to review vocabulary, add new themes, and perform new role plays. The structure can remain consistent: warm-up, vocabulary review, guided sentence practice, pair interaction, short performance, and reflection. Consistency is valuable for young learners because it makes the learning process predictable while allowing the content to change. Local facilitators can gradually introduce topics connected with school, the environment, local occupations, tourism, and maritime life.

The program may also be replicated in other rural or remote communities with similar needs. Replication should not mean copying the material without adjustment. Each community

should identify its own participants, available resources, language needs, and cultural context. In some areas, learners may need English for tourism; in others, they may need support for school achievement or digital literacy. The communicative principles can remain the same while the vocabulary and role-play situations are locally adapted. This flexibility makes the model suitable for small-scale community empowerment activities.

In the longer term, early confidence in English may support broader educational participation. Learners who are willing to speak are more likely to ask questions, join classroom activities, explore learning resources, and persist when communication is difficult. English ability alone cannot resolve structural challenges in rural education, but it can become one component of community capacity building. By combining practical language development with confidence, cooperation, and local participation, the program contributed to the preparation of young people who are more ready to engage with future learning opportunities.

Conclusion

Young learners in Walal Village had limited opportunities to use English orally and initially showed restricted vocabulary, inconsistent use of basic forms, and low confidence in speaking. The one-month community service program responded to this need through communicative training focused on daily-activity vocabulary, singular and plural nouns, visual media, pair practice, language games, and role play. Observation, speaking-performance assessment, documentation, and participant feedback indicated progress in vocabulary use, participation, grammatical awareness, role-play performance, and willingness to speak.

The program demonstrates that contextualised role play can make English practice more accessible and less intimidating for children and early adolescents in a rural community. Its main contribution was the creation of a supportive environment in which participants could use familiar language repeatedly and experience successful interaction. The results are descriptive and limited to a small group, but they provide a practical basis for continued community learning. Future activities should extend the duration, use clearer baseline and final measures, involve local facilitators in follow-up, and develop additional locally relevant themes while preserving the participatory and communicative character of the program.

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