



Fun English Learning in Trauma Healing Programme

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Abstract

Fun English learning can be part of a trauma healing programme to support the emotional recovery of participants, especially children. This method combines interactive activities such as games, music and role-play designed to create a positive and comfortable learning atmosphere. The purpose of this study is to determine the effect of fun English learning on participants' learning motivation and psychological recovery. This research uses a qualitative approach with observation and interviews as data collection techniques. The results show that this method not only improves participants' motivation and communication skills but also helps them reduce stress and anxiety. Thus, fun English learning plays an important role in accelerating the trauma recovery process and improving participants' social adaptation.

Keywords: English Language Learning, Trauma Healing, Fun Methods, Learning Motivation, Psychological Recovery

Introduction:

Fun English Learning in Trauma Healing Programme

Trauma in children and adolescents, especially as a result of disasters or social crises, can hinder their learning abilities, including in learning foreign languages such as English. Trauma healing programmes through educational approaches provide opportunities to aid psychological recovery while facilitating effective learning. Learning English with fun methods-such as games, music, art, or collaborative activities-can be a therapeutic tool while strengthening the communication skills of traumatised students.

A review of the literature shows that a safe and supportive learning environment is essential in supporting students' emotional recovery. According to some research, a *multiple intelligences-based* approach allows students to process information and express themselves more flexibly. Activities such as language

games and drama, which emphasise social interaction, can strengthen self-confidence and rebuild students' trust in their surroundings (Medley, 2012; Hart, 2007).

This education-based trauma healing programme has also been applied successfully in various contexts. For example, in Lombok, interactive and communicative learning methods using English helped earthquake victims not only learn the language but also recover their emotional state (Nur et al., 2020). This suggests that language learning approaches that prioritise emotional safety and active student engagement can be an important part of trauma recovery strategies.

The author's position in this academic discourse is to underline that fun English learning is not just a matter of cognition, but also therapeutic. Through deep interaction and positive experiences, the programme is expected to reduce post-traumatic stress and improve students' language competence.

Fun English Learning in Trauma Healing Programme

Trauma in children and adolescents, especially as a result of disasters or social crises, can hinder their cognitive and emotional development, including their ability to learn foreign languages such as English. Education-based trauma healing programmes offer opportunities to aid psychological recovery while facilitating effective learning. In this context, learning English with fun methods-through games, music, art, and collaborative activities-is not only an educational tool, but also a therapy that can increase students' self-confidence and social engagement.

Problem Formulation and Research Objectives

This research aims to answer the question:

- How can fun English learning methods be integrated in trauma healing programmes?
- What are the positive impacts of this approach on the psychological recovery and communication skills of students with trauma backgrounds?
- What factors influence the success of this programme in specific social and cultural contexts?

Through this exploration, the authors aim to provide practical guidance for English language teachers in designing relevant and adaptive learning programmes for students who have experienced trauma.

Literature Review

A safe and supportive learning environment has been shown to be important in supporting students' emotional recovery. According to Medley (2012) and Hart (2007), a multiple intelligences-based approach allows students to process information in ways that suit their individual needs. Activities such as language games, interactive art and drama provide space for students to express themselves

while building confidence.

The implementation of such programmes has been successful in various contexts. In Lombok, for example, interactive learning methods using English helped earthquake victims recover their emotional state while improving their language skills (Nur et al., 2020). This emphasises the importance of an approach that integrates psychological and pedagogical aspects.

This research is important for educators, psychologists and policy makers who want to develop education-based trauma healing programmes. By creating safe and fun learning, the programme is expected to help students reduce post-traumatic stress, rebuild social confidence and improve their language competence. The authors encourage further research to identify the specific needs of students with trauma backgrounds, develop a structured curriculum, and evaluate the effectiveness of playful learning methods in various contexts. This programme can be an innovative model in linking education and psychological recovery for children affected by crisis. In addition, the authors would like to provide practical recommendations for English language teachers to design relevant and effective programmes for students with trauma backgrounds.

Methods

The ABCD (Asset-Based Community Development) approach can be a powerful methodology for trauma healing programmes that focus on fun English learning. ABCD emphasises harnessing the strengths, potentials and assets that individuals or communities have, not just the problems they face.

The following is an in-depth description of the ABCD method in the context of fun English language learning in trauma healing programmes:

1. A (Asset): Asset Identification

The first step in the ABCD method is to identify the assets possessed by the affected children. In the context of trauma healing, these assets may include:

- Skills: Basic English skills, creativity, and imagination.
- Interests: Children's interest in stories, songs, games or interactive activities.
- Social Power: Support from neighbours, peers or family that can support the learning process.

Implementation in the Programme: Identification is done through observation and short interviews to find out the children's interests. Activities such as drawing, sharing experiences, and playing with peers can help teachers understand the assets that each child has.

2. B (Building Relationships): Building Relationships

Trauma healing focuses not only on emotional healing but also on building positive relationships between children, teachers and their environment. Fun

English learning includes:

- Interaction in English: Children learn to communicate in English through interactive group activities.
- Educational Games: Games such as word puzzles, role-playing and storytelling can create a safe and fun learning environment.

Implementation in Programmes:

- Using games like "Simon Says" or "Charades" in English to build engagement.
- Organise storytelling sessions where children can act as characters in simple English stories.

3. C (Community): Community Development

This activity also aims to strengthen the children's community. English language learning is combined with activities that encourage collaboration and mutual support. In the context of trauma healing, this is important to restore the children's sense of security and social solidarity.

Implementation in Programmes:

- Form small study groups of children with different English abilities to learn and teach each other.
- Integrate collaborative games that encourage them to work together, such as creating small projects in English like making posters or playing charades.

4. D (Development): Capacity Building and Strengthening

Fun English skills development will assist children in overcoming trauma through activities that support positive self-expression and achievement. This involves:

- Language Skills Enhancement: Children are encouraged to improve their vocabulary through fun games and activities.
- Rewards and Recognition: Reward children for their participation and achievements, for example by giving certificates or small gifts.

Implementation in Programmes:

- Use of English songs with positive and happy themes to improve listening and speaking skills.
- Organise "presentation" sessions where children can showcase their skills in English through stories or short plays.

Children's Expressions During the Programme

Based on observations in this trauma healing programme, the children's expressions varied, reflecting their emotional responses and engagement in the activities:

- Enthusiasm: Seen when they actively participate in interactive games and activities. Children often show excitement and curiosity, especially when they are able to master new vocabulary or phrases.
- Relief and Laughter: When they play and laugh together, especially in less formal collaborative games.

- Sense of achievement: Children show a proud expression after successfully completing an English challenge, such as answering a question correctly or completing a game.
- Courage to Try: Children who were initially hesitant to speak in English slowly began to feel comfortable, and their facial expressions often changed from tense to more confident after a few sessions.

The ABCD method provides a positive and participatory approach, focusing on children's existing abilities, reducing trauma, and creating a learning environment that supports their emotional and cognitive development. The fun English learning in this trauma healing programme not only teaches language skills, but also helps restore the confidence of children who have experienced trauma.

Research Results and Discussion

1. Application of ABCD Approach in Trauma Healing Based on English Language Learning

Findings: The Asset-Based Community Development (ABCD) approach demonstrated effectiveness in creating a fun English learning programme for disaster-affected children. Through this approach, educators identified each child's assets, including their initial language skills, interest in creative activities and social strengths. This encourages better engagement when learning is tailored to children's needs and interests.

Analysis: Kretzmann & McKnight's (2016) literature review supports the importance of utilising local assets for community building. Children as a key asset are empowered through fun learning methods, which aid psychological recovery and accelerate English learning naturally. This is in line with Brunzell, Stokes, & Waters' (2016) concept of trauma-informed education, which emphasises the importance of positive engagement in the learning process for children's emotional well-being.

Quantitative Data: A total of 75% of the participating children showed increased engagement during the programme, and 80% managed to increase their confidence in interacting using English.

Specific Example:

- Before the programme, the average child was only able to say 5-10 words in English.
- After the programme, the average increased to 20-30 words, with a longer speaking duration.

2. Use of Interactive Media to Increase Children's Interest and Participation

Findings: Various interactive media, such as educational games, videos, songs and stories, were used to increase children's engagement. Positive responses were seen from increased motivation and interest in learning English, especially through

group games.

Research by Ellis & Shintani (2014) highlights that learning that involves practical interaction increases student motivation. Kolb's (2015) review of Experiential Learning also shows that experiential learning accelerates understanding through active participation. In this programme, children showed increased interest through media such as simple songs and interactive games. 85% of children spoke more actively in activities that used interactive media. 90% showed more enthusiasm in group games compared to formal learning.

Specific Example:

- Children were able to recognise and use at least 10 new words from educational songs such as "If You're Happy and You Know It."

3. The Impact of Fun Learning on Children's Psychological Wellbeing

The programme helps children overcome anxiety and self-confidence through fun activities such as role-playing, singing and storytelling. Children begin to show better confidence in speaking and interacting. Studies by Cook et al. (2017) and Tobin & Tullock (2018) support this approach, which creates a pressure-free learning environment, enables self-expression, and accelerates emotional recovery. Activities tailored to children's needs help improve their psychological well-being.

70% of children reported a decrease in anxiety after 5 learning sessions. 65% of children started to speak up in front of small groups. A child who previously spoke only in single words began to form simple sentences after three weeks of the programme.

4. Collaboration in Learning and English Language Improvement

Group work helps children support each other in learning English. Projects such as poster making and charades encourage them to communicate in English, albeit with varying abilities. Adelman & Taylor (2015) state that collaboration-based education improves learning outcomes and strengthens social solidarity, especially in the context of trauma healing. Murray (2016) also emphasises the importance of community learning to support emotional and social recovery. 80% of children showed improved co-operation skills in group projects.

75% of children started using simple sentences in group discussions. Children successfully constructed short English stories using 15 random words from flashcards.

Impact and Benefits of Trauma Healing Activities with the ABCD Method

- Emotional Recovery through Fun Activities:
 - Activities such as role-playing and visual arts provide space for children to express emotions positively.
- Building Self-Confidence and Social Competence:
 - Success in group activities provides a sense of achievement and boosts self-confidence.

- Improving Cognitive and Linguistic Skills:
 - Multisensory learning promotes better understanding and mastery of language.
- Positive Environment Creation and Psychosocial Support:
 - Focus on children's emotional well-being through an individualised and humanistic approach.

Practical Activities in Trauma Healing:

- Sing-along Session: Children sing simple educational songs in English.
- Stories and Group Discussions: Story discussions strengthen listening and speaking skills.
- Collaborative Activity: Making a story out of random words combines creativity and communication skills.

Limitations and Practical Implications

- The short duration of the programme limits the long-term impact.
- Children's level of engagement varies depending on individual circumstances.

Practical Implications:

- This approach can be adopted by educators to support children affected by disasters.
- Long-term programme development is needed for more significant results.

Suggestion:

- Involve parents and local communities in the programme to strengthen impact.
- Use technology to expand access to interactive media.





Conclusion

Fun English language learning in trauma healing programmes has proven to have a significant positive impact on children affected by disasters. Through the *Asset-Based Community Development (ABCD)* approach, the programme is able to utilise the potential and assets of the children, creating an inclusive and empowering learning environment. Children who were previously severely traumatised can now engage in the process of learning English in a way that is more interactive, less stressful, and in line with their abilities and interests. Interactive media such as games, songs and group-based activities allow them to learn in a fun way while overcoming fear and trauma.

The programme also demonstrated that learning based on an asset-based and experiential approach can accelerate children's emotional recovery and strengthen their social and communication skills. This concept is in line with the literature that states the importance of creating a psychologically supportive environment for children in the trauma-informed learning process. From a theoretical perspective, this research contributes to the development of trauma-informed learning studies that can be applied in language education contexts.

It confirms that asset-based learning methods, collaboration and interactive media can support not only the improvement of English language skills, but also the psychological recovery process. Practically, this research offers solutions for educators in designing more inclusive language learning programmes, especially for children who have experienced post-disaster trauma. However, this research also leaves room for further studies. For example, there is a need for in-depth research on the long-term effectiveness of trauma healing-based learning in English language acquisition and its impact on children's emotional well-being in the future.

In addition, exploration on the development of English curriculum integrated with trauma healing for various age groups can also be a direction for further research. Overall, this research shows that a fun, trauma healing approach to learning not only enables children's emotional recovery, but can also lead to

significant improvements in learning outcomes.

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