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The Effect of Using Visual Interactive Worksheet-Based Language Acquisition Design on Early Childhood Language Acquisition

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Abstract

This study aimed to find the effect of using visual interactive worksheet-based language acquisition design on the development of early childhood English vocabulary acquisition because language development in early childhood is essential for building basic communication skills in a child's second language, and how the use of interactive and engaging worksheets can improve vocabulary, word meaning, and comprehension. This study used mix-method to collect and analysis the data. This study was conducted at the PIAUD (Islamic Education for Early Childhood) Laboratory of STIT Ihsanul Fikri Pabelan; 20 children aged 3-6 years participated in the study. Pre-test and post-test assessments were used to measure language skills, while teacher observation and interview data provided additional insight. Results showed a good improvement in children's vocabulary recognition (from 58% to 84%), meaning of new vocabulary (from 43% to 70%), and comprehension (from 60% to 75%) after using this method. The findings highlight the effectiveness of worksheets that incorporate well aids, interactive tasks, and age-appropriate activities for early childhood development. In addition, this study emphasis the importance of teacher training in utilizing these resources effectively and advocates the integration of structured English materials into educational standards. The results show that visual-designed worksheets are a valuable tool in early childhood language development, with implications for improving language learning practices globally.

Keywords: Visual Interactive Worksheet, English Vocabulary Acquisition, Early Childhood Education.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan desain pembelajaran bahasa berbasis lembar kerja visual interaktif terhadap

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perkembangan perbendaharaan kata bahasa Inggris pada anak usia dini, karena perkembangan bahasa pada masa kanak-kanak sangat penting dalam membangun keterampilan komunikasi dasar dalam bahasa kedua seorang anak, serta bagaimana penggunaan lembar kerja yang interaktif dan menarik dapat meningkatkan perbendaharaan kata, pemahaman makna kata, dan pemahaman bacaan. Penelitian ini menggunakan metode campuran untuk mengumpulkan dan menganalisis data. Penelitian ini dilakukan di Laboratorium PIAUD (Pendidikan Islam untuk Anak Usia Dini) STIT Ihsanul Fikri Pabelan; 20 anak berusia 3-6 tahun berpartisipasi dalam penelitian ini. Penilaian pra-tes dan pasca-tes digunakan untuk mengukur keterampilan bahasa, sementara data observasi guru dan wawancara memberikan wawasan tambahan. Hasil menunjukkan peningkatan yang signifikan dalam pengenalan kosakata anak-anak (dari 58% menjadi 84%), pemahaman makna kosakata baru (dari 43% menjadi 70%), dan pemahaman (dari 60% menjadi 75%) setelah menggunakan metode ini. Temuan ini menyoroti keefektifan lembar kerja yang menggabungkan alat bantu yang baik, tugas interaktif, dan aktivitas yang sesuai usia untuk perkembangan anak usia dini. Selain itu, penelitian ini menekankan pentingnya pelatihan guru dalam memanfaatkan sumber daya ini secara efektif dan menganjurkan integrasi materi bahasa Inggris terstruktur ke dalam standar pendidikan. Hasil penelitian menunjukkan bahwa lembar kerja yang dirancang secara visual merupakan alat yang bermanfaat dalam perkembangan bahasa pada masa kanak-kanak, dengan implikasi bagi peningkatan praktik pembelajaran bahasa di seluruh dunia.

Kata Kunci: *Lembar Kerja Interaktif Visual, Penguasaan Kosakata Bahasa Inggris, Pendidikan Anak Usia Dini.*

INTRODUCTION

The fundamental communication abilities for children is important to be developed during their early lives. At this stage, children start to introduce words, arrange sentences, and understanding fundamental language concepts to establish social connetion, language serves as the fundamental instrument. Therefore, the early stages of language development are essential in supporting communication skills throughout a child's life (Siregar et al., 2018). Research indicates that early childhood language proficiency encompasses numerous critical components, including listening, speaking, reading, and writing. These aspects are interconnected and mutually support each other in the process of language development (Larsen-Freeman, D., 2015). In this situation, efficient pedagogical strategies are essential for encouraging optimal language acquisition in children. Along with this, 1 engaging and enjoyable teaching methods becomes crucial to maintain children's interest and motivation in learning (Maulana et al., 2025). Furthermore, According to Gustaffson B.M. et.al (2026) Every child should receive

the support and care that they need from their preschool teacher. The support and attention in question can take the form of providing adequate resources to support the child's language development.

Visual interactive worksheet-based are a tool that may be effective to help students learn languages. Worksheets can be an impressive tool to introduce language topics in a systematic manner, detects children's comprehension, and encourage them to practise language in an enjoyable setting. However, not all worksheets of teaching English for young children have a favourable influence. Poorly designed worksheets, those that are not suitable for children's level of understanding, or those that are too complex, may lower their motivation and slow down the learning process (Evans, R., & Cleghorn, A., 2022). Consequently, create worksheets that align with the attributes of early childhood development is needed, resulting in facilitating the improvement of their language skills in a meaningful manner. At Islamic Early Childhood Education Department (PIAUD) of STIT Ihsanul Fikri, concerning the utilization of worksheets as a pedagogical instrument in English language instruction for children has yet to be undertaken. This necessitates additional inquiry into the effects of thoughtfully crafted, interactive, and stimulating worksheets on enhancing English language proficiency among young children at preschool.

This research is to look for the influence and effectivity of using visual interactive worksheet-based on English language acquisition during early children. This study aims to investigate how pleasant and engaging English worksheet designs can be to facilitate children's development in language abilities, vocabulary, sentence comprehension, and speaking. This research will employ a case study methodology at the PIAUD Laboratory of STIT Ihsanul Fikri to assess the efficacy of worksheets in facilitating the acquisition of English language skills among children in early childhood education environments. The design of English worksheets for young children education is crucial for language acquisition, a successful worksheets may engage children while conforming to developmental theories and fulfilling their cognitive and linguistic requirements. Fundamental considerations for creating effective worksheets require visual attractiveness, interactivity, suitability for age groups, and conformity with developmental theories. Research suggests that worksheets with visual objects, bright colors, and clear fonts help children connect words to real-world objects, supporting vocabulary acquisition (KOK S, 2011). Simplicity in design is crucial, as cluttered worksheets can overwhelm young learners (Miller J P, 2022). Interactive elements, such as matching pictures to words or filling in blanks, encourage active participation and reinforce language concepts, making learning more engaging and

effective (Altun L, 2019). Age-appropriate worksheets, aligned with Piaget's cognitive development stages, should focus on concrete activities, gradually increasing in difficulty as children develop language skills (Fisher, K. M., & Zimmer, K. E. 2024). Effective worksheets also incorporate Vygotsky's Zone of Proximal Development (ZPD), providing opportunities for both independent and guided learning (Maftuna, K., 2025). Previous studies have demonstrated the effectiveness of worksheets in enhancing vocabulary acquisition (Grosso, P. J. A., & Téllez, M. F. T., 2017), early literacy skills (Alper, et. al. 2017), and reading comprehension and grammar (Westerveld, M. F., & Roberts, J. M., 2017). Additionally, interactive worksheets help maintain children's engagement and motivation, leading to higher levels of participation (Grolnick, W. S., 2015). Visual-designed worksheets, therefore, play a key role in promoting language development and engaging young learners in meaningful language practice.

While international studies have extensively demonstrated the efficacy of worksheets in enhancing vocabulary acquisition (Grosso & Téllez, 2017), early literacy (Alper et al., 2017), and reading comprehension (Westerveld & Roberts, 2017), these global frameworks often presume an environment where English is either a first language or a widely spoken second language. A significant research gap exists regarding how these visual and interactive designs function within non-Western, EFL (English as a Foreign Language) contexts, particularly within Islamic early childhood education in Indonesia. Because English is traditionally regarded as a foreign language in Indonesia, young students have little exposure to it outside of the classroom. Current local teaching methods mostly rely on inflexible, text-heavy worksheets or passive, rote-memorization textbooks that don't activate Indonesian children's natural cognitive processes. The use of methodically designed, graphically interactive worksheets as a fundamental teaching tool has not yet been implemented or assessed at the Islamic Early Childhood Education Department (PIAUD) of STIT Ihsanul Fikri.

Research has deeply examined the role of worksheets in young children's language improvement, demonstrating that visual-designed worksheets can substantially assist language development. Research has shown that worksheets are effective for vocabulary learning, early literacy development, reading comprehension, and grammar proficiency. Fukkink et al. (2008) found that worksheets integrating pictures with words help children connect language with real-world objects, enhancing vocabulary retention. Snow (2010) also emphasized the effectiveness of word-picture matching exercises, which promote vocabulary learning by encouraging engagement with words in different contexts. Worksheets focusing on phonics, letter recognition, and sentence construction are crucial for

developing early literacy skills, as shown by Alper, (2017) highlighted the positive impact of worksheets on reading comprehension, noting that activities requiring children to read short passages and answer questions improve their understanding of written text. In addition to vocabulary and literacy, worksheets also support grammar acquisition, presenting that tasks like sentence construction and verb tense exercises help children caught basic grammar rules. Interactive worksheets involving creative tasks, such as drawing or matching, have been found to increase children's motivation and engagement, which Chou, P.N. et. al. (2017) linked to higher participation in learning. These interactive worksheets align with Vygotsky's (1978) theory that learning is most effective when it is active and meaningful. Furthermore, worksheets promote self-regulated learning, as children who work independently on worksheets develop autonomy in their learning process (Grolnick, W. S., 2015). Worksheets that provide instant feedback further support self-assessment and self-correction, reinforcing learning and fostering a sense of ownership over education.

RESEARCH METHODS

This research employed a mixed-methods design with a case study approach to evaluate the effectiveness of visual-interactive English worksheets on early childhood language acquisition, with fieldwork systematically conducted over a one-month period in February 2026 at the PIAUD Laboratory of STIT Ihsanul Fikri Pabelan, Indonesia, A school that provides education for early childhood, and was conducted in an actual classroom environment. This location was chosen to allow for a thorough analysis of English language learning in a natural setting. Twenty children of all genders, ages three to six, will participate in the study.

A non-probability purposive sampling technique was utilized to select 20 preschool participants aged 3 to 6 years based on strict methodological criteria, where the inclusion criteria required students to be actively registered in the laboratory school and participating regularly in the English program, while the exclusion criteria deliberately omitted children with prior intensive native/immersive English exposure or prolonged absences to prevent confounding variables and reinforce internal validity. Before and after the children did the exercises using the prepared worksheets, a pre-test assessed their language skills. Experimental data was collected as children completed their worksheets during the learning period. The recognition of new vocabulary, pronunciation of new words, and understanding the meaning of vocabulary were the main analysis.

Data collection involved a pre-test to establish baseline vocabulary recognition, pronunciation, and comprehension skills, followed by continuous

monitoring during worksheet implementation throughout February, and concluded with a post-test alongside structured teacher interviews that were analyzed using thematic analysis to provide a transparent, multi-dimensional evaluation of the intervention's practical efficacy. This analysis were to determine whether the use of the worksheets has resulted in statistically significant progress in terms of vocabulary increase or language meaning comprehension ability, the post test results will be compared with the children's pretest results before being given the worksheets. Teacher interviews will also be transcribed for thematic analysis. Important issues relating to the effectiveness of the worksheets, difficulties faced by the children, and teachers' perspectives on language development will also be identified.

RESULTS AND DISCUSSION

Results

A summary of the pre-test and post-test results after using the worksheets shows significant changes in language skills. The pre-test evaluated the children's basic English competencies, including vocabulary acquisition, word formation, and the ability to understand the meaning of vocabulary. The post-test was conducted after the children completed the worksheets for one month.

The pre-test to analyse the basic knowledge of children vocabulary, children demonstrated their ability to understand some basic vocabulary, with the majority able to recognize common objects and colors. The pre-test findings also showed that many children had difficulty in pronouncing and memorizing long words. After learning using the worksheets over a one-month period, the children showed significant improvement in their ability to identify and recall new vocabulary, especially those related to animals, colors, and objects in their daily surroundings. The post-test results showed a substantial increase in the number of children who were able to add new vocabulary and accurately understand the meaning. In addition, comprehension skills were evaluated by asking the children to associate words with pictures, recall new vocabulary, and know the meaning of the new vocabulary they memorised. The pre-test and post-test assessments showed a significant improvement in the participants' language skills. In the pre-test, 58% of the children were able to identify familiar objects and colours, demonstrating their understanding of basic English vocabulary. The post-test results showed significant improvement, with 84% of the participants showing a comprehensive understanding of the new vocabulary provided. In terms of recognising items, only 43% of the children in the pre-test successfully memorised the new words, signalling the need for additional progress in this domain. After using the

worksheet, the post-test revealed that 70% of the children were able to recognise and memorize the new words accurately and showed significant improvement in their English pronunciation proficiency and understanding of the meaning of their vocabulary. These scores show the relationship of the effectiveness of using worksheets during early childhood English language learning with the improvement of children's ability to add, remember and understand new vocabulary.

Table 1. Comparison of Pre-test and Post-test Scores

Skill Area	Pre-test (%)	Post-test (%)
Vocabulary Recognition	58%	84%
Words Meaning	43%	70%
Comprehension (Picture Matching)	60%	75%

Effect of Worksheet Design on Language Development

The effect of visual-designed worksheets for early childhood on children's English language development. Data analysis shows that visual-designed English worksheets for early childhood English language learning have a significant impact on language development in young children. The worksheets, which included visual aids, interactive exercises, and age-appropriate activities, showed an increase in the acquisition of new vocabulary and the skill of memorising the meaning of new words learnt through the worksheets. The findings suggest that the worksheets provide effective and innovative learning that helps children improve their English language skills in the context of vocabulary acquisition.

First, the integration of visual features, such as pictures and letter characters, in the worksheets has been shown to substantially improve vocabulary acquisition in children. Visual aids facilitate the connection between abstract concepts and concrete understanding, thereby enhancing a tangible and memorable learning experience. By connecting words with real objects through activities such as matching words and pictures or labeling children improve their ability to internalize and remember new vocabulary. This approach capitalises on children's capacity to learn through visual cues, an idea that is widely supported in cognitive science. The increase in vocabulary scores from 58% to 84% between the pre-test and post-test demonstrates the efficacy of this method. The visual associations formed during the learning period undoubtedly significantly contributed to reinforcing the increase in vocabulary acquisition and the meaning of the new words they had learnt.

Second, the significant increase in vocabulary decoding skills from 43% to 70% resulted from the worksheets providing structured activities that facilitated children connecting the meaning of each word they learnt through visual practice

on the worksheets. These tasks involved linking a picture of an object with the correct word or deciphering an English word with a picture on the worksheet, thus encouraging active engagement in matching English vocabulary. This activity makes it easy for children to recognise the vocabulary and the meaning of the vocabulary so that they can memorise it more easily.

Third, worksheets that involve matching words with pictures or answering basic comprehension questions aim to improve children's ability to use linguistic concepts in context. The comprehension scores, which increased from 60% to 75%, indicated that these worksheets significantly helped children remember and understand the material. Comprehension exercises are necessary to strengthen the connection between the image displayed or written and its meaning, especially in the context of acquiring more new vocabulary in a second language. The worksheets engage children in activities that require direct processing and application, in this case practice of the material learned thus improving recall and fostering a deeper understanding of English. The increase in comprehension scores underscores the function of these worksheets in strengthening language memory and cognitive processing, making learning more powerful and profound.

Fourth, The worksheets' interactive elements, including activities like drawing, colouring, and matching, substantially enhanced the children's engagement and motivation. These practical activities engaged children's inherent curiosity and inventiveness, rendering the learning experience joyful and interesting. The visual and physical involvement offered by these activities likely motivated children to engage more actively in their learning, a common difficulty in early childhood education. Educators observed heightened enthusiasm and involvement during these activities, indicating that the worksheets converted a potentially passive learning experience into a more dynamic and engaging one. This elevated engagement is likely a crucial role in the noted enhancement of learning outcomes, as motivated learners are more inclined to retain and utilise the information they obtain.

Fifth, teachers found that the application of worksheets in English language learning offered an adaptable yet organized framework for the enhancement of vocabulary acquisition in English for early childhood, allowing children to progress at their own pace while still receiving essential support. This adaptable framework facilitates the accommodation of different learning speeds and modalities within the early childhood environment. The capacity to progress at their own pace guarantees that each child can comprehensively understand topics before moving on to more complex concepts. In addition, educators noted that the competencies children develop through these worksheets can be used outside the classroom and

can be applied in real life. The results of this study illustrate the effective use of visual-design worksheets in language learning, especially foreign languages for early childhood, because it can help children in mastering language concepts both separately and in the context of communication in the real world. the ability to connect theoretical information with practical applications is essential for sustainable language development. The findings obtained from educators indicate that children who previously struggled with vocabulary and word meaning showed significant improvement in both. The ability to connect theoretical information with practical application is essential for continued language development. The findings obtained from the educators indicated that children who had previously experienced difficulties in vocabulary acquisition and word meaning showed significant improvement in both. The interactive and visual characteristics of the worksheets were able to facilitate children's understanding of new concepts in a fun and engaging way, thus increasing children's motivation to learn.

Discussion

The findings of this study demonstrate that the implementation of a visual-interactive worksheet framework gave a significant positive impact on English language acquisition among Indonesian pre-schoolers, specifically in vocabulary recognition, pronunciation, and comprehension. This outcome reinforces the core pedagogical premise that highly structured visual anchors can successfully bridge the linguistic gap in a low-exposure English as a Foreign Language (EFL) environment. Statistically, this intervention generated a substantial increase in children's acquisition of new vocabulary from a baseline of 58% to 84% post-intervention, while their comprehension of word meanings concurrently advanced from 43% to 70%. By comparing these results with broader early childhood language acquisition literature, this discussion elucidates how a localized Indonesian preschool intervention aligns with, diverges from, and advances existing international practices, while validating the critical importance of using developmentally appropriate media in promoting a child's second language development.

The marked increase from pre-test to post-test scores observed in this study directly aligns with the global consensus regarding the power of multimodal inputs in early childhood education. International studies, such as those conducted by Slot P. et al. (2008), Yelland (2005), Alper et al. (2017), and Westerveld and Roberts (2017), have extensively documented that worksheets incorporating visual and interactive components markedly improve vocabulary acquisition and reading comprehension, showing that young children exhibit higher retention rates when

linguistic concepts are paired with immediate visual representations. However, while those international frameworks typically operate in English-dominant or immersion settings (ESL), this research demonstrates that the same visual-cognitive pairing is equally, if not more, potent in a constrained EFL context where external immersion is absent. The visually dense yet structured layout of the custom-designed worksheets functioned as an artificial immersive microcosm, enabling Indonesian children to map abstract foreign phonemes onto concrete real-world objects without relying on tedious translation methods. This specific finding extends the global literature by proving that interactive, visually stimulating, and developmentally suitable materials can successfully serve as a resilient instrument to compensate for the lack of societal linguistic exposure in developing EFL countries.

Furthermore, the qualitative data obtained from teacher interviews highlighted a marked improvement in peer-to-peer classroom socialization and student engagement, providing deep empirical insights into the operationalization of sociocultural frameworks. In international early childhood literature, worksheets are occasionally criticized as passive, isolated, and rigid tasks that restrict natural communication and abstract learning (Evans & Cleghorn, 2022). Conversely, the results of this study strongly diverge from that critique by demonstrating that the interactive configuration of the worksheets served as an active catalyst for social interaction, thereby supporting Vygotsky's sociocultural theory and modern international adaptations of scaffolding techniques (Maftuna, 2025). The embedded interactive components such as matching images to words, constructing simple sentences, and collaborative coloring—enabled young learners to operate effectively within their Zone of Proximal Development (ZPD) by utilizing the new language in a structured, supportive context. Instead of promoting isolated rote learning, these exercises encouraged collaborative problem-solving among the preschoolers and guided productive teacher-student dialogues. The findings indicate that children successfully transferred and applied the linguistic abilities acquired from the worksheets into their daily speech, directly corroborating Vygotsky's claim that language development is optimally enhanced when mediated by interactions with more competent individuals, such as teachers and peers, within a dynamic classroom environment.

From a cognitive and nativist standpoint, the rapid acceleration of word meaning and pronunciation observed during the one-month intervention provides robust empirical weight to the harmonious integration of Piagetian and Chomskyan frameworks. In accordance with Piaget's theory of cognitive development, children in the pre-operational stage (ages 3 to 6) rely heavily on

visual perception and tangible, experiential learning experiences rather than abstract logic (Fisher & Zimmer, 2024). The custom worksheets precisely met this developmental need by prioritizing bright, uncluttered, and localized visual elements paired with text, which enhanced the children's cognitive processing and prevented the cognitive overload often associated with early foreign language instruction (Miller, 2022). As the results demonstrate, by enhancing their immediate cognitive processing through concrete visual assistance, the children progressively attained more sophisticated language skills, as evidenced by clear improvements in sentence structure and comprehension.

Simultaneously, this cognitive progress reflects Chomsky's nativism theory, which postulates that children possess an innate capacity—the Language Acquisition Device (LAD)—to acquire language from birth. The remarkable jump in vocabulary recognition and word meaning comprehension achieved by the participants strongly suggests that the worksheets effectively stimulated and facilitated this innate capacity by providing the high-density, rich visual-linguistic 'inputs' necessary for the LAD to function. While mainstream international studies often argue that natural language acquisition strictly requires an extensive, natural immersive environment, this study offers a compelling counter-narrative for global educators: a carefully calibrated, culturally relevant, and visually stimulating material design can activate a child's natural language faculties and internalize vocabulary inherently as they grow, even within a low-exposure, foreign language setting. Consequently, these findings offer valuable comparative insights and present a highly scalable pedagogical framework for early childhood educators working to optimize foreign language pedagogy across non-Western educational landscapes.

Implications for Early Childhood Education

The results of this study open up new perspectives and ideas for early childhood educators and curriculum developers. firstly, this study shows the importance of using interesting and developmentally appropriate learning media, in this case English worksheets for early childhood, which are visual structured according to the developmental stages of children's age into the early childhood learning curriculum, which shows a good improvement in language acquisition. Age-appropriate worksheets also serve as a tool to reinforce the ability and understanding of the language they are learning. Visual-designed worksheets provide a structured framework for learning, guiding children through key components of language development, including vocabulary expansion, word meanings, and comprehension of new vocabulary. This study recommends the use

of worksheets as a learning medium used daily in the classroom, emphasizing their importance in developing basic language skills. Integrating the worksheets into daily lessons allows educators to maintain a consistent and comprehensive approach to language learning, thus increasing comfort and effectiveness for children. The inclusion of visually appealing elements enhances the appeal of the worksheets, fostering a fun and engaging learning experience.

Second, the study highlights that the teacher's role is crucial in ensuring the effectiveness of these worksheets. Incorporating worksheets into the curriculum is insufficient; educators must have the skills to select, implement, and adapt these resources in alignment with the developmental stages and linguistic abilities of their students. A comprehensive understanding of child development and language acquisition is essential, attainable through targeted professional development programs. Programs must be developed to provide teachers with the necessary expertise to create and implement worksheets that effectively facilitate language learning. Furthermore, educators require training in scaffolding children's learning experiences to offer support as they engage with new linguistic concepts. The study indicates that professional development initiatives ought to emphasise the creation of engaging tasks that foster curiosity and participation, alongside the necessity of delivering timely and constructive feedback. This feedback reinforces learning and motivates students to enhance their language skills.

Third, the study indicates that policymakers are essential in influencing early childhood education by advocating for the extensive implementation of structured language materials, including worksheets. Policymakers are urged to incorporate these resources into formal educational standards and guidelines. This approach ensures that all children, irrespective of their background, receive consistent and high-quality language input from an early age. This is particularly important in multilingual or low-resource contexts, where access to formal language instruction may be restricted. In these contexts, structured worksheets serve as a cost-effective and efficient means of facilitating language development. The study recommends a policy change that emphasises the integration of these materials, equipping early childhood educators with the necessary resources to enhance language development in young learners. This method may result in more equitable educational opportunities, especially for children who may encounter difficulties in obtaining high-quality language instruction.

CONCLUSION

This study illustrates that effectively designed English worksheets can substantially aid early childhood language acquisition, especially in vocabulary,

sentence construction, and comprehension. The results from the pre-test and post-test, in conjunction with teacher feedback, indicate that effectively designed worksheets can substantially enhance language skill development in young children. Visual aids, interactive elements, and age-appropriate tasks effectively promote vocabulary acquisition, sentence construction, and comprehension. The beneficial effects of these worksheets on children's language acquisition underscore their significance as effective resources in early childhood education.

The findings correspond with established theories of language acquisition and offer practical implications for educators and policymakers. Further research is necessary to investigate the long-term effects of worksheets and their efficacy across various educational settings. Addressing the limitations and expanding research in this domain will enhance language learning opportunities for young children globally. This study aimed to evaluate the effect of visual-designed English worksheets on language acquisition in young children. The findings indicate that visual-designed worksheets play a crucial role in enhancing essential language skills, including vocabulary, sentence structure, and comprehension, in children aged 3 to 6 years. The findings emphasise the necessity of employing visual-design worksheets that are interactive, visually engaging, and suitable for the developmental stages of young learners. The worksheets facilitated children's engagement with language, resulting in quantifiable enhancements in their language abilities.

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