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Developing the "Le Petit Club Français" Model through Interactive Playful Learning for French Vocabulary Acquisition among Elementary School Students

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Abstract

Foreign language instruction at the elementary level needs activities that suit children's development and combine visual, auditory, physical, and social experiences, yet structured French programs for Indonesian elementary students are rarely studied. This study aimed to develop the Le Petit Club Français extracurricular program, based on an eight-stage Interactive Playful Learning model, for Grade IV and V students at a public elementary school in Malang, and to test its validity and practicality. The study used a Research and Development design that applied the Analysis, Design, Development, and limited Implementation stages of the Analysis, Design, Development, Implementation, and Evaluation model, without a separate summative Evaluation stage. The needs analysis involved 132 prospective users, and the practicality trial involved 30 students. The developed products included an eight-stage instructional model, activity plans, progressive vocabulary materials, learning media, student worksheets, a facilitator's guide, and assessment instruments. Two validators, a French language lecturer and a French language teacher, validated the prototype, and the students completed an 18-statement practicality questionnaire. Data were analyzed with feasibility percentages and descriptive analysis. Material validation reached 92% and method validation reached 89.6%, both in the highly valid category, and student practicality reached 91.11%, in the highly practical category. The program is feasible for elementary French extracurricular instruction. Further experimental research is recommended to examine the program's effect on vocabulary acquisition and retention.

Introduction

Foreign language learning in elementary school builds multilingual awareness, introduces cultural diversity, and prepares students for later language study. Instruction for children must match their cognitive development, attention span, and communicative experience, and abstract grammar explanations do not suit this age group (Whiting & Marshall, 2023). Children learn best when they explore, interact, and use language in meaningful activities (Parker et al., 2022). They also need concrete experiences, repetition, movement, and social interaction (Skene et al., 2022). Game-based activities meet these needs because they offer challenge, immediate response, collaboration, and enjoyment (Alotaibi, 2024). An extracurricular program can introduce French through such activities with more flexibility than the regular curriculum.

Vocabulary should come first in such a program. Knowing a word means more than translating it, because learners also need its spoken form, written form, meaning, and use in context (Nation, 2001). Games repeat words in varied contexts and reduce reliance on rote memorization (Rulyansah et al., 2022), and guessing games let students practice vocabulary,

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pronunciation, and speaking through direct interaction (Meiningsih & Madya, 2021). French vocabulary instruction therefore needs activities that link words to images, sounds, written forms, movements, and contexts of use.

Two theories explain why such activities work. Vygotsky's (1978) Sociocultural Theory describes learning as a socially mediated process: children complete tasks beyond their independent level with prompts, modeling, and peer support within the Zone of Proximal Development, and language serves as a tool for regulating action and negotiating meaning (Lantolf & Poehner, 2023; Poehner & Infante, 2019). Embodied Cognition Theory adds that conceptual knowledge rests on sensory, motor, and situational experience, so gestures, movement, and objects enrich the representation of new words (Jusslin et al., 2022; Macedonia, 2025; Mavilidi et al., 2015; Reggin et al., 2023; Schmidt et al., 2019). Together, the two theories treat vocabulary acquisition as a socially supported and physically enacted process, not as individual memorization.

Interactive Playful Learning, in this study, is a structured approach that combines explicit vocabulary objectives with guided play, social interaction, challenge, repetition, learner agency, and feedback. The researchers built this definition from the principles of guided play, sociocultural mediation, and embodied learning, because the term has no single universal definition. Guided play differs from free play because the facilitator designs the target vocabulary, rules, and expected responses while students make choices and produce language (Heidari-Shahreza, 2024; Skene et al., 2022; Waddington, 2026). Teacher mediation and peer interaction shape how much language children produce during play (Wong et al., 2025). Game quality depends on the match among objectives, mechanics, language input, and feedback (Shute et al., 2021). Too much focus on speed can disadvantage students who need more processing time (Chan & Lo, 2022), and digital and nondigital games offer different strengths: audiovisual input in the first case, movement and face-to-face interaction in the second (Gao & Pan, 2023; Zou et al., 2021).

Vocabulary acquisition develops from receptive to productive knowledge, that is, from recognizing a word to retrieving and using it in speech or writing (Ryan, 2021; Yilmaz et al., 2022). Learners strengthen vocabulary through repeated exposure in oral, visual, and situational contexts, not through isolated translation (Giguere & Hoff, 2024; Tribushinina et al., 2023). Grade IV students can therefore begin with recognition, imitation, and short guided answers, whereas Grade V students can use known words in phrases, questions, and short dialogues (Ryan, 2021).

The need for a structured program appeared at SDN Lowokwaru 3 (Sekolah Dasar Negeri, a public elementary school) in Malang City. Its French extracurricular program serves 132 students in Grades IV and V. The activity plan has fourteen 45-minute sessions (twelve instructional sessions, one review session, and one evaluation session) on the alphabet, numbers, greetings and politeness, self-introduction, family members, body parts, clothing, colors, fruits and preferences, classroom objects, hobbies, and occupations. The activities use songs, movement, cards, bingo, role-play, simulations, and quizzes, but each method serves a single topic and no consistent instructional syntax links them. The worksheet booklet mostly asks for written answers, matching, letter arrangement, sentence completion, and multiple-choice items, so oral interaction and collaborative games are not yet central to the lessons.

Previous research on game-based language learning leans toward English at secondary and tertiary levels. A systematic review of gamification in English as a foreign or second language instruction found that only 12.5% of the reviewed studies took place in elementary schools (Zhang & Hasim, 2023). Reviews of game-based learning in K-12 settings report gains in

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language skills but also name challenges in instructional design, task difficulty, and activity organization (Yang et al., 2024), and reviews of gamified vocabulary teaching show a focus on receptive knowledge and ready-made English applications (Cigerci et al., 2025). In Indonesia, studies of game-based learning for young learners mostly address English vocabulary and motivation (Firliantama & Rokhayani, 2023; Saputra et al., 2021). French remains understudied in structured elementary extracurricular programs.

This study addresses that gap by developing Le Petit Club Français, an integrated French extracurricular program for Grades IV and V in an Indonesian elementary school. Earlier studies usually test the effect of one game, one application, or one technique, whereas this study builds a full instructional model that links vocabulary objectives, Interactive Playful Learning syntax, progressive materials, digital and nondigital activities, worksheets, a facilitator's guide, and assessment instruments. It makes three contributions: it applies an integrated development approach to elementary French vocabulary, it turns Interactive Playful Learning into a consistent instructional syntax, and it separates Grade IV and Grade V activities by linguistic demand. The study followed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which connects needs analysis, objectives, activity design, material development, implementation, and evaluation (Shakeel et al., 2023; Spatioti et al., 2022).

The objectives of this study are: (1) to develop the program and its supporting components, comprising an eight-stage instructional syntax, progressive vocabulary materials, playful learning activities, instructional media, student worksheets, a facilitator's guide, and assessment instruments; and (2) to examine the program's validity through expert validation and its practicality through a limited trial involving 30 students. Given its research and development design, this study does not formulate a statistical hypothesis. Furthermore, the program's effectiveness in improving students' French vocabulary acquisition falls beyond the scope of the present study and requires further empirical investigation.

Methods

This study used a Research and Development (R&D) design with the ADDIE model (Shakeel et al., 2023; Spatioti et al., 2022). It covered four stages: Analysis, Design, Development, and limited Implementation, and formative evaluation ran through all of them. A summative Evaluation stage was not conducted because the study did not aim to determine the effect of the program on vocabulary acquisition, retention, or long-term learning outcomes. The study judged product quality by validity and practicality, two criteria of design research (Nieveen, 1999; Plomp & Nieveen, 2013). Validity asks whether the design rests on sound knowledge and whether its components fit together, and practicality asks whether users find the product usable in the intended setting.

The Analysis stage took place at SDN Lowokwaru 3 in Malang City. The prospective users were 132 students in six classes: 67 in Grade IV and 65 in Grade V (Table 1). The researchers examined the existing activity plan and worksheets with a document checklist covering strengths and weaknesses, content coverage, instructional activities, learning media, and assessment. A student-needs questionnaire covered prior exposure to French, interests, learning preferences, and perceived needs. The Design stage then set the program objectives and learning outcomes, the eight-stage syntax, progressive materials for each grade, playful activities, media, worksheets, a facilitator's guide, assessment procedures, and validation instruments.

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Table 1. Distribution of Students and Trial Sample by Class

Class	Students in class	Trial sample
IV-A	23	5
IV-B	22	5
IV-C	22	5
V-A	22	5
V-B	21	5
V-C	22	5
Total	**132**	**30**

Note. Grade IV: 67 students, 15 in the trial sample. Grade V: 65 students, 15 in the trial sample.

In the Development stage, two validators assessed the prototype: a French language lecturer and a French language teacher. Each used a validation questionnaire and a comment sheet. The material validation covered five dimensions: accuracy of French vocabulary and expressions, relevance of vocabulary themes, progression between Grade IV and Grade V materials, language clarity and developmental appropriateness, and organization and presentation of materials. The method validation covered five dimensions: construction of the Interactive Playful Learning model, clarity and sequence of the eight stages, suitability of playful and collaborative activities, alignment of media, worksheets, and assessment, and time allocation and implementation feasibility. The researchers revised the prototype according to the scores and comments.

The limited Implementation stage involved 30 students selected by purposive sampling, five from each of six classes (IV-A, IV-B, IV-C, V-A, V-B, and V-C), which gave 15 students from each grade. Class teachers and researchers nominated students who attended class regularly, agreed to take part, and represented higher, average, and lower achievement, so the sample is a purposive quota sample, not a random sample. Between July 22 and August 28, 2026, the trial implemented the 12 instructional sessions of 45 minutes, one topic per session: Alphabet, Numbers, Greetings and Politeness, Self-Introduction, Family Members, Body Parts, Clothing, Colors, Fruits and Preferences, Classroom Objects, Hobbies, and Occupations. The review and evaluation sessions were not implemented. Each session followed the eight stages of the model. The first author and the participating teacher facilitated the sessions after an orientation on the syntax, materials, game rules, and assessment instruments, and an attendance list recorded student participation. The trial examined practicality and feasibility, not learning effectiveness.

Practicality data came from two sources. The practicality questionnaire had 18 closed statements, three for each of six aspects: instructional clarity, ease of participation, attractiveness of materials and media, enjoyment, interaction and collaboration, and time adequacy. The 30 students rated each statement on a four-point scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1) on August 28, 2026, after the last session, and rated their experience across all 12 sessions. The first author and a French language lecturer each completed a structured observation sheet for every session, covering engagement, participation, peer interaction, understanding of instructions, and operational difficulties, and compared notes afterward. The first author also facilitated the sessions, so observer bias is possible, and structured sheets, photographic documentation, and preset criteria limited this risk.

Data analysis was descriptive, quantitative and qualitative. Needs-analysis data were described with frequencies and percentages, and document-analysis data with descriptive content analysis. Validation and practicality used the descriptive percentage formula $P = (\Sigma x / \Sigma N) \times 100\%$, where P is the percentage, Σx is the total score obtained, and ΣN is the maximum

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possible score (Arikunto, 2013). Each validation dimension was scored with a maximum of 100, so the five dimensions of each validation give a maximum of 500. For practicality, the score of each statement is (Strongly Agree × 4) + (Agree × 3) + (Disagree × 2) + (Strongly Disagree × 1). The maximum score is 120 per statement and 360 per aspect (three statements × 30 students × 4), and the maximum overall score is 2,160 (30 students × 18 statements × 4). Percentages were interpreted with the criteria in Table 2 (Arikunto, 2013). The product is feasible when validation reaches at least the valid category and practicality at least the practical category. Validator comments and observation notes were grouped by category to set revision priorities.

Table 2. Interpretation Criteria for Validation and Practicality Percentages

Percentage (%)	Validity category	Practicality category
81–100	Highly valid	Highly practical
61–80	Valid	Practical
41–60	Moderately valid	Moderately practical
21–40	Less valid	Less practical
0–20	Invalid	Impractical

Note. Criteria follow Arikunto (2013). The product is feasible when validation reaches at least the valid category and practicality at least the practical category.

The study obtained formal administrative and ethical clearance. The school granted research authorization through an official letter (No. 400.3.5/215/35.73.401.01.154/2026) dated June 16, 2026, which covered June 18 to September 2, 2026, and issued a statement approving publication of the results and the use of photographic documentation in a journal article (No. 400.3.5/247/35.73.401.01.154/2026) dated September 2, 2026. Parents or legal guardians gave written informed consent, which explained the study aims, voluntary participation, withdrawal without penalty, photographic documentation, and publication of anonymized photographs. The authors blurred all faces, and captions exclude names, identification numbers, and class information.

Results and Discussion

Analysis

The needs analysis covered the whole population of 132 prospective users (67 in Grade IV and 65 in Grade V). None had studied French before (100%), and 117 students (88.6%) expressed positive interest: 52 (39.4%) were very interested and 65 (49.2%) were interested, while 15 (11.4%) were less interested (Table 3). Interactive games were the most preferred activity (68.2%), and collaborative activities were the most chosen form of support (68.2%). Because no student had studied French, the program starts at an introductory level, and these preferences guided the choice of games, flashcards, pronunciation modeling, group tasks, and movement. This pattern agrees with reviews that link game-based activities with engagement in early language learning (Alotaibi, 2024; Saputra et al., 2021).

Table 3. Results of the Student Needs Questionnaire

Domain	Response	n (%)
Previous experience learning French	No	132 (100.0)
Interest in learning French	Very interested	52 (39.4)
	Interested	65 (49.2)
	Less interested	15 (11.4)

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Preferred vocabulary-learning activities	Interactive games	90 (68.2)
	Pictures and flashcards	80 (60.6)
	Songs and movement	56 (42.4)
	Dialogue and role-play	25 (18.9)
Preferred learning support	Collaborative activities	90 (68.2)
	Pronunciation modeling	85 (64.4)
	Visual materials	80 (60.6)
	Physical activities	65 (49.2)

Note. N = 132. Students could select more than one preferred activity and support, so percentages can exceed 100%.

The document analysis of the existing activity plan and worksheets showed that songs, movement, cards, bingo, role-play, simulations, and quizzes were assigned separately to single topics without a consistent instructional syntax. The worksheets mostly asked for written answers, matching, letter arrangement, sentence completion, and multiple-choice items, so oral interaction and collaborative games were not yet the main structure of learning. Language games need explicit objectives, rules, time allocation, and interaction mechanisms (Meiningsih & Madya, 2021; Shute et al., 2021), and differences in grade level and class size call for group rotation and differentiated challenges (Parker et al., 2022; Rulyansah et al., 2022).

The combined analysis showed the need for a structured French extracurricular program that integrates objectives, progressive vocabulary content, a consistent instructional model, playful activities, media, interactive worksheets, a facilitator's guide, and assessment instruments. Grade IV learning was therefore designed to emphasize recognition, pronunciation, picture-word matching, repetition, and guided responses, and Grade V learning extended these activities to phrases, descriptions, questions, short dialogues, and more contextual vocabulary use.

Design

The Interactive Playful Learning model is the pedagogical core of the program. It gives every session a consistent sequence in which French vocabulary is introduced, experienced, practiced, and used in simple communication (Table 4). The model combines the social mediation of Vygotsky's (1978) Sociocultural Theory, shown in facilitator modeling, peer interaction, collaborative dialogue, and gradual scaffolding, with the sensory-motor principles of Embodied Cognition Theory, shown in pictures, sounds, gestures, movement, objects, and role-play (Jusslin et al., 2022; Lantolf & Poehner, 2023). The eight stages form an interconnected cycle inside each 45-minute session, not rigid segments, so facilitators can adjust duration and activity type to the topic, grade, class size, media, and student responses.

Table 4. Eight-Stage Syntax of the Interactive Playful Learning Model

Stage	Purpose	Facilitator's activities	Students' activities	Expected learning evidence
Welcome and Readiness	Build readiness, attention, and a positive atmosphere	Greets students in French, sets a short routine, checks readiness, forms groups	Respond to greetings, follow the routine, prepare materials	Readiness and response to familiar greetings

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Stage	Purpose	Facilitator's activities	Students' activities	Expected learning evidence
Contextual Activation	Link the topic to prior knowledge and daily life	Shows a picture, object, question, song, or short story	Observe, predict, answer, relate the topic to own experience	Identify the topic and express initial ideas
Multisensory Vocabulary Exposure	Present target words in visual, auditory, written, and bodily forms	Pronounces words, shows pictures, objects, and written forms, models gestures	Listen, repeat, point, imitate gestures, link words to pictures or actions	Recognize sound, written form, and meaning
Guided Meaning-Making	Strengthen word-meaning links and correct pronunciation	Gives examples, asks guiding questions, highlights sound differences, models corrections	Match words and meanings, classify pictures, repeat difficult sounds	Match words accurately and pronounce them more clearly
Interactive Play	Reinforce recognition and retrieval through structured games	Explains rules, organizes turns, gives materials, monitors, gives immediate feedback	Play card games, bingo, word hunts, matching, movement games, guessing games, relays	Retrieve vocabulary and follow game instructions
Collaborative Language Use	Promote peer-supported practice in context	Organizes pairs or groups, gives role or situation cards, scaffolds	Ask and answer, exchange information, negotiate answers, help peers	Use words or short phrases in peer interaction
Communicative Performance	Use vocabulary in a simple oral task	Assigns role-play, simulation, description, or short dialogue and observes	Perform dialogues, describe pictures or objects, introduce self or others	Use vocabulary in phrases, questions, or brief dialogues

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Stage	Purpose	Facilitator's activities	Students' activities	Expected learning evidence
Reflection and Reinforcement	Consolidate vocabulary and give feedback	Reviews, asks for recall, corrects recurring errors, previews the next topic	Recall words, name difficult or enjoyable activities, answer a closing quiz	Recall, recognize difficulties, and respond to feedback

The syntax moves gradually from emotional preparation and contextual activation to vocabulary exposure, guided comprehension, playful retrieval, peer interaction, and communicative performance. Facilitator support is highest in the early stages because French sounds and word forms are new, and it fades in the interactive and collaborative stages so that students take more responsibility for using vocabulary. Every activity links to an observable response, such as identifying, pronouncing, matching, retrieving, asking, describing, or performing, so games serve a learning goal and not entertainment alone, in line with guided play (Heidari-Shahreza, 2024; Waddington, 2026). Formative assessment runs through the sequence by observation, oral responses, game performance, peer interaction, and short reflection.

Facilitator support is highest in the early stages because French sounds and word forms are new to the students. Scaffolding then fades during the interactive and collaborative stages, so students take more responsibility for retrieving and using words. Every activity links to an observable response: identifying, pronouncing, matching, retrieving, asking, describing, or performing. Games therefore serve a learning goal. Formative assessment runs through the sequence by observation, oral responses, game performance, peer interaction, and short reflection. Figure 1 shows the model



Figure 1. Interactive Playful Learning Model

The vocabulary materials follow the same logic (Table 5). Grade IV materials stress recognition, imitation, pronunciation, and guided responses, and Grade V materials extend the same familiar topics toward phrases, descriptions, questions, and short dialogues, which reflects the move from receptive to productive knowledge (Giguere & Hoff, 2024; Ryan, 2021). Familiar topics give continuity, and each topic links to a playful activity, a medium, a worksheet task, and an assessment indicator.

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Table 5. Progressive French Vocabulary Materials for Grades IV and V

Topic	Grade IV focus	Grade V focus	Playful activities
Alphabet	Recognize letters and imitate pronunciation	Spell names in personal information	Alphabet cards, spelling relay
Numbers	Recognize, pronounce, and count numbers	Use numbers to state age and exchange numerical information	Number bingo, counting games, number-card challenges
Greetings and politeness	Recognize and use basic greetings	Select expressions for social situations	Greeting circle, situation cards, role-play
Self-introduction	State name and age with guidance	Ask and answer questions about personal identity	Pair interviews, identity-card games
Family members	Name immediate family members	Introduce and describe family members	Family-tree puzzle, picture presentation
Body parts	Recognize and point to body parts	Understand and respond to simple physical instructions	*Simon dit*, songs, movement games
Clothing	Name basic clothing items	Describe clothing with short phrases	Card matching, color hunt, fashion role-play
Colors	Recognize, name, and match basic colors	Describe objects with color vocabulary	Color bingo, color hunt, coloring, object matching
Fruits and preferences	Name fruits and state simple preferences	Ask and report peers' preferences	Fruit-market simulation, class survey
Classroom objects	Identify common classroom objects	Express ownership and respond to simple requests	Object hunt, classroom treasure game
Hobbies	Name familiar leisure activities	Ask and answer questions about hobbies	Mime, guessing games, peer interviews
Occupations	Recognize common occupations	Express aspirations and describe occupations	Profession guessing, costume-card games

Development

The Development stage produced the extracurricular activity plan and the student worksheet booklet, together with the media, the facilitator's guide, and the assessment instruments. The activity plan states the program identity, learning outcomes, vocabulary progression, eight-stage syntax, playful activities, media, time allocation, and assessment for each session. The worksheet booklet moves beyond written exercises by adding visual, oral, movement-based, paired, and collaborative tasks, with separate complexity levels for Grade IV and Grade V. The media include picture cards, word cards, audio, songs, videos, concrete objects, and game materials.

Two validators, a French language lecturer and a French language teacher, then assessed the prototype (Tables 6 and 7). Material validation obtained 460 of a maximum of 500 points

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(92.0%) and method validation obtained 448 of 500 points (89.6%), and both fall in the highly valid category. In the material validation, accuracy of French vocabulary and expressions scored highest (96%) and progression between Grade IV and Grade V scored lowest (88%). In the method validation, model construction and the suitability of playful and collaborative activities scored highest (92%), and time allocation and implementation feasibility scored lowest (86%).

Table 6. Results of Material Validation

Dimension	Score (%)	Main validator recommendation
Accuracy of French vocabulary and expressions	96	Correct accent marks and keep spelling consistent
Relevance of vocabulary themes	94	Keep vocabulary from students' daily experience
Progression of Grade IV and V materials	88	Clarify the linguistic demands of each grade
Language clarity and developmental appropriateness	90	Simplify several worksheet instructions
Organization and presentation	92	Standardize illustrations, typography, and presentation
Overall	**92.0**	Feasible after minor revisions

Note. Every dimension and the overall score fall in the highly valid category (81–100%).

Table 7. Results of Method Validation

Dimension	Score (%)	Main validator recommendation
Construction of the model	92	Clarify the link among interaction, play, and embodied learning
Clarity and sequence of the eight stages	90	Specify the estimated duration of each stage
Suitability of playful and collaborative activities	92	Add alternatives for large groups and limited spaces
Alignment of media, worksheets, and assessment	88	Link assessment indicators to learning objectives
Time allocation and implementation feasibility	86	Simplify activities to fit 45 minutes
Overall	**89.6**	Feasible for limited implementation after minor revisions

Note. Every dimension and the overall score fall in the highly valid category (81–100%).

The validators' comments led to revisions in linguistic accuracy, material differentiation, instructions, time allocation, activity organization, media, assessment indicators, visual presentation, and implementation guidance. French accents and spelling were rechecked, Grade IV tasks were focused on recognition and guided responses, Grade V tasks were extended to phrases, descriptions, and dialogues, and worksheet instructions were rewritten as direct sentences with examples or visual symbols. Each stage received an estimated duration, each session was limited to one main game, one communicative task, and one short reinforcement activity, and alternative card, movement, paired, and small-group activities were added for large groups and limited spaces. Media were mapped to the stages, assessment

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indicators were revised to cover recognition, pronunciation, contextual use, interaction, and participation, and the facilitator's guide received group arrangements and rotation procedures. These revisions came from the validators' comments, not from student responses or observations.

The validation results indicate strong content and methodological feasibility. The material score of 92% suggests that the themes, language content, and presentation suited Grade IV and V students, because identity, family, classroom objects, colors, fruits, hobbies, and occupations tie vocabulary to contexts that students can recognize (Ryan, 2021). The grade differentiation matches the gradual development of receptive and productive knowledge, and repeated encounters through pictures, written forms, oral models, gestures, and contexts can support learning and retention (Giguere & Hoff, 2024; Yilmaz et al., 2022). The lowest method score, for time allocation, shows that eight stages in 45 minutes need controlled transitions, and simplifying game rules and preparing materials beforehand can improve feasibility without removing the interactive character of the model (Syawaluddin & Aeni, 2025). Because only two validators assessed the prototype, this evidence is preliminary.

Implementation

The limited implementation involved 30 students, five from each of the six classes, selected purposively after the prototype was declared highly valid. The sessions followed the eight stages: students answered questions, completed worksheet tasks, used visual media, interacted with facilitators and peers, solved problems in groups, joined classroom and outdoor activities, and presented their work (Figure 2). The photographs document implementation, not vocabulary gains.

Interactive Communication between Students and Facilitators	Collaborative Group Discussion and Problem-Solving Activities	Outdoor Learning and Coloring Activities	Interactive Classroom Learning
			
Students actively participated in two-way communication with facilitators through vocabulary introduction and reinforcement activities.	Students worked collaboratively in groups, discussed the tasks, and supported one another in completing the exercises.	Students participated in outdoor learning activities through collaborative learning and coloring activities in an engaging environment.	Students participated in interactive classroom learning through teacher-led instruction, question-and-answer activities, and active engagement during the learning process.

Figure 2. Limited Implementation of the Le Petit Club Français Program

The observers recorded that students could follow the planned sequence, worked together, exchanged help, and used visual materials and worksheets within the learning sequence. Instructions were generally workable, but time was the main constraint: some activities needed simplification to fit 45 minutes, game procedures and transitions needed shortening and clarification, and groups needed flexible management. These observations show participation and operational feasibility, not improved vocabulary.

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The 30 students answered 18 statements, which gave 540 responses. Strongly Agree appeared 349 times (64.6%), Agree 190 times (35.2%), and Disagree once (0.2%), and Strongly Disagree did not appear. The total score was 1,968 out of a maximum of 2,160, so the overall practicality percentage was (1,968 / 2,160) × 100% = 91.11%, which falls in the highly practical category. Every aspect also fell in this category (Table 8). Enjoyment scored highest (93.61%), and attractiveness of materials and media scored lowest (89.17%). At statement level, scores ranged from 85.83% for the statement that pictures, cards, and game tools help students learn vocabulary to 95.83% for the statements on feeling happy in the lessons and gaining courage to take part. The only Disagree response came on the statement that the duration did not make students feel rushed.

Table 8. Practicality Test Results for the Le Petit Club Français Program

Aspect	SA (4)	A (3)	D (2)	SD (1)	Total score	Percentage (%)
Instructional clarity	55	35	0	0	325	90.28
Ease of participation	53	37	0	0	323	89.72
Attractiveness of materials and media	51	39	0	0	321	89.17
Enjoyment	67	23	0	0	337	93.61
Interaction and collaboration	63	27	0	0	333	92.50
Time adequacy	60	29	1	0	329	91.39
All aspects (18 statements)	**349**	**190**	**1**	**0**	**1,968**	**91.11**

Note. SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree. Every aspect and the overall result fall in the highly practical category (81–100%).

Students therefore accepted the activities and materials. The high enjoyment score supports evidence that game characteristics can strengthen engagement (Chen et al., 2021), the lower but still high score for attractiveness suggests that visual resources, interactive tasks, and varied formats fit students' preferences (Gao & Pan, 2023), and the score for interaction and collaboration (92.50%) agrees with research that treats collaborative play as a context for speaking and shared meaning-making (Kultti, 2022; Wong et al., 2025). The lowest single statement concerned how far pictures, cards, and game tools helped students learn vocabulary, so facilitators can link media more closely to the target words in each session. The only Disagree response, the observations, and the validators' lowest method score all point to time, so time is the clearest practical issue. The trial led to simplified instructions, shorter games, clearer transitions, and fewer tasks per session, but these revisions were not re-validated or re-tested.

Evaluation

Formative evaluation shaped the product at each stage: the analysis set the development direction, expert validation produced the revisions described above, and the trial led to simpler instructions, shorter games, and clearer transitions. A summative Evaluation stage was not conducted, so the study cannot show changes in vocabulary acquisition, retention, oral communication, or sustainability.

The results carry implications for use. Long explanations or complex rules reduce practice time in a 45-minute session, and competitive games that reward speed can disadvantage students who need more processing time (Chan & Lo, 2022), so facilitators should give clear instructions, use flexible groups, and allow repeated practice. Schools that adopt the program

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need a regular schedule, reusable media, suitable space, and facilitators trained in French pronunciation, scaffolding, classroom management, and formative assessment.

This study has several limitations. Two validators assessed the prototype, so the validity evidence is preliminary and the precision of the dimension scores is limited. The trial used a purposive quota sample of 30 students (five from each class), so the results cannot be generalized to all students, and the practicality score rests on student self-report, without teacher or facilitator ratings or a test of questionnaire reliability. The first author facilitated and also observed the trial, so observer bias is possible, and the post-trial revisions were not re-validated. Finally, the study did not test effectiveness, so it cannot show gains in vocabulary acquisition, retention, or oral communication.

Conclusion

This study developed Le Petit Club Français, a French extracurricular program for Grade IV and V students based on the Interactive Playful Learning model, through four ADDIE stages: Analysis, Design, Development, and limited Implementation. The program includes an eight-stage syntax, activity plans, progressive vocabulary materials, playful activities, learning media, a student worksheet booklet, a facilitator's guide, and assessment instruments, with Grade IV materials stressing recognition, pronunciation, and guided responses and Grade V materials extending to phrases, descriptions, and short dialogues. Validation by a French language lecturer and a French language teacher gave 92% for the material and 89.6% for the method, both highly valid, and the limited trial with 30 students gave a practicality score of 91.11%, which is highly practical, so the program is feasible in content, method, and operation but has not been shown to improve French vocabulary acquisition. Future studies should involve more validators, extend the program to all Grade IV and V classes, collect practicality ratings from teachers and facilitators, and use experimental or quasi-experimental designs with pretests, posttests, and delayed tests to examine vocabulary acquisition, retention, and oral communication. Schools should prepare facilitators in French pronunciation, play-based classroom management, and formative assessment, and should adjust activity length, game number, grouping, and media to class conditions while keeping the eight-stage syntax.

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