Think Pair Share and Google Classroom in Teaching English to Young Learners: A Literature Review

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Abstract

This research paper examines the evolution of English language education in Indonesian elementary schools, particularly the transition from the 2013 Curriculum to the Merdeka Curriculum, and connects this shift to the current educational emphasis on deep learning. The Merdeka Curriculum promotes greater flexibility, student-centered learning, and competency-based assessment — all of which align with the principles of deep learning, which prioritizes critical thinking, creativity, and the meaningful application of knowledge rather than rote memorization. The paper highlights the need for effective English instruction for young learners, underscoring the significance of the critical period for language acquisition in children aged 2–13 and advocating for tailored teaching methodologies that address their unique characteristics. It emphasizes the challenges of teaching English to young learners compared to adults and proposes cooperative learning strategies, specifically the Think-Pair-Share technique, integrated with digital tools such as Google Classroom, to foster engagement, collaboration, and higher-order thinking skills. Using a literature review methodology, the study reviewed 25 peer-reviewed articles and reports published between 2015 and 2024, selected based on their relevance to English language teaching for young learners, cooperative learning strategies, technology integration, and the Indonesian or comparable contexts. The synthesis of these studies demonstrates that innovative teaching methods aligned with deep learning principles can improve language skills, participation, and teamwork among elementary students. Ultimately, the research offers actionable insights, including recommendations for integrating collaborative learning techniques and educational technology to advance deep learning and effective English instruction in Indonesian elementary schools.

Keywords: Google Classroom, Teaching English for Young Learners, Think Pair Share

INTRODUCTION

English learning in Indonesia is still uneven, especially at the elementary school level. Under the 2013 Curriculum, English was removed from the official elementary school curriculum, limiting consistent exposure to the language at an early age (Maili, 2018). This created disparities in English learning opportunities, as only some schools voluntarily offered it as a local content subject. The introduction of the *Merdeka* Curriculum represents a shift towards more flexible, competency-based, and student-centered learning, allowing schools to reintroduce English according to their context and needs. This flexibility aligns with the principles of deep learning, which emphasizes meaningful understanding, critical thinking, and the ability to apply knowledge in real-life situations rather than relying on rote memorization (Fullan et al., 2018). By integrating deep learning

approaches—such as problem-solving, collaboration, and reflective thinking—into English instruction within the Merdeka Curriculum, educators can foster not only language proficiency but also higher-order thinking skills in young learners, addressing both the content and cognitive demands of 21st-century education.

Meanwhile, it is necessary to introduce foreign language to young learners. English learning for young learners is very important. Primary school children are students who are in the critical period, where in this phase children can learn quickly (Octavia et al., 2023). The critical period is the phase of children aged 2-13 years. Primary school kids are in an important time of growing up, from when they are born until they reach puberty. During this time, their brains can easily learn new languages quickly and well (Hartshorne et al., 2018). Therefore, it is expected that English education at primary level will contribute to the headway of students' language competence (Nguyen & Terry, 2017; Rusiana & Nuraeningsih, 2016).

Children at a young age benefit from substantial support, diverse brief tasks, and direct assistance while in class. Conversely, adults typically find their own motivation and are capable of working independently. This affects how they understand information. Approaches that are effective for adult learners, such as detailed explanations, may not be suitable for younger children (Copland & Garton, 2014; Rich, 2014). It is essential for educators to modify their approaches by integrating playful and sensory-rich activities, using clear and accessible language, and delivering support that aligns with students' learning stages (Copland & Garton, 2014; Pinter, 2011).

Cooperative learning highlights the collaboration and teamwork on each student. It is a student-centered approach that helps students learn from each other. Cooperative learning is a guideline use of small groups in which students work together to maximize their own and each other's learning (Dewey, 1989).

There are some types of cooperative learning. According to Isojoni (2011), there are Student Team Achievement Division, Jigsaw, Group Investigation, Trio Exchange, Group Resume and Think-Pair-Share. This research will analyze Think-Pair-Share. According to Harahap et al. (2021), Think-Pair-Share allows students to get a chance to think, reply, or assist one another. It provides collaboration and also individual work at the same time. It is strongly recommended for teachers to make lessons that are exciting, fun, and enjoyable for young learners (Wulandari et al., 2020). Besides using cooperative learning technique, in this case, Think-Pair-Share, teachers can add an online learning media which can make the learning process fun and enjoyable.

The advancement of technology allows us to access a lot of online learning media. One of them is Google Classroom. According to Herawati (2022), Google Classroom is an online application supported by Google for schools to help teachers organize, create, and value the task without using paper. Through Google Classroom, teachers can share materials by uploading files. Students also can submit their works by uploading files on Google Classroom. By combining Think-Pair-Share and Google Classroom, it is expected that the English learning will be interactive and successful.

There are several academic considerations underlying the selection of this research topic. Firstly, the teaching of English to young learners presents distinctive pedagogical challenges, as it requires age-appropriate methods, engaging materials, and a strong understanding of children's cognitive and emotional development. Young learners can be easily bored in learning. Juhana (2014) stated that young learners often

struggle with maintaining focus and may become easily disinterested. Therefore, in teaching English for young learners, the teachers should prepare some strategies which are appropriate for the students.

This topic is also considered significant due to its relevance to the dynamics and complexity of the teaching and learning process, particularly in adapting instructional strategies to suit the needs of young learners. By having a cooperative learning, the students are more interactive and feel confident in the classroom. The cooperative learning technique which will be used in this study is Think-Pair-Share.

The selection of this topic is also driven by the growing advancement of educational technology, which offers valuable opportunities to enhance the teaching and learning process, particularly through the integration of digital platforms in language instruction. The technology which will be implemented in this research is Google Classroom.

There are many types of cooperative learning technique, those are Numbered Head Together (NHT), Jigsaw, Think Pair Share (TPS), Student Teams Achievement Divisions (STAD), and etc. Afifa et al. (2021) found that the use of the numbered heads together method proves to be advantageous for teaching the simple past tense to the teenagers of senior high school. Then, Rahmawati et al. (2021) found that teaching simple present tense using numbered heads together can improve students' understanding of simple present tense. Furthermore, Rafa (2025) showed that the Jigsaw approach promotes students' active participation in their learning experiences.

The cooperative learning which is discussed in this article is Think Pair Share. Think Pair Share gives positive influence on students' speaking performance. Think Pair Share method improves students' ability to speak and significantly elevates their self-confidence in English.

Think Pair Share is also implemented in teaching reading. Maulida (2017) found that the use of Think-Pair-Share in reading comprehension was relatively easy to be implemented in the classroom activity. Then, Kurniasih et al. (2017) found that TPS technique was a good stimulus of teaching to increase students' reading comprehension achievement.

Implementing Think Pair Share in teaching English gives improvement on students' language skills. The combination of Think Pair Share and some technologies or digital media also gives positive influence in the English learning. The previous studies proved that Think Pair Share strategy in teaching English makes an impact on students' language ability, especially on junior and senior high school students. Teaching English by applying Think Pair Share can also be done in elementary school. Sirait (2023) conducted a study to find the effectiveness of the Think Pair Share (TPS) model in improving elementary students' English language learning.

The integration of technology in teaching English for young learners also continues to grow. Wati et al. (2025) found that young learners can improve their English skills by using ICT (Information and Communication Technology) because it helped to improve creativity, increased teachers' knowledge, and kept young children interested and motivated. Furthermore, there is a digital media which is used for teaching English for young learners namely digital comic strip. Adi Ana (2015) stated that incorporating a digital comic strip for teaching English to children is beneficial as it enhances their language proficiency.

The purpose of this paper is to review some literatures about cooperative learning Think Pair Share, Google Classroom,

characteristics of young learners and teaching English for young learners.

METHODOLOGY

This paper uses a literature review methodology. The literature review focuses on the concept of cooperative learning Think Pair Share, Google Classroom and teaching English for young learners. This library-based study analyzed various research papers, books, and journal articles. A literature review was selected as it effectively organizes and summarizes prior studies, theories, and practical evidence, providing a coherent overview of the subject.

The literature was rigorously searched through a variety of online sources, including platforms like Google Scholar, ERIC, Scopus, ResearchGate, and other academic journals. In order to verify the quality and relevance of the information, the researcher followed specific guidelines when choosing the articles for review. This research was limited to trustworthy sources, including peer-reviewed articles, conference papers, scholarly books, and reputable websites, ensuring the information gathered was accurate and dependable. Furthermore, this research is required to examine collaborative learning strategies, particularly the Think-Pair-Share approach, the incorporation of digital platforms such as Google Classroom, and effective methods for teaching English to young children.

The selected research papers were analyzed using a technique known as qualitative thematic synthesis. This research identified and analyzed key themes to highlight the primary results and pinpoint areas where further investigation is necessary.

RESULTS AND DISCUSSIONS
Cooperative Learning
The Definition of Cooperative Learning

Cooperative Learning (CL) is a teaching method that encourages students to work together in teams. In cooperative learning, the students are collaborating to complete a task, activity, or project. As the students collaborate, they engage in conversation and build connections using the language they are acquiring.

There are some definitions of Cooperative Learning based on some experts. According to Kagan (2009), cooperative learning involves collaborating in teams to support one another's educational growth. Meanwhile, Johnson & Johnson (1994) stated that cooperative learning is small groups of learners who engage by working together to improve each other's learning outcomes. Brown (2001) stated that cooperative learning is different from collaboration. Cooperative learning is more organized and gives teachers clear instructions on how to teach in the classroom. Furthermore, Karinje (2018) stated that the objective of cooperative learning is for students to collaborate and support one another in achieving academic success.

In short, cooperative learning provides collaboration on the group of learners to develop their learning outcomes.

The Concepts of Cooperative Learning

There are some concepts of cooperative learning according to many experts. Kagan (1992) stated that there are six key concepts of cooperative learning:

1. Teams

Teams should have strong and good identity. It ideally consists of four members. Each individual in teams must understand and accept one another and also help each other. Heterogeneity is recommended because it is seen as the representation of the classroom dynamics. Moreover, there are multiple ways to create teams, including forming them around common hobbies, existing

relationships, randomization or the luck of draw.

2. Cooperative Management

Cooperative Management involves arranging the classroom efficiently. The layout of the room ensures that all students can easily connect with their teammates.

3. Will to cooperate

Will to cooperate is fostered and maintained effectively, such as, team building, creating a good class environment, and using tasks and rewards that encourage cooperation.

4. Skill to cooperate

Skill to cooperate means students need to learn how to work together when they take on complicated group projects. They need support in enhancing their ability to communicate attentively, resolve conflicts, modify plans, stay on task, and being supportive.

5. Basic principles

Basic principles consist of teamwork, supporting each other's success, and owning up to the consequences of your actions.

6. Structures

The structures are about how people are organized and interact with each other. It includes different steps or parts that show how they communicate and work together.

The Cooperative Learning Models

There are many types of cooperative learning. According to Slavin (2005), Johnson & Johnson (1994) and Kagan (2009), the cooperative learning models/techniques are:

1. Think-pair-share

It includes a three-step teamwork approach. In the first step, students think quietly to themselves. The focus is on a question posed by the teacher. In the second step, individuals collaborate with a partner to exchange their thoughts. In the third step, each pair tells their answers to other pairs, teams, or the whole group.

2. Jigsaw

Groups of five students are created. Every group member gets a special topic to learn and then teach to the others in the group. To facilitate learning, students within a group come together to discuss key concepts and the best ways to articulate them. Then, after practicing in these "expert" groups, the original groups come back together and the students share what they have learned with each other.

3. Round Robin

The class divides into smaller teams of 4 to 6 individuals, with one member selected in each group to record notes. A question is asked that can have many answers, and students are given time to think of their answers. After the thinking time, team members take turns sharing their thoughts with each other. The person with the recorder writes down what the group members say. The person next to the recorder goes first, and then each person in the group takes turns answering until time runs out.

4. Numbered Heads Together

A group of four people is formed. Each member gets the numbers 1, 2, 3, and 4. The group is asked questions. Groups collaborate to find the answer so that everyone can speak up and respond. The teacher says a number (two), and everyone who has that number needs to answer.

Think Pair Share

Think Pair Share was created by Frank Lyman in 1982. It is a collaborative learning process that promotes active participation among students. Students are eager to take part, regardless of their level of interest in the subject matter (Lyman, 1982; Marzano & Pickering, 2005). Think Pair Share is an interactive learning method that organizes classroom tasks to enhance education both within the school environment and through interactions with others (Apriliani & Purnamasari, 2024).

Think Pair Share helps students to work together. According to Kagan (1999), Think Pair Share is a cooperative learning technique which promotes teamwork among students and it also encourages the development and enhancement of higher-order thinking abilities. The think-pair-share technique involves students working in pairs. Therefore, this method encourages a lively environment (Nurani & Rukmini, 2017).

The Procedures of Think Pair Share

Think Pair Share consists of three stages; Thinking, Pairing, and Sharing (Lightner & Thomaswick, 2017). The implementation steps of Think Pair Share are as follows:

1. Thinking

This learning starts when the teacher asks questions or talks about topics for the students to discuss. Teachers allow students some time to think and consider their thoughts.

2. Pairing

At this point, the teacher pairs up the students and encourages them to discuss the topic together. The purpose of these discussions is to gain a clearer insight into the responses their partner has been contemplating.

3. Sharing

During a subsequent discussion, the teacher will randomly select pairs of students or invite individuals to present their answers and articulate their reasoning. This will allow them to observe the similarities and differences in the answers or viewpoints of the students.

Technology Integration in Language Learning

The global development has demanded the learners to use technology in education. Incorporating technology in English language classrooms typically enhances both teaching and learning experiences. Devices such as laptops, computers, gadgets are integral to technology, especially in the context of Web 2.0.0 tools like blogs, YouTube, and wikis, along with software and hardware, are being promoted as effective ways to improve and change education.

More teachers and students are using technology together. The use of this technology has facilitated the development of new teaching approaches (Kawinkoonlasate, 2019). Technology supports students in better understanding their classroom learning and provides them with opportunities to delve into areas of personal interest. Furthermore, the development of technology has transformed teaching by prioritizing student engagement over teacher-centered approaches.

In English teaching and learning, the integration of technology is very important. Technology contributes to creating more captivating and effective lesson for learners (Gunuç & Babacan, 2017). These tools can keep students engaged, help them remember things, and cater to their individual needs. According to Wahyuni et al. (2020), it is evident that incorporating technology can enhance students' learning experiences and boost their English proficiency. Then, Moreover, Barron et al. (2001) highlighted the benefits of technology integration in language learning:

1. Promotes collaborative learning and critical thinking among students.

2. Supports multiple approaches to student learning.

3. Promotes self-improvement and gives encouragement.

4. Enhances the engagement between teachers and students.

5. Improves communication and the sharing of ideas.

6. Facilitates students' engagement with different cultural backgrounds.

There are several kinds of technology and applications which are used for English

language learning. According to Prayudi et al. (2021), these are some English Learning Applications:

1. Quipper School

Quipper is a valuable online platform for teaching and learning English as a foreign language, known as Quipper School. This web-based application offers virtual storage for teachers and students to upload and store their learning materials, such as PowerPoint presentations, PDF files, images, and videos. Additionally, Quipper facilitates efficient monitoring of students' progress and enables teachers to create multimedia-rich learning materials for an engaging educational experience. Quipper serves as a comprehensive and user-friendly tool for enhancing the English language learning process.

2. E-Book

The use of E-books and the Booktrack platform offers students the opportunity to enhance their skills in reading, writing, and listening to music simultaneously. By assigning students to read books on Booktrack while incorporating music that aligns with the storyline, teachers can effectively engage students in the learning process and foster creativity.

The platform allows for the creation of original stories and the customization of music, providing a multifaceted approach to skill development. The application's availability on Playstore and i-store ensures easy accessibility for users, making it a versatile tool for improving language skills and fostering creativity.

3. Google Classroom

Google Classroom stands out as one of the best platforms for improving teachers' workflow, offering a wide array of useful and effective features. Teachers benefit from the ability to easily manage, create, and collect assignments from students, allowing them to dedicate more time to student interaction and less time to paperwork.

4. Youtube

YouTube serves as an invaluable tool for English language learning in various educational settings. Educators can utilize this online platform to enhance students' vocabulary, accents, pronunciation, and other language aspects. By selecting and sharing relevant videos, teachers can tailor the learning experience to meet the specific needs of their students.

Furthermore, incorporating student-generated video content can significantly improve their speaking abilities, creating a dynamic and engaging learning environment. With its accessibility across different devices, YouTube has become an indispensable resource for language educators seeking to enrich their instructional practices.

Blended Learning
The Definition of Blended Learning

The development of technology allows learners and educators to conduct a blended learning. Mortera-Gutiérrez (2006) stated that blended learning involves the combination of digital coursework or online communication alongside conventional in-person classes. It employs various methods for instruction. Then, Tucker (2012) defines blended learning as an educational approach that integrates in-person teaching with online learning experiences.

Since the Covid-19 pandemic, the implementation of blended learning has increased significantly and become an option in education, especially in Indonesia, until now. Then, according to Lalima & Dangwal (2017), blended learning is an innovative concept designed to facilitate collaborative learning experiences. It integrates practical experiences with computer-based education, available in both physical classrooms and online settings. Moreover, Maulina et al. (2022) stated that blended learning approach is a direct teaching with alternative learning styles to create a comprehensive educational

experience. This includes both face-to-face learning and virtual education that utilizes social media platforms and modern technological tools for teaching purposes.

The Characteristics of Blended Learning

There are some characteristics of blended learning proposed by Nurhadi (2020):

1. The learning and teaching process integrate several learning models and the usage of media based on information and communication technology.

2. The integration of face-to-face and digital learning fosters student independence while still providing teacher support.

3. Various methods of learning contribute significantly to successful education.

4. Parents and teachers are both important for helping children learn. Parents motivate kids, while teachers help guide them.

From those characteristics, it is known that blended learning has some characteristics. To make the blended learning successful, the role of students, teachers, and parents are needed. It also needs the combination of technology and learning methods.

Flipped Learning

The Definition of Flipped Learning

The definition of flipped learning based on Flipped Learning Network (FLN) is a teaching approach in which the teacher provides guidance to individual students rather than the entire class, transforming the group setting into an engaging and interactive space. In this context, the teacher supports students in leveraging their learning while also encouraging them to innovate and think creatively about the subject.

The concept of flipped learning was developed by Jonathan Bergmann and Aaron Sams, who were studying chemistry together in Colorado in 2007. Flipped learning combines classroom interaction with online instruction for a unique approach to studying. Flipped learning shifts classroom activities, including teaching, assigning homework, and working on exercises, to an online environment instead (Ramadhani et al., 2019; Wulandari et al., 2020).

Flipped learning is an educational approach where students first acquire new information at home and then tackle their homework while in class. Marshall (2014) stated that it is important to understand that altering our teaching methods in the classroom requires more than simply replacing in-class activities with those done at home. Rather than completing "homework in class," the classroom becomes an environment for collaborative work. In flipped learning, the students can enhance their language acquisition by participating in entertaining activities and hands-on learning experiences.

The Pillars of Flipped Learning

According to Bauer-Ramazani et al. (2016), there are at least four pillars of flipped learning, those are, flexible environment, learning culture, intentional content, and professional educator.

a. Flexible Environment

Technology-based or traditional tools and resources can be specifically developed by others to enhance language communication in a blended learning setting. The physical components of quality instruction facilitate the strategies utilized in flipped learning and foster an ideal setting for its implementation.

b. Learning Culture

According to Honeycutt and Garrett (2014), the core concept of the flipped classroom model is to prioritize student engagement. It is important for teachers to recognize the diverse nature of their students, which includes looking at their backgrounds, personality traits, thinking capabilities, and language proficiency. They should also consider the resources available inside and outside the classroom when deciding how to teach.

c. Intentional Content

The plans for teaching, lessons, and assessments are intended to build an interactive and encouraging relationship. Their emphasis is on developing activities for both pre-class and in-class settings, along with understanding student learning processes. The teacher carefully chooses materials for homework and uses them in class, making it easy for students to see how everything connects to what they are learning.

d. Professional Educator

It is essential for teachers to have a solid understanding of the subject matter and to build relationships with their students. This helps them create a plan to help students learn better, support their activities, and guide their learning instead of just taking charge of it. So, they need to be good at planning, managing, guiding, helping, teaching, coaching, challenging, assessing, discussing, solving problems, researching, and practicing.

Google Classroom

Google Classroom is a learning management system (LMS) that aims to simplify creating, distributing, and grading assignments and engaging students in learning online or remotely (Flynn, 2020). Meanwhile, Hidayat (2021) stated that Google Classroom is a free online platform that teachers can use to share lessons, send assignments, and check if students are present. From the explanation above, google classroom is an online platform which can facilitate teachers and students to do classroom activity.

There are some key features which are available on Google Classroom. According to Pardo (2021), here are some Google Classroom features:

1. Set up classroom themes using school colors or the school logo.
2. Use assignments, tests, or other course materials again in future classes.
3. Add materials to assignments, like videos, PDFs, Google Docs, or Google Forms surveys.
4. Send videos, links, or pictures from other websites to students.
5. Check assignments, announcements, and other materials on the class resource page.
6. Write messages or notes and set them to be posted later.
7. Use Google Calendar to keep track of when your assignments are due.
8. Send grades to Google Sheets or save them as a CSV file.
9. Set rules for which teachers can make and manage classrooms, or which schools in a district can use Google Classroom.

Learning Theories

In the process of teaching and learning, there are some learning theories which are very important. Theories of learning are predominantly related to the methods of implementation, since concepts inform and influence actions (Pange et al., 2010). The main learning theories are behaviourism, constructivism, cognitivism, and humanism.

1. Behaviourism

   Behaviourism theory is proposed by Ivan Pavlov and B.F. Skinner. Behaviourism investigates actions we can perceive, how they are shaped by their environment, and the results that arise from them. Giannoukos (2024) stated that according to behaviourism, learning occurs as a result of receiving rewards or facing consequences, which influences our reactions and ultimately shapes our behaviour whether it is increasing or lessening the behaviour's impact.

2. Constructivism

   Constructivism is proposed by Lev Vygotsky and Jean Piaget. According to Constructivism, individuals develop their understanding by investigating and working through problems. Constructivism is a learning approach that underlines the importance of students

actively participating in the construction of their own knowledge and perceptions of the world, rather than solely relying on information provided by outside sources (Giannoukos, 2024).

3. Cognitivism

This theory is developed by Jean Piaget and Noam Chomsky. It highlights the importance of cognitive processes and mental representations in the learning process. Cognitivism proposes that individuals acquire knowledge about their surroundings through mental processes (Bandura, 2009). They observe carefully, commit information to memory, and address issues to deepen their knowledge and awareness.

4. Humanism

Humanism theory is proposed by Carl Rogers and Abraham Maslow. This theory emphasizes the significance of an individual's personal experiences, beliefs, and motivations in their learning journey. At its core, humanism prioritizes the value of human potential and achievements above faith-based beliefs or divine forces. According to David (2015), humanism motivates individuals to take ownership of their lives and actively participate in uplifting their communities.

Teaching English to Young Learners

Teaching English to young learners is different from teaching to other learners. Cameron (2001) stated that children between the ages of five and twelve are considered young learners. As stated by Nunan (2010), young learners comprise kids who are aged from five to fifteen. Scott and Ytreberg (1990) indicated that the term "pupils" is used to describe young learners between the ages of five and eleven years old. From the studies above, it can be concluded that young learners are those who are in the age of five until twelve years old.

The Characteristics of Young Learners

There are some characteristics of young learners. According to McKay (2006), there are three characteristics of young learners, those are:

1. Young children develop their thinking, social skills, feelings, and physical abilities.
2. Young learners build reading and writing skills while they are learning a new language.
3. Young learners can easily feel hurt by failing or being criticized, so they need special care.

Based on the characteristics above, it is known that young learners can learn easily, but they have limited time to concentrate and can easily get bored. Teachers should understand the young learners' characteristics before teaching them.

The Implementation of Think Pair Share and Google Classroom in Teaching English to Young Learners

There are some important considerations for teachers and schools before implementing Think Pair Share and Google Classroom in teaching English to young learners. According to Purwanto et al., (2023), considerations for schools and educators involve decisions on how to structure education and learning. This involves concentrating on students, engaging in collaborative learning, discovering the significance of their education, and building connections with the community and also the students' mastery in using technology.

In implementing Think Pair Share and Google Classroom in teaching English for young learners, the teachers should develop some steps for the teaching process (Wijaya, et al., 2021). The teacher begins by sharing some resources and then proceeds to rephrase the information on Google Classroom. Subsequently, the teacher provides the students with questions related to the topic. Afterward, the teacher encourages them to team up in pairs to share

their answers before collecting the information they have discussed. Then, all students submit their work on Google Classroom.

For greater clarity, the following table presents a summary of the results, findings, and discussions.

Topic	Key Points
Cooperative Learning	An approach to education that emphasizes collaboration, mutual assistance, and teamwork (Kagan, 2009; Johnson & Johnson, 1994; Brown, 2001; Karinje, 2018).
Cooperative Learning Models	Includes Think-Pair-Share, Jigsaw, Round Robin, and Numbered Heads Together (Slavin, 2005; Johnson & Johnson, 1994; Kagan, 2009).
Think-Pair-Share	Promotes collaboration and deep thinking by implementing three steps: think, pair, and share (Lyman, 1982; Marzano & Pickering, 2005; Kagan, 1999; Nurani & Rukmini, 2017).
Technology Integration in Language Learning	The integration of technology in education is supported by resources like YouTube, Google Classroom, E-books, and Quipper School, which facilitate better learning experiences (Kawinkoonlasate, 2019; Gunuç &
	Babacan, 2017; Barron et al., 2001; Prayudi et al., 2021).
Blended Learning	Integrates online learning with traditional classroom experiences and fosters both teamwork and self-sufficiency (Mortera-Gutiérrez, 2006; Tucker, 2012; Lalima & Dangwal, 2017; Maulina et al., 2022).
Flipped Learning	Learners engage with their studies at home and work on exercises during class. The main objective is to foster teamwork and interactive classroom experiences (Bergmann & Sams, 2007; Marshall, 2014; Ramadhani et al., 2019; Wulandari et al., 2020).
Google Classroom	An LMS for managing lessons, assignments, and communication, offering flexibility and efficiency (Flynn, 2020; Hidayat, 2021; Pardo, 2021).
Learning Theories	Covers Behaviourism, Constructivism, Cognitivism, and Humanism as foundations for teaching (Giannoukos, 2024; Bandura, 2009; David, 2015).
Teaching English to Young Learners	Children between the ages of 5 and 12 require engaging and appropriate educational approaches (Cameron, 2001; Nunan, 2010;

	Scott & Ytreberg, 1990; McKay, 2006).
Implemen-tation of TPS and Google Classroom	Educators provide resources, facilitate pair work among students, and enhance collaborative learning through Think-Pair-Share and Google Classroom (Wijaya et al., 2021)

CONCLUSION

In conclusion, the implementation of English learning in Indonesian elementary schools has undergone significant changes from the 2013 Curriculum to the Merdeka Curriculum, resulting in varying levels of proficiency among students. The transition from the elimination of English learning in elementary schools under the 2013 Curriculum to its elective status in the Merdeka Curriculum reflects a pivotal shift in language education. It is evident that introducing foreign languages, particularly English, to young learners is imperative. This is emphasized by the critical period for language acquisition, which falls within the age range of primary school children.

Research indicates that children aged 2-13 years are in an optimal phase for language learning, making it essential to leverage this period for English language acquisition. Furthermore, the characteristics of young learners, such as their developmental stages, emotional sensitivity, and limited attention span, need to be considered when implementing teaching strategies. By understanding these characteristics and leveraging innovative teaching methods, teachers can create a more interactive and successful learning environment for young learners, ultimately contributing to the advancement of students' language competence.

Additionally, the incorporation of creative and captivating lesson plans is essential to ensure successful English language learning at the primary level. Consequently, the utilization of cooperative learning techniques such as Think-Pair-Share, coupled with the integration of online platforms like Google Classroom, can significantly enhance the interactive and successful learning of English among young learners.

By reviewing literature on cooperative learning Think Pair Share, Google Classroom, young learners' characteristics, and teaching English for young learners, valuable insights have been gleaned for educators and policymakers to enhance language education at the elementary level in Indonesia.

In addition to these findings, this study indicates that educators and policymakers must take prompt action. It is essential to provide teachers with the necessary training and assistance to effectively utilize collaborative activities and digital tools that encourage student interaction, participation, and analytical thinking. Policymakers must establish clearer guidelines, provide consistent curriculum support, and allocate sufficient resources to ensure that English education in elementary schools is equitable and sustainable. By aligning innovative pedagogy with systemic educational support, Indonesia can not only strengthen English language proficiency among young learners but also equip them with the critical competencies required in the 21st century.

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