

Strengthening Islamic Early Childhood Education Students' Skills in Delivering Simple English Instructions to Young Children

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Abstrak

Kegiatan pengabdian ini bertujuan untuk memperkuat keterampilan mahasiswa PIAUD dalam memberikan instruksi sederhana berbahasa Inggris yang ringkas, sesuai dengan usia anak, serta didukung oleh pelafalan, intonasi, dan gestur. Peserta berjumlah 50 mahasiswa mata kuliah Pembelajaran Bahasa Inggris Anak Usia Dini, terdiri atas 25 mahasiswa reguler dan 25 mahasiswa Rekognisi Pembelajaran Lampau (RPL) yang telah menjadi guru PAUD. Kegiatan dilaksanakan secara daring melalui 4 sesi pendampingan nonformal yang mencakup pemodelan, latihan terbimbing, simulasi kontekstual, umpan balik, dan refleksi. Rata-rata kehadiran per sesi mencapai 92%. Evaluasi dilakukan melalui observasi fasilitator, refleksi peserta, dokumentasi, serta wawancara semi-terstruktur terhadap 12 informan yang dipilih secara purposif, kemudian dianalisis menggunakan reflexive thematic analysis. Hasil menunjukkan pergeseran dari formulasi panjang berbasis terjemahan L1 menuju instruksi yang lebih ringkas, berorientasi pada tindakan, dan bersifat multimodal. Mahasiswa reguler melaporkan peningkatan kepercayaan diri, sedangkan peserta RPL mengaitkan praktik tersebut dengan rutinitas kelas yang lebih konkret. Pemodelan, latihan berulang, dan umpan balik mendukung proses belajar, sementara koneksi internet dan kualitas audio perangkat menjadi kendala.

Kata kunci: pendidikan anak usia dini, instruksi kelas bahasa Inggris, pendampingan daring, mahasiswa PIAUD, pembelajaran profesional guru

Abstract

This community engagement program aimed to strengthen Islamic Early Childhood Education (PIAUD) students' skills in delivering simple English classroom instructions that are concise, age-appropriate, and supported by pronunciation, intonation, and gestures. Participants were 50 students enrolled in an English-for-early-childhood course, comprising 25 regular students and 25 Recognition of Prior Learning (RPL) students who were practicing early childhood teachers. The program was conducted online through four non-formal mentoring sessions involving modeling, guided practice, contextual simulation, feedback, and reflection. Average session attendance was 92%. Evaluation used facilitator observations, participant reflections, documentation, and semi-structured interviews with 12 purposively selected informants, analyzed using reflexive thematic analysis. Findings showed a shift from long, literal L1-based formulations toward shorter, action-oriented, multimodal instructions. Regular students reported greater confidence in delivering instructions, while RPL participants connected the practice to authentic classroom routines, with some reporting immediate classroom use. Modeling, repeated practice, and feedback supported learning, whereas unstable internet connections and device audio limitations constrained participation.

Keywords: early childhood education, English classroom instruction, online mentoring, PIAUD students, teacher professional learning

1. INTRODUCTION

Teachers' language is central to early childhood learning environments because, through teacher talk, children receive directions, understand routines, encounter language models, and construct meaning in everyday interactions. Meta-analytic evidence shows that the quality of teachers' language practices is associated with support for children's language development, while studies in preschool classrooms indicate that responsiveness, questioning, elaboration, and other forms of teacher talk vary in quality across contexts (Burke Hadley et al., 2022; Kane et al., 2023). Teachers also adjust their speech to children's language proficiency, so teacher language should be understood not only as a means of conveying information but also as an intentionally designed learning resource (Chan et al., 2023; Grøver et al., 2022). In early language education, preschool settings are likewise understood as spaces for language socialization through interaction, routines, and everyday pedagogical practices (Schwartz, 2022).

In early childhood English learning, one of the most functional forms of teacher language is simple instructions used to gain attention, organize positions and turns, initiate activities, manage transitions, provide reinforcement, and close activities. These instructions should be brief, concrete, predictable, and linked to observable actions. Meaning is also conveyed through gestures, facial expressions, gaze, pace, and intonation. Research on young learners shows that gestures can clarify directions and connect spoken meaning with visual context or action (Yunita et al., 2022; Neugebauer et al., 2025). Studies of semiotic packaging and multimodal communication likewise suggest that tone of voice, affective stance, and other semiotic resources can make teacher talk more accessible to young learners (Kikuchi, 2024; Wong, 2024).

The need to use English functionally does not automatically mean that teachers are ready to do so. Studies of kindergarten teachers have identified challenges related to English proficiency, training readiness, and curriculum support, while other work has shown that teachers' beliefs, knowledge, and language practices are not always aligned (Alenezi et al., 2023; Chen et al., 2024). Self-efficacy, experience, and professional identity also shape educators' readiness to use English in preschool classrooms (Cichocka, 2024; Goh & Luen Loy, 2021). For pre-service teachers, opportunities for practice and reflection help connect pedagogical knowledge with concrete teaching actions (Bos-Solé & Waddington, 2022; Reynolds et al., 2021, 2022). Competence development therefore needs to provide opportunities to try out language, receive feedback, and reflect on its use, rather than focusing only on theoretical understanding.

Online formats can expand access to professional learning for geographically dispersed educators, but the quality of the learning experience cannot be judged solely by platform availability. Online professional development in early childhood education faces challenges related to time, devices, digital competence, and internet connectivity, while it can also support interaction and reflection when its design responds to participants' needs (Pölzl-Stefanec, 2021; Zhou et al., 2022). Blended professional development programs further demonstrate the importance of integrating content, practice, and structured support (Pölzl-Stefanec et al., 2024). In synchronous language learning, opportunities to speak, wait time, chat functions, and verbal and nonverbal responses also shape participation patterns (Cheung, 2021; Yang & Hong, 2022).

In the Indonesian context, Kurniawati et al. (2022) showed that classroom instruction skills can be strengthened through training and teaching simulations for teachers of young English learners. However, reports of non-formal online mentoring that simultaneously involves pre-service teachers and practicing teachers, while qualitatively documenting how both groups practice concise, multimodal, and contextualized instruction, remain limited. This gap matters especially when practicing teachers are dispersed across areas with uneven connectivity. Accordingly, this article does more than replicate classroom-instruction training; it examines how different forms of professional experience interact with practice, feedback, and learning transfer in an online setting.

The program involved students in the Islamic Early Childhood Education (PIAUD) Study Program who were enrolled in the Pembelajaran Bahasa Inggris Anak Usia Dini (English Learning for Young Children) course, consisting of 25 regular students and 25 Recognition of Prior Learning (RPL) students. The regular students were preparing to

become educators, whereas the RPL students were already practicing early childhood teachers living in different parts of Central Kalimantan, including remote areas. The program was designed as non-formal mentoring outside regular class hours; participation in data collection was voluntary and was not part of course assessment. Its distinctive features were its specific focus on simple English instructions, its use of multimodal practice, and the involvement of two groups with different professional experiences in a shared online mentoring space. The program aimed to describe participants' needs, the mentoring process, observed developments in practice, the program's relevance for regular and RPL students, and the factors that supported or constrained its implementation.

2. RESEARCH METHODOLOGY

Approach and program context

This community engagement activity was designed as a non-formal mentoring program with a qualitative descriptive evaluation. The evaluation was not intended to test differences between pre- and post-program scores, but to understand participants' needs, the implementation process, learning experiences, observable developments in practice, and supporting and constraining factors. The program was conducted outside regular class hours and was not included in course assessment. Participants were informed that their involvement in documentation, reflection, interviews, and the use of quotations for the article was voluntary and would not affect their academic grades. Participants also agreed to the publication of activity documentation in which they are visually identifiable.

The mentoring ran for four weeks, from September 5 to 26, 2026, and included four synchronous Zoom sessions, each lasting approximately 65–75 minutes. In addition to the synchronous sessions, a WhatsApp group was used asynchronously to distribute material summaries, expression modules, brief modeling recordings, and to collect independent practice recordings. This synchronous–asynchronous pattern ensured that participants with limited connectivity could still access the materials and provide evidence of practice.

Participants and informants

The program involved 50 PIAUD students: 25 regular students and 25 RPL students. The RPL students were practicing early childhood teachers who lived in different parts of Central Kalimantan, including remote areas. All 50 students participated in the mentoring program, and in-depth qualitative data were obtained from informants selected purposively based on their engagement in the activities, willingness to provide reflections, variation in teaching experience, and representation of both the regular and RPL groups.

Twelve participants served as informants for in-depth interviews and analysis of written reflections, comprising six regular students and six RPL students. The RPL informants had 3–10 years of teaching experience in PAUD/kindergarten settings and came from Murung Raya, Gunung Mas, Pulang Pisau, and Katingan. The selection of informants was not intended to compare the ability levels of the two groups, but to capture variation in learning experiences and application contexts. Table 1 summarizes participant characteristics.

Table 1. Characteristics of Program Participants

Group	Number	Main characteristics	Notes
Regular	25	PIAUD students; pre-service educators	Fifth semester; no formal teaching experience; completed early childhood classroom observation
RPL	25	PIAUD students who are practicing teachers	3–10 years of teaching experience; located across Central Kalimantan, including remote areas
Total	50	Online mentoring participants	Non-formal activity outside regular class hours

Mentoring design

The mentoring was organized into four sessions using a sequence of modeling, guided practice, contextual practice, feedback, and reflection. The material did not focus on grammar as an isolated learning target; instead, it

emphasized expressions that could be used directly in early childhood classroom routines. Instructions were grouped by function, such as gaining attention, organizing positions and turns, initiating actions, managing transitions, providing reinforcement, and closing activities. Figure 1 summarizes the overall sequence of the four sessions, while Table 2 details each session's focus, core activities, and documentation.

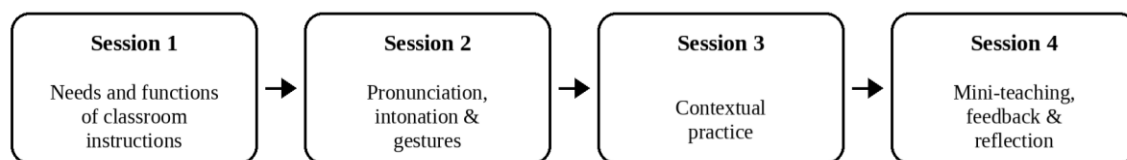


Figure 1. Flow of the Online Mentoring Program

Table 2. Stages of Online Mentoring

Session	Focus	Core activities	Data documented
1	Needs and functions of classroom instructions	Needs discussion; modeling instructions for attention, routines, and transitions	Notes on needs, participant responses, questions
2	Pronunciation, intonation, and gestures	Demonstration; repetition; guided practice; example-based correction	Practice notes, audio/video, feedback
3	Contextual use	Simulation of early childhood classroom situations; peer response; cases contributed by RPL participants	Observation notes, sample expressions, reflections
4	Integrated practice and reflection	Mini-teaching; feedback; plans for application in participants' respective contexts	Practice documentation, final reflections, transfer plans

Examples used during the mentoring included sit down, please; stand up; make a circle; listen carefully; look at me; raise your hand; line up; please take turns; put your toys away; show me the red one; let us count together; let us sing together; good job; and see you next time. These expressions were selected because they could be easily linked to children's routines and concrete actions. Their use was consistently paired with attention to pronunciation clarity, intonation patterns, gestures, facial expression, and contextual appropriateness.

Data collection

Data were collected from four sources. First, facilitator observations documented participants' choice of expressions, delivery clarity, use of intonation and gestures, participation, and responses to feedback. Second, open-ended written reflections explored difficulties, perceived benefits, experiences, confidence, and plans for using the instructions. Third, semi-structured interviews with selected informants deepened understanding of the meaning of participants' experiences and differences in the needs of regular and RPL students. Fourth, documentation, including recordings of online meetings, screenshots, chats, practice sheets, and practice videos, strengthened interpretation. Participants' practice was documented descriptively and was not converted into pretest or posttest scores. Table 3 summarizes the data sources and their evaluative focus.

Table 3. Data Sources and Focus of Qualitative Evaluation

Data source	Focus	Examples of evidence
Facilitator observation	Appropriateness of expressions, intelligibility, intonation, gestures, and context of use	Observation notes from each session

Data source	Focus	Examples of evidence
Written reflections	Difficulties, experiences, benefits, confidence, and plans for use	Responses to open-ended questions
Selected interviews	Meaning of experiences and differences in regular–RPL needs	Transcripts/anonymized quotations
Documentation	Implementation records and evidence of practice	Recordings, screenshots, chats, practice videos

Indicators of program achievement

Program achievement was evaluated descriptively and qualitatively rather than through statistical tests or pretest–posttest scores. The indicators examined included tendencies toward simplifying instructions, appropriateness of contextual use, integration of intonation and gestures, participant-reported confidence, connections between the material and classroom practice, and supporting and constraining factors. Evidence for this evaluation came from facilitator observations, written reflections, interviews, and practice documentation.

Data analysis and trustworthiness

The data were analyzed thematically. The researchers first read the observation notes, reflections, interview transcripts, and documentation to gain an overall understanding of the data. Subsequent stages involved generating initial codes, grouping codes with similar meanings, developing themes, reviewing the themes against the data sources, naming the themes, and constructing an interpretive narrative. This procedure followed the principles of reflexive thematic analysis, which treats coding and theme development as a transparent and iterative interpretive process (Braun & Clarke, 2021). Data from the regular and RPL groups were first read within their respective contexts, then analyzed across groups to identify similarities and differences in experience patterns without positioning either group as superior.

Trustworthiness was strengthened through source and method triangulation by comparing observation notes, reflections, interviews, and documentation. Interpretations of key quotations were reconfirmed with selected informants through member reflection to ensure that the reported meanings remained consistent with participants' experiences. Participant identities were anonymized using the codes REG-01, REG-02, and so forth for the regular group, and RPL-01, RPL-02, and so forth for the RPL group. Participant quotations were translated from Indonesian into English for reporting while preserving their intended meaning.

3. RESULTS AND DISCUSSION

The findings are organized by analytical themes so that participants' needs, the mentoring process, developments in practice, program relevance, and contextual factors can be traced across evidence from observations, reflections, interviews, and documentation.

3.1. Participants' needs and simple instructions as a practical competence

Initial analysis identified three main participant needs. First, participants tended to formulate sentences that were too long and complex and to translate literally from Indonesian. Second, they expressed uncertainty about pronunciation and tended to use flat intonation, making their speech less effective in gaining children's attention. Third, some participants were not yet accustomed to combining verbal instructions with explicit gestures.

“I often get confused about which words to use. I am afraid of pronouncing them incorrectly, so when I want to ask the children to sit down or line up, I first use a long sentence in Indonesian and then try to say it in English.” (REG-03)

“At our kindergarten in the region, the children have never heard English. I need very short instructions that are immediately accompanied by gestures, so the children do not become confused or frightened.” (RPL-05)

These quotations reveal overlapping needs related to confidence and linguistic clarity, but the participants differed in how they oriented those needs toward application. Regular students focused more on technical readiness and discomfort in formulating spoken expressions, whereas RPL students emphasized the effectiveness of instructions within authentic classroom routines. These findings informed the decision to focus the mentoring materials on short, comprehensible expressions connected to children's actions.

The participants' needs reveal a gap between general language knowledge and the ability to use language pedagogically. Teacher directions are an important component of teacher talk in classroom routines, but their effectiveness depends on clarity, responsiveness, and appropriateness to children's contexts (Burke Hadley et al., 2022; Kane et al., 2023). Participants' tendency to use long sentences, translate directly, or hesitate when choosing expressions suggests that knowledge of language structures does not automatically lead to efficient classroom language. This finding is consistent with studies showing that teachers' beliefs and knowledge about language learning are not always aligned with their classroom practices (Chen et al., 2024; Goh & Luen Loy, 2021).

Within the PIAUD context, simple instructions can be framed as a practical competence that connects language ability with managing children's routines. The focus on short, action-based expressions also distinguishes the program from grammar instruction detached from context. Kurniawati et al. (2022) demonstrated the relevance of classroom-instruction training for teachers of young English learners; the present program extends that direction through online mentoring that brings pre-service and practicing teachers together and traces their use of instructions through observations, reflections, interviews, and documentation.

3.2. Online implementation, multimodal practice, modeling, and feedback

The mentoring comprised four 65–75-minute Zoom sessions on September 5, 12, 19, and 26, 2026, with an average attendance of 92% (approximately 46 of 50 participants per session). The sessions addressed basic classroom instructions, pronunciation, intonation and gestures, contextual simulation, and mini-teaching with reflection. Participants with connectivity issues were supported through Zoom chat, voice notes, and short WhatsApp recordings. The facilitator modeled instructions using facial expressions and gestures, followed by guided participant practice. Authentic classroom cases from RPL participants were also incorporated; for example, a transition from play to tidying up was practiced using *“Toys away, please. Put them in the box,”* accompanied by appropriate intonation and gestures.



Figure 2. Participant gallery during a synchronous online mentoring session

Observed developments in practice showed changes in the way participants delivered instructions. At the beginning of the mentoring, some participants used lengthy directions with limited visual support. In subsequent sessions, their instructions became more concise, more directly connected to actions, and more frequently accompanied by intonation and gestures.

As evidence of practice, in Session 1 REG-02 said, “Children, now I want you all to sit down on your chairs properly, don't walk around.” In Session 4, the same participant used the shorter form, “Hands on top, everybody sit down, please!” while clapping and pointing toward the chairs (Session 1 Observation Notes; Session 4 Video Documentation). This change indicates a shift toward more economical, multimodal instructions. However, the expression “hands on top” is not fully idiomatic across classroom contexts and therefore still requires refinement in expression choice. This point is important because the observed development involved not only shorter sentences but also greater awareness of clarity, action, and nonverbal support.

The shift from lengthy utterances to more concise instructions did not occur in isolation. Participants also began combining speech with intonation, facial expression, and gestures. This matters because children construct meaning through combinations of language, context, action, and nonverbal resources. Research on gestures with young learners indicates that gestures can support activity management and bridge relationships among spoken language, visual information, and action (Neugebauer et al., 2025; Yunita et al., 2022). Kikuchi (2024) similarly showed that teacher talk packaged with iconic semiotic resources becomes more accessible to young L2 learners, while Wong (2024) emphasized the importance of understanding children's communication multimodally.

Facilitator modeling, repeated practice, and feedback gave participants opportunities to notice differences between the language they planned to use and the language that actually emerged in practice. Evidence from REG-02 suggests that this process resulted in shorter utterances and stronger nonverbal support, although expression choices still required idiomatic refinement. The observed development should therefore not be interpreted as complete language mastery, but as increased pedagogical awareness of speech efficiency and multimodality. This interpretation

is consistent with Ahmed and Montecillo Leider (2024), who showed that structured reflective practice can help examine relationships between teachers' beliefs and the teacher talk they actually use.

3.3. Relevance for regular and RPL students and professional experience as a learning resource

Regular students viewed the mentoring as an initial foundation for building readiness and self-efficacy before field practice, whereas RPL students connected the material with needs that emerged directly in the kindergarten/early childhood classrooms where they worked. This difference does not indicate a hierarchy of ability; rather, it reflects two orientations of use: professional preparation among regular students and practice-based problem solving among RPL students.

"This mentoring has made me less afraid of pronouncing things incorrectly. Practicing with gestures really helped because I now know how to give short instructions without having to translate all the time." (REG-05)

"Right after Session 2 on gestures, I tried saying 'Make a circle' the next day while stretching out my arms at my kindergarten in Katingan. The children understood immediately and moved closer without me having to shout." (RPL-02)

RPL-02's reflection represents a self-reported transfer of practice: the participant reported applying material from the mentoring in an authentic classroom the day after the session. This evidence indicates the program's practical relevance for practicing teachers, but it is not used to infer effects on children's English ability because no direct observations of children were conducted in the early childhood settings.

Regular and RPL students brought different experiences to the mentoring. RPL students had direct experience of early childhood classroom dynamics and could therefore contribute authentic cases, whereas regular students were more closely engaged with academic coursework but more limited formal teaching experience. This pattern is consistent with research on preschool pre-service teacher education that emphasizes the role of practice and reflection in developing readiness to teach English to young children (Bos-Solé & Waddington, 2022; Reynolds et al., 2021, 2022). Professional identity and experience also shape how educators understand their roles as language users and teachers (Cichocka, 2024).

The program data suggest these differences can serve as learning resources rather than a basis for identifying a superior group. Authentic cases from RPL participants gave contextual weight to the practice, while regular students' attention to pronunciation and expression structure enriched discussion of language. Slaughter et al. (2024) emphasized that professional development should be sensitive to how educators understand linguistic diversity and pedagogical contexts. Differentiating mentoring according to participants' experience is therefore an important implication of this program.

3.4. Supporting factors, constraints, and access to online mentoring

Supporting factors that consistently appeared in facilitator notes and participant reflections included practical material, facilitator modeling, opportunities for repeated practice, immediate feedback, and a mentoring climate that did not stigmatize pronunciation errors. RPL participants' teaching experience also enriched the mentoring because the cases discussed came from authentic classroom routines. In contrast, implementation documentation showed constraints related to unstable internet connections among some RPL participants in remote areas, limitations in device audio quality, and restricted movement in front of the camera when practicing gestures. Zoom chat, voice notes, and short WhatsApp recordings were used as adaptations to maintain participation when synchronous connections were disrupted. Table 4 presents a cross-group summary of the qualitative findings.

Table 4. Summary Matrix of Qualitative Findings

Theme	Evidence from regular group	Evidence from RPL group	Meaning/interpretation
Initial needs	Difficulty formulating concise expressions; discomfort speaking English	Need functional instructions to manage authentic classroom routines	Regular students focused on building foundations; RPL students focused on classroom problem-solving
Instruction practice	Began simplifying long sentences into concise, action-based instructions	Integrated gestures and intonation to reduce reliance on translation	Shift from lengthy, predominantly verbal directions toward more concise, multimodal instructions
Program relevance	Built pedagogical readiness and pre-service teacher self-efficacy	Provided practical strategies transferable to early childhood settings	Program bridged academic knowledge and contextual practice
Supporting factors	Facilitator modeling, repeated practice, constructive feedback	Teaching experience as a basis for cases; peer sharing of practice	Facilitator scaffolding and peer collaboration enriched learning
Barriers	Shyness or fear of pronunciation errors	Unstable internet connection; audio-device limitations	Technical and emotional constraints required asynchronous participation channels

The online format enabled 25 RPL participants across Central Kalimantan to join the same program without being physically present. Nevertheless, the learning experience was not fully equivalent because some participants faced unstable internet connections and inadequate audio-device quality. These findings are consistent with Pölzl-Stefanec (2021), who identified connectivity, devices, time, and digital competence as factors affecting early childhood educators' participation in online professional development. At the same time, online professional communities can support the exchange of practice and reflection when interactions are meaningfully designed (Zhou et al., 2022).

Adaptations through chat, voice notes, and short recordings helped sustain engagement when synchronous connections were disrupted. This finding highlights the importance of designing multiple channels for participation rather than relying solely on video meetings. This aligns with technology-supported professional learning that positions technology as a means of responding to pedagogical needs (Yang & Hong, 2022), as well as with evidence that verbal and nonverbal responses, chat, and opportunities to speak shape interaction in synchronous language learning (Cheung, 2021). Blended professional development programs also show that integrating content, practice, and support can strengthen the quality of learning experiences (Pölzl-Stefanec et al., 2024).

3.5. Implications, limitations, and directions for follow-up

The findings support using classroom-instruction practice as a practical component of English learning for both prospective and practicing early childhood teachers. English for young children becomes more meaningful when it is integrated with activities and routines rather than separated into abstract linguistic exercises (Diyanti & Madya, 2021; Lucas, 2023). For the study program, operational implications include developing a video bank that models instructions for common early childhood routines, integrating simple and multimodal instruction practice into relevant courses, and establishing peer-reflection forums that bring together regular students and RPL practitioners.

Practice-oriented development is also relevant to teacher professional learning. Professional development programs can support knowledge, skills, motivation, and self-efficacy when participants can connect the material to their professional tasks (Hyseni Duraku et al., 2022). Changes in practice are more likely to become visible when

teachers engage in meaningful, reflective experiences rather than simply receiving information (Fleer et al., 2021; Eadie et al., 2022). In bilingual or multilingual contexts, classroom language use also needs to remain flexible and responsive to children's linguistic (Dikilitaş et al., 2023).

This article has several limitations. The program focused on a single study program and involved participants with an academic relationship to the facilitator, although the activities took place outside regular class hours and were unrelated to assessment. The data came from mentoring observations, reflections, selected interviews, and simulations; consequently, the findings cannot be used to infer direct effects on children's English ability. RPL participants also self-reported classroom application, which observations in early childhood settings did not verify. In addition, uneven connectivity may have affected participation intensity. Relevant follow-up work includes observing instruction use in early childhood classrooms, documenting the transfer of practice among RPL participants, and developing more adaptive asynchronous mentoring materials for areas with limited connectivity.

4. CONCLUSION

The mentoring program strengthened regular and RPL PIAUD students' use of simple English instructions through modeling, contextual practice, feedback, and reflection. Qualitative evidence showed a shift from lengthy utterances that relied on literal translation to more concise, action-based instructions supported by intonation and gestures. Regular students primarily understood the program as strengthening their readiness and confidence before field practice, whereas RPL participants connected it with authentic classroom needs, and some reported applying the material directly in early childhood routines. Facilitator modeling, repeated practice, feedback, and participants' practical experience supported learning, while internet connectivity and device quality limited participation for some RPL students. The combination of synchronous and asynchronous activities helped maintain access when video connections were disrupted. These findings support contextual and multimodal online mentoring as a space for prospective and practicing early childhood teachers to practice classroom instruction, while future programs should examine effects on children through classroom observation.

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