

# INTRODUCING THE PERSONALIZED-COMMUNICATIVE-EXPERIENTIAL (PCE-KIDS) FRAMEWORK FOR UNDER-18 EFL LEARNERS IN VIETNAMESE PRIVATE LANGUAGE CENTERS

HUYNH THI KIM ANH  
English Department, Hoa Sen University

*Received: 19 November 2025; Revised: 28 November 2025; Accepted for publication: 03 December 2025.*

## **Abstract**

*In recent years, private language centers have played an increasingly important role in English language education for children in Vietnam. In classroom practice, teachers frequently encounter difficulties in maintaining learners' motivation, confidence, and active engagement in speaking activities. Such difficulties are especially apparent when familiar lesson routines, including the Presentation–Practice–Production (PPP) model or conventional communicative tasks, are applied with limited adjustment to young learners' developmental needs. Drawing on classroom experience at a Vietnamese private language center, this paper introduces the PCE-Kids framework (Personalized–Communicative–Experiential). Rather than proposing a new teaching method, the framework reflects how personalized tasks, guided speaking routines, and experience-based activities can be organized to support learner participation and speaking confidence. The paper further considers how this framework may inform lesson sequencing and classroom practice in private language center contexts.*

**Keywords:** *Communicative learning, EFL, experiential learning, PCE-Kids, personalized learning, Vietnam, young learners.*

## **1. Introduction**

English has become a more significant subject for many children in Vietnam, particularly in urban areas, where many educators teach English at a young age in private language centers. Parents and educational stakeholders tend to expect English learning to help young learners acquire communicative competence and confidence in using the language in real-life communication. Nevertheless, despite these expectations, such results are not always achieved in practice in the classroom.

Young learners approach language learning differently from adults. Their ability to focus, regulate emotions, and sustain learning habits is still developing, which means they often respond better to lessons that feel familiar, supportive, and engaging. In many private language centers, classes are relatively large and include learners of mixed ages and proficiency levels. Instruction is frequently guided by textbooks and fixed lesson routines, which may limit opportunities for all learners to participate actively in spoken interaction.

Speaking activities are used regularly to encourage oral practice. Nevertheless, classroom observation shows that not all learners benefit equally from these activities. Some learners hesitate to speak because they are worried about making mistakes or being evaluated by peers. When speaking tasks are introduced without clear guidance or sufficient support, participation may remain limited, with learners producing only short or rehearsed responses. Teachers are thus faced with the practical challenge of designing lessons that not only include speaking activities, but also help learners feel secure, interested, and willing to use English.

In response to these challenges, this paper introduces the PCE-Kids framework, which emerged from classroom teaching experience in a Vietnamese private language center. The framework brings

---

*Email: Vunguyenanh1210@gmail.com*

*DOI: 10.64410/R SXJ8697*

together personalized tasks, scaffolded speaking routines, and experience-based learning to support learner participation and confidence in using English. While existing literature offers a range of useful strategies—such as scaffolding, task-based speaking, and learner-centered activities—teachers in private language centers often lack a coherent way to integrate these strategies within limited instructional time. By linking personalization, guided communication, and experiential tasks into a unified lesson logic, the PCE-Kids framework aims to provide a practical and context-sensitive approach to teaching English to under-18 learners.

## **2. Literature Review and Synthesis**

This section engages with previous studies on English language teaching for young learners in order to clarify how communicative competence has been interpreted and implemented in classroom practice. Rather than reviewing teaching methods in a comprehensive or descriptive manner, the discussion focuses on selected research that addresses theoretical perspectives, classroom realities, and pedagogical challenges in teaching children. By bringing these studies together, the review highlights areas where instructional goals and classroom practice do not always align, particularly in private language center contexts. These observations help to explain the need for a more coherent and context-sensitive instructional framework for under-18 learners.

### **2.1. Defining Young Learners in EFL Contexts**

In language education, the term *young learners* is commonly used to refer to children and adolescents who study a foreign or second language within formal instructional settings. Even though the age ranges are not the same in all studies, young learners are often considered learners who are below the age of 18 years, and whose cognitive, emotional, and social development is significantly different compared to adult learners (Cameron, 2001; Pinter, 2017).

In EFL contexts, young learners typically have limited exposure to the target language outside the classroom. Consequently, classroom teaching takes the major role of language input and exchange. Literature indicates that affective variables like motivation, enjoyment, and a feeling of psychological safety, and the instructional support that is offered to young learners have a potent impact on language development.

Developmental diversity among the population of young learners should also be noted. Children in younger age groups tend to be concrete, repetitive, visual, and play-based, and adolescent learners tend to see to independence, relevance, and self-expression. These variations imply that the methods of teaching under-18 students cannot be homogeneous.

In this research, *young learners* are defined as learners aged between 6 and 17 years who are studying English in a private language center in Vietnam. This operational definition reflects both the institutional context of the study and the developmental characteristics of the learner population under investigation.

### **2.2. The Importance of Communicative English for Under-18 Learners**

For learners under the age of 18, the ability to use English for communication is often one of the main expectations placed on language learning. In many private language centers, parents and learners hope that English classes will help children speak more confidently, respond naturally, and participate actively in classroom interaction. From this perspective, communicative English relates not only to language accuracy but also to learners' confidence, willingness to speak, and comfort when using English with others, which aligns with broader views of communicative competence emphasizing meaningful language use in social interaction (Canale & Swain, 1980; Halliday, 1978).

In classroom practice, communicative activities are commonly used to encourage learners to speak and interact. Short speaking activities, pair work, and simple responsibilities allow learners to practice English beyond isolated grammar exercises. For adolescent learners, communicative competence is closely connected to real-life needs, such as interacting with peers, participating in school-related contexts, or preparing for future study and career situations, which can increase their engagement in learning.

However, communicative teaching does not always work smoothly with young learners. Many under-18 learners have limited vocabulary, developing attention control, and varying levels of confidence. When speaking tasks require quick responses or spontaneous language use, some learners may feel nervous or unsure of what to say. As a result, they may speak very little, rely on memorized sentences, or avoid participation altogether.

These difficulties are often more visible in private language center classrooms, where learners of different ages and proficiency levels are grouped together and instructional time is limited. Teachers are required to follow course schedules while managing learner behavior and participation. In such conditions, designing communicative tasks that suit all learners can be challenging. Tasks that are too open may overwhelm younger learners, while overly controlled tasks may restrict opportunities for meaningful communication (Littlewood, 2004).

Another issue is that communicative activities alone do not always sustain learners' engagement over time. Although speaking tasks may initially attract attention, interest can decline if activities become repetitive or disconnected from learners' experiences. Young learners are more willing to speak when tasks feel achievable, relevant, and emotionally safe. Without these conditions, communicative practice may become routine and fail to support meaningful language use.

For these reasons, communicative English remains important but may not be sufficient when used on its own. Teaching under-18 learners, therefore, requires approaches that consider learners' developmental characteristics, emotional needs, and classroom realities. This points to the need to combine communicative practice with other pedagogical elements, such as personalization and experiential learning, to support sustained communicative development (Canale & Swain, 1980; Pinter, 2017).

### ***2.3. Theoretical Frameworks Underpinning Young Learner Instruction***

Teaching for young EFL learners is commonly informed by a range of theoretical perspectives that emphasize developmental appropriateness, guided support, and meaningful language use. One influential foundation is sociocultural theory, particularly Vygotsky's concept of the Zone of Proximal Development, which highlights the role of scaffolding and mediated support in facilitating learner participation and gradual independence (Vygotsky, 1978). In language classrooms, this perspective underscores the importance of teacher guidance, structured interaction, and supportive learning conditions, especially for learners who are still developing linguistic and cognitive control.

Research on young learner pedagogy further suggests that children differ from adult learners in terms of attention span, emotional regulation, and reliance on concrete experiences (Pinter, 2017). As a result, instructional approaches for under-18 learners often need to combine structure with engagement, allowing learners to participate actively while feeling emotionally secure. Without sufficient support, learners may hesitate to speak, rely on memorized language, or disengage from communicative tasks altogether.

From a communicative perspective, scholars such as Littlewood (2004) argue that practical communicative tasks require an appropriate balance between learner autonomy and instructional control. Tasks that are too open may overwhelm younger learners, while overly controlled tasks may restrict opportunities for meaningful communication. This balance is particularly difficult to achieve in private language center contexts, where classes often include learners of mixed ages and proficiency levels, and instructional time is limited.

Taken together, these theoretical perspectives suggest that no single framework fully addresses the instructional demands of teaching English to under-18 learners in private language centers. While sociocultural theory emphasizes scaffolding, young learner pedagogy highlights developmental sensitivity, and communicative language teaching prioritizes meaningful interaction, classroom practice often requires teachers to draw on multiple perspectives simultaneously. However, existing research tends to discuss these theories separately rather than offering clear guidance on how they can be integrated coherently in everyday teaching practice.

#### **2.4. Benefits and Challenges in Teaching English to Under-18 Learners**

Teaching English to learners under the age of 18 offers clear pedagogical benefits when instruction encourages participation and meaningful language use. Learners tend to respond more positively when they are involved in speaking activities, group interaction, and experience-based tasks that reflect familiar topics or real-life communication.

Learner-centered and experiential activities also play an important role in supporting motivation and classroom behavior. Activities such as role-plays, short group tasks, and guided discussions create a supportive learning environment in which learners feel less anxious about making mistakes.

Despite these benefits, teaching under-18 learners involves several challenges. Learners often differ widely in vocabulary knowledge, sentence structure control, attention span, and communicative confidence. Some learners may struggle to express ideas clearly or manage turn-taking, while others may dominate classroom interaction. These differences can result in uneven participation and limit opportunities for meaningful communication.

Such challenges are often intensified in private language center contexts, where classes typically include learners of mixed ages, proficiency levels, and learning purposes. Teachers are required to follow fixed syllabuses within limited instructional time, which may restrict flexibility in task design and learner support. As a result, interactive activities may lose effectiveness if they become repetitive or disconnected from learners' experiences. Without careful organization and consistent encouragement, communicative and experience-based activities may lead to surface participation rather than sustained language use.

Taken together, these issues indicate that effective instruction for under-18 learners requires not only engaging activities but also clear structure, developmental guidance, and emotional support. This highlights the need for a coherent pedagogical framework that helps teachers manage learner diversity, maintain engagement, and support long-term communicative development in young EFL classrooms (Pinter, 2017; Dörnyei, 2001).

#### **2.5. An Overview of Pedagogical Strategies for Young Learner Instruction**

To address the issues related to teaching English to young students, past studies have suggested a set of pedagogical interventions that should facilitate participation, engagement, and communicative growth. The most popular strategies include the use of instructional scaffolding, systematic communicative exercises, visual and contextual assistance, and interactive tasks aimed at stimulating learner interaction. It has been demonstrated that such strategies can be used to make young learners feel confident, become less anxious when engaging in speaking activities, and become more active in the classroom when implemented in an appropriate manner (Ellis, 2003; Littlewood, 2004).

Personalization, besides the communicative support, has been widely known as a valuable pedagogical concept in teaching young learners. It has been argued that modifying instructional material according to the interests, objectives, and developmental levels of learners may result in motivation and may help maintain the interest, especially in classes where the learners are of varying ages, levels, and learning capabilities. Individualized teaching enables the teacher to design more meaningful and more accessible learning experiences that enhance the desire of learners to communicate in English in the classroom (Dörnyei, 2001; Pinter, 2017).

Although the advantages of such strategies have been established, the existing literature tends to view them as independent methods, instead of connected elements of a consistent teaching model. The suggestion to the teachers to use a personal approach, to use scaffolding, task-based interaction, or the use of activities, is often shared without any indication of how these aspects should combine into a systematic approach to the daily teaching practice. Consequently, the practice of instruction can be divided into a series of different techniques that are alternated by teachers according to the needs of the current classroom, instead of a systematic pedagogical orientation (Richards & Rodgers, 2014).

This lack of integration poses a particular challenge in private language center contexts, where

instructional consistency and efficiency are essential. Teachers in these environments are supposed to be efficient in instruction, adhere to prescribed course plans and classes that have learners of different ages and levels of proficiency, and within a restricted teaching time. Lack of an explicit pedagogical framework that would inform decision-making can make teachers find it difficult to prioritize strategies, adapt the depth of instructions to various groups of learners, or maintain the engagement of learners over the course of lessons. Therefore, communicative, personalized, and experiential approaches can be used inconsistently, and this lowers their overall teaching effectiveness (Littlewood, 2004).

Taken together, the literature reveals a clear gap between the availability of effective pedagogical strategies and the lack of comprehensive guidance on how these strategies can be coherently integrated to support young learners' communicative development. While numerous studies have identified practices that benefit under-18 learners, there remains limited research addressing how these practices can be systematically connected within a unified instructional framework. This gap forms the basis for the pedagogical implications discussed in the following section (Ellis, 2003; Richards & Rodgers, 2014).

### 3. Implications for Teaching English to Under-18 Learners in Private Language Center Contexts

Based on the synthesis above, effective instruction for under-18 learners requires more than using communicative, personalized, or experiential activities as separate techniques. In private language centers, teachers often work with mixed-age groups, uneven proficiency levels, fixed syllabuses, and limited lesson time. In such conditions, classroom interaction can easily become fragmented: activities may look engaging on the surface, yet participation and speaking confidence are difficult to sustain across lessons (Pinter, 2017; Littlewood, 2004).

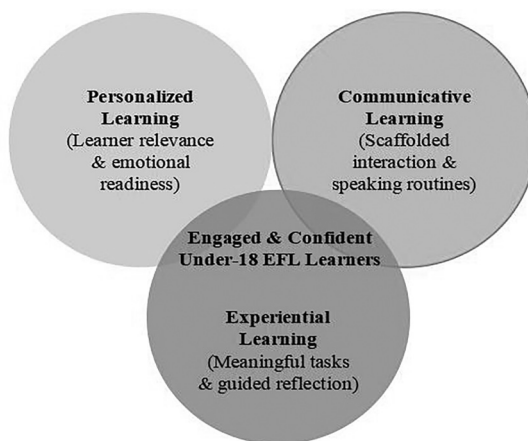
To address these realities, this paper proposes the PCE-Kids framework as an integrated pedagogical orientation grounded in classroom practice. PCE-Kids is not presented as a new "method" or a rigid lesson formula. Instead, it offers teachers a practical way to connect three elements that are often used separately: (1) personalization that increases relevance and emotional safety, (2) scaffolded communicative routines that make speaking achievable, and (3) experiential tasks that extend interaction into purposeful language use.

Within this framework, personalization supports learners' readiness to participate by aligning topics, roles, and task demands with learners' interests and developmental stages. Communicative learning is then designed as guided interaction rather than immediate "free speaking," so learners can build control and confidence through predictable routines and gradual release of support. Experiential learning provides the conditions for learners to apply language in purposeful tasks—such as projects, simulations, or collaborative problem-solving—while brief, guided reflection helps consolidate what learners practiced and noticed during interaction.

The central implication is that these components are most effective when they are planned as a coherent sequence rather than added as isolated activities. For teachers in private language centers, PCE-Kids functions as a planning lens: it helps maintain instructional coherence while still allowing flexibility to adjust to learners' attention, emotions, and participation patterns in real time. Figure 1 summarizes the integrated structure of the PCE-Kids framework and the intended interaction among its three components.

This figure presents PCE-Kids as an integrated

Figure 1. The PCE-Kids Framework as an Integrated Pedagogical Orientation for Under-18 EFL Learners



pedagogical orientation in which personalized, communicative, and experiential components operate in close interaction. Rather than representing a fixed or linear teaching sequence, the framework is intended to support teachers' instructional planning by illustrating how these components mutually reinforce one another in private language center contexts.

### **3.1. Personalized Learning in the PCE-Kids Framework**

Within the PCE-Kids framework, personalized learning is conceptualized as a core pedagogical principle that addresses the affective, cognitive, and motivational dimensions of young learner instruction. Rather than referring simply to individualized content or differentiated tasks, personalization involves aligning instructional design with learners' developmental characteristics, interests, and learning goals. This alignment reflects the view that young learners' engagement and communicative participation are strongly influenced by how relevant and emotionally accessible learning activities are perceived to be.

A central function of personalization lies in its impact on learners' affective readiness for communication. Anxiety, fear of making mistakes, and low confidence are widely recognized as factors that inhibit young learners' willingness to speak in EFL classrooms. When tasks are perceived as overly demanding or disconnected from learners' experiences, learners may withdraw from participation. Within the PCE-Kids framework, personalization helps lower these affective barriers by creating learning conditions in which learners feel secure enough to attempt communication.

In practice, personalization is realized through careful adaptation of task content and participation demands. For younger learners, this may involve familiar themes, stories, or visual elements that connect with children's everyday experiences. For adolescent learners, personalization emphasizes relevance to learners' emerging identities, social relationships, and future aspirations, allowing them to express opinions and personal experiences through English. Such relevance supports sustained motivation and encourages learners to invest effort in communicative tasks.

Personalization in PCE-Kids also requires flexibility in task design. Young learners vary in cognitive maturity, language proficiency, and learning pace, making uniform instructional expectations difficult to sustain. The framework therefore encourages teachers to adjust task complexity, provide options for participation, and respond dynamically to learners' performance during interaction. This flexibility allows learners to engage at an appropriate level of challenge, supporting both confidence and gradual language development.

Finally, personalization is not treated as an isolated technique but as an organizing principle that interacts closely with communicative and experiential components of the framework. When learners feel emotionally secure and personally connected to classroom activities, they are more likely to participate actively in communicative interaction and engage meaningfully in experiential tasks. In this way, personalization provides a supportive foundation for sustained communicative development within private language center contexts.

### **3.2. Communicative Learning in the PCE-Kids Framework**

Communicative learning constitutes a central component of the PCE-Kids framework, reflecting the view that language development is fostered through meaningful interaction. However, within PCE-Kids, communicative learning is not understood as immediate or unstructured "free speaking." Instead, it is conceptualized as developmentally scaffolded interaction that takes into account young learners' cognitive capacity, linguistic resources, and emotional readiness.

In many under-18 EFL contexts, communicative activities are often designed with assumptions more suitable for adult learners, such as the ability to generate language spontaneously and manage interaction independently. For young learners, particularly those with limited proficiency or confidence, such demands can result in anxiety, minimal participation, or reliance on memorized language. The PCE-Kids framework addresses this issue by emphasizing guided communication rather than unrestricted output.

Within this framework, communicative tasks are sequenced from highly supported interaction toward gradually increased learner autonomy. At early stages, learners are provided with linguistic frames, modeled expressions, visual prompts, and predictable interaction patterns. These supports reduce cognitive load and allow learners to focus on meaning-making. As learners become more familiar with interactional routines, scaffolding is progressively reduced, enabling more independent communication.

This scaffolded approach plays an important role in sustaining learners' willingness to communicate. When tasks are perceived as achievable and supported, learners are more likely to take communicative risks and participate actively. In private language center contexts, where classes often include mixed proficiency levels and limited instructional time, such structured communicative routines help maintain participation and prevent interaction from becoming fragmented or dominated by more confident learners.

Communicative learning in PCE-Kids also emphasizes interaction as a social process. Pair and group activities are designed to promote cooperation and shared responsibility while maintaining clear instructional guidance from the teacher. This balance helps create a classroom environment in which learners feel safe to experiment with language while still working toward specific communicative goals.

Importantly, communicative learning in the PCE-Kids framework is closely integrated with personalization and experiential learning. Personalized content enhances learners' readiness to speak, while experiential tasks provide meaningful contexts for interaction. As a result, communicative practice becomes embedded within purposeful classroom activities rather than functioning as isolated speaking exercises.

### ***3.3. Experiential Learning in the PCE-Kids Framework***

Within the PCE-Kids framework, experiential learning functions as a means of extending communicative practice into purposeful language use, drawing on the view that learning is constructed through concrete experience, action, and reflection (Kolb, 1984).

One recurring issue in under-18 classrooms is the gap between participation and durable learning. Learners may appear active during communicative tasks, yet their language use remains limited or quickly forgotten. Experiential learning addresses this issue by embedding language use within goal-oriented activities, such as projects, simulations, or collaborative tasks, that require learners to use English to achieve a concrete outcome. Through such experiences, language becomes a tool for action rather than an abstract classroom requirement.

In the PCE-Kids framework, experiential tasks are carefully structured to match learners' developmental readiness. For younger learners, experiential activities are short, concrete, and highly guided. Simple role-plays, classroom simulations, and hands-on tasks allow learners to experience language use in familiar contexts while minimizing cognitive overload. For older learners, experiential learning involves more sustained tasks, such as group projects or problem-solving activities, which encourage collaboration and extended language use.

A defining feature of experiential learning in PCE-Kids is the inclusion of guided reflection. Reflection helps learners move beyond surface participation and become aware of how language is used during interaction. In under-18 contexts, reflection is brief and teacher-supported, focusing on what learners did, what language they used, and what they found challenging or enjoyable. Such reflection supports consolidation without imposing heavy metacognitive demands on learners.

Experiential learning also contributes to sustained engagement by providing learners with a sense of purpose. Tasks that involve meaningful outcomes tend to feel less repetitive than isolated speaking activities and help learners perceive English as relevant beyond the classroom. This sense of relevance is particularly important in private language centers, where lesson time is limited and learner motivation may fluctuate.

Importantly, experiential learning in the PCE-Kids framework does not operate independently. Personalized learning ensures that experiential tasks are emotionally accessible and relevant, while communicative learning provides the interactional foundation for task completion. Together, these

components create a coherent instructional sequence in which learners are prepared for interaction, supported during communication, and guided toward meaningful application of language.

### **3.4. Age-Specific Implementation of the PCE-Kids Framework**

Although the PCE-Kids framework offers a unified pedagogical orientation, its classroom implementation necessarily varies according to learners' developmental stages. Under-18 learners differ in cognitive maturity, emotional regulation, and communicative readiness, and these differences influence how personalization, communicative learning, and experiential learning can be applied effectively. Rather than prescribing separate frameworks for each age group, PCE-Kids emphasizes adaptation in degree and task design while maintaining pedagogical coherence.

For younger learners (approximately ages 6–9), language learning is closely linked to emotional security and concrete experience. At this stage, personalization focuses on familiarity and comfort through the use of recognizable themes, visuals, stories, and predictable classroom routines. Communicative learning is highly scaffolded, relying on repetition, modeling, and short, formulaic exchanges. Experiential learning takes the form of brief, guided activities such as role-plays or classroom simulations, where language use is embedded in play-based interaction. Reflection remains informal and teacher-led, supporting engagement without imposing heavy cognitive demands.

For learners aged 10–13, increased attention span and social awareness allow for greater task complexity. Personalization shifts toward relevance and limited choice, enabling learners to connect tasks with their interests and peer relationships. Communicative learning involves gradually reduced scaffolding, encouraging longer utterances and more sustained interaction in pair and group work. Experiential learning expands to include short projects and problem-solving tasks, supported by guided reflection that helps learners articulate what they learned and how they communicated.

For adolescent learners (approximately ages 14–17), language learning is increasingly shaped by identity, autonomy, and future-oriented goals. Personalization emphasizes relevance to learners' academic aspirations and real-life communication needs. Communicative learning prioritizes authenticity and fluency while maintaining instructional support, allowing learners to engage in discussions, debates, and presentations. Experiential learning involves more complex collaborative tasks, with reflection playing a central role in developing learner autonomy and self-evaluation.

Across age groups, the PCE-Kids framework maintains a consistent pedagogical logic while allowing flexibility in implementation. Personalization, communicative learning, and experiential learning are adjusted in intensity rather than replaced, ensuring continuity and coherence in instructional practice across developmental stages.

### **3.5. Instructional Flow in a PCE-Kids-Oriented Lesson**

While the PCE-Kids framework emphasizes the integration of personalized, communicative, and experiential learning, its effectiveness depends on how these components are sequenced within classroom instruction. Rather than prescribing a fixed lesson structure, PCE-Kids proposes a flexible instructional flow that supports coherence while allowing teachers to adapt to learners' developmental and contextual needs.

A PCE-Kids-oriented lesson typically begins with an orientation phase that focuses on affective preparation and learner readiness. At this stage, personalization plays a central role, as teachers connect lesson content to learners' prior knowledge, interests, or recent experiences. This initial focus helps reduce anxiety and prepares learners emotionally for communicative participation, which is particularly important in under-18 contexts.

The lesson then moves into a guided communicative phase, where learners engage in structured interaction supported by instructional scaffolding. Tasks are designed to be manageable and purposeful, allowing learners to practice specific communicative functions with the support of modeling, prompts, and visual cues. This phase enables learners to build confidence and interactional control before moving toward more autonomous language use.

As learners gain familiarity and confidence, instruction shifts toward experiential engagement. Experiential tasks require learners to apply language in meaningful activities such as collaboration, problem-solving, or creative expression. These tasks extend communicative practice into purposeful language use rather than treating experience as a separate activity.

A key feature of the PCE-Kids instructional flow is guided reflection and consolidation. Teachers support learners in briefly reflecting on what they did, what language they used, and what they found challenging or effective. Such reflection helps transform communicative experience into more durable learning, while remaining age-appropriate and scaffolded.

Across the lesson, personalization, communicative learning, and experiential learning interact dynamically rather than following a rigid sequence. PCE-Kids therefore functions as a planning lens rather than a lesson formula, helping teachers maintain instructional coherence while responding flexibly to classroom realities. This integrated instructional flow supports sustainable communicative development among under-18 learners in private language center contexts.

#### 4. Conclusion

This paper has discussed common pedagogical challenges in teaching English to under-18 learners in private language center contexts. While communicative, personalized, and experiential approaches are generally viewed as effective in principle, classroom practice often shows that these strategies are applied in fragmented ways. Such fragmentation is especially evident in classes with mixed age groups, uneven proficiency levels, and limited instructional time, where maintaining coherence across activities can be difficult.

In response to these classroom realities, this study proposed the PCE-Kids framework as an integrated pedagogical orientation that connects personalization, scaffolded communicative practice, and experiential learning within a single instructional logic. Rather than introducing a new method or prescribing a fixed lesson structure, PCE-Kids was developed as a flexible framework to support teachers' day-to-day instructional decisions and to better align teaching practices with young learners' cognitive, emotional, and social characteristics.

From a practical perspective, the framework is particularly relevant to private language centers in Vietnam, where teachers are expected to balance learner engagement with instructional efficiency. PCE-Kids does not require substantial changes to existing curricula or teaching materials. Instead, it offers a way for teachers to organize familiar classroom practices more systematically and to respond more effectively to learner diversity. Although the framework was developed within a specific institutional context, further research could examine its applicability in other educational settings and with different learner groups.

---

#### References

- Canale, M., & Swain, M. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*. *Applied Linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/1.1.1>.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Edward Arnold.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Littlewood, W. (2004). *The task-based approach: Some questions and suggestions*. *ELT Journal*, 58(4), 319–326. <https://doi.org/10.1093/elt/58.4.319>.
- Pinter, A. (2017). *Teaching young language learners* (2nd ed.). Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.