



Teaching English to Young Learners: A Literature Review

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Abstract

This study aimed to identify age-appropriate materials for teaching English to young students, explore engaging teaching methods that promote active participation and language acquisition, and investigate the importance of creating a supportive learning environment for young students. This research uses a library research method, which involves identifying and locating sources of factual information or personal or expert opinion on a research question. This method was chosen in this study because of its performance-enhancing properties. Therefore, this study requires strong theoretical and experimental evidence to support its argument. Research findings on age-appropriate English teaching materials for young students highlight the effectiveness of different strategies. Research highlights the importance of visual and interactive materials, storybooks, songs and hymns, games, and technology integration to engage younger students. These methods not only capture students' attention but also promote language skills, comprehension and vocabulary acquisition. In addition, establishing a positive and supportive atmosphere, clear expectations and routines, supportive teacher-student relationships, collaborative learning, and a safe communication environment are among them. elements necessary to promote optimal learning. The importance of creating positive teacher-student relationships cannot be overstated, as these relationships form the basis of a confident and nurturing classroom atmosphere. In addition, the study highlights the value of differentiated teaching methods that are tailored to young learners' diverse learning styles, language levels, and interests. By tailoring instruction to individual needs, teachers can ensure that all students feel respected and supported on their language learning journey.

Keywords: *Teaching English; Young Learners; Literature Review*

Introduction

English for Young Learners refers to children's learning of English in pre-primary or primary (elementary) school education, for whom English is not their first language. It includes children whose first language is the national language of their country, when learning English there as an additional language. The globalized world brings many challenges – e.g., movement of people; disparities between small communities in remote rural areas and those in increasingly diverse big cities; and attitudes towards minorities (both indigenous and recently arrived), their cultures and languages some of which have consequences for EYL. Teaching English as a second language to young learners has gained significant attention in recent years. The early childhood period is crucial for language acquisition, and providing

quality language education during this stage can greatly impact a child's language skills and overall cognitive development. Therefore, it is essential to explore effective strategies and methodologies for teaching English to young learners. The ability to communicate effectively in English is becoming increasingly important in today's globalized world. Starting English language instruction at an early age can help children develop strong language skills and foster cultural understanding. This paper aims to examine the best practices in teaching English to young learners, considering their unique cognitive abilities and learning styles. Therefore, the research objectives of this study are: (1) to identify age-appropriate materials for teaching English to young learners, (2) to explore engaging teaching methods that promote active participation and language acquisition, (3) to investigate the significance of creating a supportive learning environment for young learners. This paper focuses specifically on teaching English to young learners, typically aged between 3 and 10 years. The research primarily relies on existing literature, and while efforts have been made to include diverse perspectives.

Research Method

This study uses a library research approach, which, according to George (2008), involves identifying and locating sources of factual information or personal or expert opinion on a research question. This method was chosen in this study due to its performance-promoting nature, therefore, this study requires strong theoretical and experimental evidence to support its argument. Drawing on established scholarly work and authoritative sources, the study seeks to reinforce its findings and contribute to the body of existing knowledge in the field. This methodological approach allows researchers to explore different perspectives and analyze the results of previous research in the literature. In addition, by relying on reliable sources, research aims to ensure the reliability and validity of its conclusions. Using a library research approach, this study aims to provide a comprehensive and well-founded analysis that contributes to the understanding and advancement of the subject.

Discussion

Age-Appropriate Materials

Based on the research conducted on finding age-appropriate materials for teaching English to young learners, the following findings have been identified:

Visual and Interactive Materials

Visual and interactive materials are effective for young learners, as they respond well to visually appealing and interactive materials that use colorful illustrations, pictures, and engaging visuals. These materials capture their attention and make the learning experience more enjoyable. Here are some examples of how visual and interactive materials have been used in language teaching:

A study of Russian language kindergarten and preschool teachers found that they made productive use of a digital resource by utilizing its multimodal presentation of content, integrating interactive activities mostly in a whole-class format, and creating an engaging and enjoyable learning environment of play. Visual representation of material was reported to be the most valuable and necessary for accompanying audio input, introducing or practicing vocabulary, supporting listening comprehension, and overall motivating very young learners to stay on task (Kayumova & Sadykova, 2019).

Many teachers have taken advantage of the Internet and technology to make the language classroom more attractive with visual aids and interactive teaching methods using technology. Learners

nowadays have better access to many other channels of language learning, such as Youtube, Netflix, BBC, Ted Talks, the news, radio podcasts, etc. where they can actually learn the language as well as an approach to the content they want at their own homes. In fact, it is very difficult to find a teenager or young adult without a smartphone or Internet access, and young Vietnamese students are not excluded. The sharp increase of high school and university students who own a Youtube or Netflix account and the amount of time they spend watching TV shows, viral video clips, soap operas, or movies every day made the researcher wonder if we could use these endless captivating sources of materials to actually enhance learners' motivation and listening ability in Vietnamese ESL classrooms (Ngo & Ha, 2022).

Inviting very young learners to a gallery of modern art can be a didactic solution. The practical implementation of a presented solution is discussed in an article that used workshops aimed at introducing very young learners to modern art as well as at acquiring new English vocabulary. Classes were carried out in one of the modern art galleries, and an example of chosen artwork and pieces created by a very young learner are shown in the article. The opportunities arising from implementing the new methodology are connected with linguistic development, improvement of young learners' skills, as well as developing intercultural competence (Kamiński & Curie-Skłodowska, 2020).

Posters can become effective and motivating tools able to adapt to any level, from beginner to advanced, and learners acquire military language by reading and listening to documents aimed at native speakers. In the context of visual narratives, posters can be used in teaching and learning a foreign language in general, and in the military educational environment in particular. It is believed that this approach will inspire new research paths on how visual materials can contribute to creating a pleasant and interactive educational environment in the military language classroom (Boștină-Bratu *et al.*, 2018).

Visual and interactive materials are effective for young learners, and language teachers can use various resources to make the learning experience more enjoyable and engaging.

Storybooks

Storybooks and picture books are highly effective in teaching English to young learners (Enever & Schmid-Schoenbein, 2006; Rahmawati & Britiviliani, 2018; Ratminingsih & Budasi, 2018; Dillon *et al.*, 2020; Souisa *et al.*, 2020; Sun, 2022). They provide numerous benefits and opportunities for language development and comprehension skills. Here are some reasons why storybooks and picture books are beneficial for young learners:

Storybooks and picture books expose young learners to the English language in a meaningful and engaging way. They provide opportunities for children to hear and see new words, phrases, and sentence structures (Ratminingsih & Budasi, 2018). Storybooks and picture books introduce young learners to a wide range of vocabulary. Through repetitive language, rhymes, and engaging storylines, children can grasp new words and their meanings (Ratminingsih & Budasi, 2018). Reading storybooks and picture books helps young learners develop their comprehension skills. They learn to understand the plot, characters, and events in the story, which enhances their overall reading comprehension (Ratminingsih & Budasi, 2018). Many storybooks and picture books use repetitive language patterns, which help young learners internalize and remember new vocabulary and sentence structures (Ratminingsih & Budasi, 2018).

Storybooks and picture books captivate young learners with interesting and engaging storylines. This fosters a love for reading and motivates children to continue exploring the English language (Ratminingsih & Budasi, 2018). Storybooks and picture books often incorporate rhymes and rhythms, which make the language more memorable and enjoyable for young learners. This can enhance their phonological awareness and pronunciation skills (Sun, 2022).

Overall, storybooks and picture books provide a valuable tool for teaching English to young learners. They offer language exposure, vocabulary development, and comprehension skills, while also fostering a love for reading. By incorporating these resources into language learning activities, educators can create a fun and effective learning environment for young learners.

Songs and Chants

Songs and chants are effective tools for language acquisition in young learners (Forster, 2006; Reinbach & Lee, 2011; Adamson *et al.*, 2014). They help children internalize vocabulary, pronunciation, and intonation through catchy tunes, repetitive lyrics, and rhythmic patterns. Incorporating songs and chants into English lessons can aid language learning and promote a positive and enjoyable classroom atmosphere (Forster, 2006).

A research project involving a class of approximately 25 students in a Japanese kindergarten found that oral repetition teaching techniques, specifically drills, chants, and songs, increased the probability of young learners' acquisition and retention of vocabulary (Adamson *et al.*, 2014). Total Physical Response Storytelling (TPRS) is another methodology that uses songs, chants, games, and other child-appropriate tasks to develop children's oral skills and vocabulary in English as a foreign language (Reinbach & Lee, 2011).

Digital Resources

Digital resources, including interactive apps, educational websites, and online games, can enhance engagement and language acquisition for young learners in today's digital age. There are various digital resources available that can be used to teach English to young learners, such as YouTube videos, digital stories, and warm-up activities (Kadek *et al.*, 2021; Lestariyana & Widodo, 2018; Pham, 2023). However, there are also challenges associated with using digital resources, such as the need for a stable internet connection, irrelevant ads that can disrupt learning, and next-video suggestions that may not be relevant to the learning material (Kadek *et al.*, 2021). Teachers must be aware of each student's evolving requirements and monitor each challenge to prevent obstacles from impeding learning (Ghfar, 2023). It is also suggested that the expectations and needs of students regarding digital literacy skills should be taken into account when using digital resources for language learning (Son *et al.*, 2017). Utilizing digital learning resources that incorporate intercultural elements can be an efficacious approach for improving intercultural literacy among young learners (Pham, 2023). Overall, digital resources can be a valuable tool for teaching English to young learners, but it is important to consider their limitations and use them strategically to optimize their benefits.

Puzzles and Blocks

Manipulatives and hands-on activities involving puzzles, building blocks, or tactile materials can benefit young learners by providing a sensory experience and supporting kinesthetic learning. These activities facilitate the internalization of language concepts through physical engagement. Incorporating craft projects within a second language learning curriculum can involve numerous language learning opportunities and can be adapted to maximize language acquisition (Shiobara, 2022). Understanding children's learning characteristics can help facilitate the development of cognition for every child. Gifted and talented young children exhibit superior verbal expressive, logical reasoning, elaborative, creative, and flexible problem-solving skills, and they possess keen observation ability and a wider general knowledge (Wang *et al.*, 2019). It is important to foster EFL young learners' self-regulation in learning. A descriptive study found that young learners self-regulate at an under-average level of frequency in their learning process, and incorporating the Dizi Gui (Standards for being a good pupil and child) can have positive effects on EFL young learners' self-regulation (Thu, 2022).

Finding age-appropriate materials for teaching English to young learners involves considering visual appeal, interactivity, contextual relevance, and cultural sensitivity. The use of storybooks, songs, flashcards, visual aids, digital resources, manipulatives, realia, and adapted materials caters to the unique needs of young learners and promotes effective language acquisition.

Engaging Teaching Methods

Based on the research conducted on finding engaging teaching methods for teaching English to young learners, the following findings have been identified:

Total Physical Response (TPR)

Total Physical Response (TPR) is a teaching method that combines language instruction with physical movement. It engages young learners by involving their bodies in the learning process, allowing them to understand and produce language through action and response.

TPR is a method for teaching English to young learners. It is particularly effective for kinesthetic learners who need to be active in the classroom. The TPR method introduces language skills through action and involves the teacher acting as an instructor, role model, and action supervisor (Putri, 2016).

TPR prioritizes activities directly related to physical movement, making it suitable for early childhood education (Ummah, 2015). The method is not limited to teaching English. It has also been applied to teaching Mandarin (Cheng, 2019) and Chinese as a second language (Chuah *et al*, 2022). TPR has been found to be effective in improving students' understanding and confidence in learning a foreign language (Cheng, 2019). Research has compared TPR with other teaching methods and found it to be effective in improving student vocabulary (Anindita, 2020).

In summary, TPR is a teaching method that incorporates physical movement to engage young learners in language instruction. It has been found to be effective in improving listening and speaking skills, as well as vocabulary acquisition.

Games and Play-based learning

Games and play-based learning activities can be effective in promoting active participation and enjoyment among young learners while reinforcing vocabulary, grammar, and language skills. Incorporating board games, memory games, and interactive online games into English lessons can create a natural and relaxed learning environment (Ni *et al*, 2020; Sukenasa *et al*, 2020; Okyar, 2022; Vijayaraj & Hashim, 2022; Taula'bi', 2022). Some studies have shown that technology-mediated board games can improve students' English vocabulary learning achievement and motivation (Ni *et al*, 2020; Sukenasa *et al*, 2020). Other creative teaching strategies that have been implemented in teaching English to young learners include storytelling, music and songs, educational apps, videos, interactive games, and role-plays (Taula'bi', 2022). Tablets and other digital technologies have also been used in K-12 education to enhance participatory literacy practices and improve learning outcomes (An *et al*, 2014).

Storytelling

Storytelling is an effective teaching method for young learners, as it captures their imagination, develops listening skills, and expands their vocabulary.

A study conducted in Libya found that students tend to learn English with greater enthusiasm when stories are delivered to them (Elkhimry, 2022). The majority of students reported that they

comprehend the lesson more clearly and quickly pick up new language. The teacher also noted that using the storytelling technique makes the lessons more engaging and enjoyable since the pupils are participating.

A study conducted in Ukraine and Norway found that storytelling has a place in English teaching, but it is not a very structured part of their lessons and is only picked up occasionally (Dolzhykova, 2014). This is largely due to the fact that storytelling is not highlighted in the current national curricula and textbooks for primary school in either country, which also explains the lack of ready-made materials for storytelling to young learners in the pre-reading period.

A study conducted in Vietnam found that storytelling application in very young learners' classrooms may be challenging since these learners possess unique characteristics in terms of second language acquisition, which might cause a variety of difficulties for teachers (Doan & Quyen, 2023). The participants encountered certain challenges while delivering storytelling lessons, which mainly stemmed from the students and other subjects, namely teachers and materials.

Two studies conducted in Indonesia found that using Teaching Proficiency through Reading and Storytelling (TPRS) and Total Physical Response Storytelling (TPRS) methods in teaching English to young learners can improve their skills in retelling and vocabulary learning (Gantika, 2013; Octaviani & Hesmatantya, 2018). The studies found that these methods can motivate students to learn vocabulary and help their attention last longer since they employ stories and physical moves.

Storytelling is an effective teaching method for young learners, but its implementation can be challenging for teachers. Teachers need to create stories and use them in a way that is consistent with the curriculum. They also need to be aware of the unique characteristics of very young learners in terms of second language acquisition and use appropriate materials and techniques to overcome the challenges.

Technology-assisted learning

The integration of technology, including interactive educational apps, digital storybooks, and online learning platforms, can motivate young learners and offer engaging content and interactive exercises (Tiftik, 2021; Taghizadeh & Yourdshahi, 2020; Saffold, 2021; Astutik *et al*, 2022; Harahap & Kembaren, 2023; Perez *et al*, 2021). When technology is selected and integrated appropriately, it can enhance engagement and provide opportunities for independent practice. Studies have demonstrated the effectiveness of technology integration in improving language areas such as grammar and vocabulary, as well as in raising cultural awareness, increasing student motivation and autonomy, and creating a student-centered learning environment (Tiftik, 2021). However, teachers play a significant role in the appropriate use of related technologies, and they need to have sufficient pedagogical and technological knowledge to use technology to teach the English language to young learners (Taghizadeh & Yourdshahi, 2020). Challenges of using technology in young learners' classes include limited computer facilities, teachers' lack of skills, and lack of support from schools and institutes (Taghizadeh & Yourdshahi, 2020). Despite these challenges, the benefits of technology integration in early learning classrooms have been observed, and teachers' perceptions of utilizing Quizizz application in ELT for young learners have been positive (Saffold, 2021; Harahap & Kembaren, 2023). Moreover, the development of educational resource materials, such as animated films, can promote students' ability to acquire knowledge and skills (Perez *et al*, 2021).

Employing engaging teaching methods such as Total Physical Response, games and play-based learning, storytelling, songs and chants, and technology integration can enhance the engagement and language acquisition of young learners. These methods promote active participation, meaningful interactions, and a positive classroom atmosphere for effective English language instruction.

Supportive Learning Environment

Based on the research conducted on finding a supportive learning environment for teaching English to young learners, the following findings have been identified:

Positive and Encouraging Atmosphere

Creating a positive and encouraging atmosphere is crucial for young learners to feel comfortable and motivated to participate in English language learning. Encouragement, praise, and positive reinforcement foster a sense of confidence and self-esteem among young learners, promoting their willingness to take risks and engage in language activities.

According to a study conducted on English young learners, positive reinforcement correlates with speaking performance and self-confidence. The study suggests that teachers should raise their awareness to motivate students' speaking skills for better achievement (Samodra & Faridi, 2021).

A study on foreign language learners' emotions found that creating a positive emotional atmosphere in class contributes to higher foreign language enjoyment (FLE) scores. The study suggests that FLE is more teacher-dependent than foreign language classroom anxiety (FLCA), which is more stable across teachers (Dewaele & Dewaele, 2020).

A paper on implementing character education in teaching English for young learners suggests that character education can be implemented in every subject, including English, to help young learners build positive characters (Adriyanti, 2021).

Using casual style to engage students' speaking motivation for English young learners is another strategy that can create a positive and engaging atmosphere in the classroom. The paper suggests that casual style as one of the language variations gives contribution in increasing students' motivation to be more active in the class (Romadlon, 2012).

Finally, a review of different classroom-based studies focused on the effects of songs on young learners' vocabulary development and motivation found that songs have a positive influence on vocabulary and undoubtedly improve young learners' motivation and create a positive learning environment (Moral, 2020).

Creating a positive and encouraging atmosphere is essential for young learners to feel comfortable and motivated to participate in English language learning. Encouragement, praise, and positive reinforcement foster a sense of confidence and self-esteem among young learners, promoting their willingness to take risks and engage in language activities.

Clear Expectations and Routines

Establishing clear expectations and routines is crucial for young learners to understand what is expected of them during English lessons. Clear instructions and consistent routines create a sense of structure and predictability, reducing anxiety and promoting a safe learning environment. One way to achieve this is by clearly communicating the learning objective at the beginning of each lesson (Reed, 2012).

The learning objective specifies what students are supposed to learn by engaging in units of activity around concepts. It should be phrased in behavioral, measurable terms and many educators rely

upon taxonomies to determine whether the wording is oriented toward a lower or higher level of cognition (Reed, 2012).

Stating the objective at the beginning of a lesson or after a brief anticipatory activity is a routine component of lesson planning that is often taken for granted. However, it is a crucial step that supports student learning and positive behavior (Reed, 2012). The purpose of setting the objective is twofold. First, it helps students understand what they will be learning and why it is important. Second, it helps teachers focus their instruction and assessment on the most important concepts and skills (Reed, 2012).

In addition to clearly communicating the learning objective, teachers can establish consistent routines for other aspects of the lesson, such as transitions between activities, classroom management, and participation expectations. These routines create a sense of structure and predictability that can reduce anxiety and promote a safe learning environment (Reed, 2012). By establishing clear expectations and routines, teachers can help young learners feel more comfortable and confident during English lessons.

Supportive Teacher-Student Relationships

Building supportive relationships between teachers and young learners is crucial for their overall language development. Teachers who show empathy, respect, and understanding create a trusting and nurturing environment where children feel comfortable asking questions, seeking help, and expressing themselves in English. However, the ability to build these relationships can be compromised by the challenges of remote learning (Rose *et al*, 2022).

Historically, neither a positive nor a supportive relationship existed between the population of students designated English language learners (ELLs) and the field of special education. This article describes a set of preservice modules that were designed for special education teacher candidates to learn about and develop strategies for working with students of diverse language backgrounds (Zetlin *et al*, 2011).

In a randomized trial study, the authors examined the efficacy of a practitioner partnership language intervention addressing oral language learning (expressive and receptive) in young language-minority learners from multiple-language groups. The program was successful in enhancing oral language skills in young language-minority learners (Heller *et al*, 2019).

Proper mentoring can help new teachers avoid didactic, lecture-based, teacher-centered instruction in favor of more hands-on, inquiry-based teaching. Unfortunately, few teachers are offered professional development on how to mentor new science teachers. This article addresses that need by showing the importance of shifting the frame in which new teachers approach working with ELLs, offering mentoring strategies, and providing strategies to engage ELLs in the practices of science and engineering (Wong & Ortega, 2015).

Adjustment is an area that contributes a great deal in bringing teacher effectiveness. A well-adjusted teacher always delivers effective teaching and handles students' problems more effectively than teachers who have adjustment problems (Tripathy, 2019).

Differentiated Instruction

Adapting instruction to meet the individual needs and abilities of young learners is crucial for creating a supportive learning environment. Differentiated instruction involves tailoring teaching strategies, materials, and activities to accommodate diverse learning styles, language proficiency levels,

and interests. This approach ensures that all learners feel valued and supported in their language learning journey.

Meeting the needs of diverse learners. Young English Language Learners (ELLs) in US K-12 public schools are a rapidly growing and diverse demographic. Differentiated instruction can provide challenge, success, and fit for these learners by addressing their specific needs (Lindahl, 2018).

Examples of differentiated activities. Differentiated instruction can be applied in various academic content areas, such as math, science, social studies, and language arts. Teachers can use differentiated activities that consider students' funds of knowledge and linguistic repertoire to engage them with the content and language used in academic settings (Lindahl, 2018).

Effects on literacy and language learning. Research has shown that differentiated instruction can have an impact on reading comprehension, particularly in areas such as inferring and comparing and contrasting narrative texts. However, the impact on writing production and vocabulary acquisition may be limited (Santisteban, 2014).

Supporting English Language Learners in special education. Historically, there has been a lack of positive and supportive relationships between English Language Learners (ELLs) and the field of special education. Differentiated instruction can help address the challenges faced by ELL students in the identification/referral, evaluation, and placement phases of special education (Zetlin *et al*, 2011).

Oral language intervention for language-minority learners. Oral language skills are essential for academic learning, especially for young language-minority learners who receive instruction in their second language (L2). Differentiated oral language intervention programs have shown to be effective in enhancing oral language skills in these learners (Heller *et al*, 2019).

By implementing differentiated instruction, teachers can create a learning environment that supports the individual needs and abilities of young learners, ensuring that they feel valued and empowered in their language learning journey.

Collaborative Learning

Collaborative learning activities have been shown to be effective in promoting language development and social skills in young learners. In a study conducted in a dual language preschool classroom, the teacher used visual and auditory scaffolding, strategic pairing of students, and intentional paired learning activities to enhance collaborative exchanges (Alanis, 2018).

Another study investigated the efficacy of innovative teaching practices in promoting the motivation of adult and young learners for collaborative learning of English language. The findings showed a considerable change and improvement in their feelings and attitudes towards collaborative learning of English language as well as their learning outcomes (Nguyen *et al*, 2015).

A randomized trial study examined the efficacy of a practitioner partnership language intervention addressing oral language learning in young language-minority learners from multiple-language groups in Norway. The intervention group showed significant improvements in various oral language skills compared with the waiting-list control group (Heller *et al*, 2019).

A small-scale study showed how LEGO® was used as a learning tool in the foreign language classroom with young learners (7-10 years old) during an English Foreign Language (EFL) course in order to enhance fluency and develop students' oral skills. The findings supported the idea that

storytelling engages young learners in the process of foreign language learning and that LEGO® bricks could create contexts very favorable to language learning (Cojocnean, 2019).

These studies suggest that collaborative learning activities, such as pair work, group projects, and cooperative learning tasks, can create opportunities for interaction, collaboration, and peer support, which fosters a sense of belonging and promotes social and language skills development in young learners (Sailabada, 2022).

Safe and Respectful Communication

To foster an environment of open and respectful communication for young learners to feel safe expressing themselves in English, teachers should consider the following strategies:

Teacher must encourage active listening. Teachers should model active listening by giving their full attention to students when they are speaking. They can also encourage students to listen actively to each other by asking follow-up questions or summarizing what their peers have said (Nilsson, 2022).

Teacher must promote positive peer interactions. Teachers can create opportunities for students to work together in pairs or small groups to practice their language skills. They can also encourage students to give each other positive feedback and support each other's learning (Alanis, 2018).

Teachers should model effective communication strategies, such as using clear and concise language, asking open-ended questions, and using nonverbal cues to convey meaning (Nilsson, 2022).

Teachers can create opportunities for students to engage in meaningful discussions by asking thought-provoking questions and encouraging students to share their opinions and ideas. They can also provide opportunities for students to reflect on their learning and set goals for themselves (Heller *et al*, 2019).

Teachers should encourage active participation by giving students opportunities to practice their language skills in a supportive setting. They can also provide feedback and support to help students improve their language skills (Nguyen *et al*, 2015).

By implementing these strategies, teachers can create a safe and supportive environment that encourages young learners to express themselves in English and practice their language skills.

Establishing a supportive learning environment for teaching English to young learners involves creating a positive atmosphere, setting clear expectations, building supportive relationships, differentiating instruction, promoting collaborative learning, utilizing multi-modal approaches, implementing inclusive practices, and fostering safe and respectful communication. These elements contribute to a nurturing and engaging environment that supports young learners' language development and overall well-being.

Conclusion

The study aimed to identify age-appropriate materials to teach English to young students, explore engaging teaching methods that promote active participation and language acquisition, and investigate the importance of creating a supportive learning environment for young students. This research uses a library research method, which involves identifying and locating sources of factual information or personal or expert opinion on a research question. This method was chosen in this study because of its

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Research findings on age-appropriate English teaching materials for young students highlight the effectiveness of different strategies. Research highlights the importance of visual and interactive materials, storybooks, songs and hymns, games, and technology integration to engage younger students. These methods not only capture students' attention but also promote language skills, comprehension and vocabulary acquisition. In addition, establishing a positive and supportive atmosphere, clear expectations and routines, supportive teacher-student relationships, cooperative learning, and safe communication environments are among necessary to promote an optimal learning environment. The importance of creating positive teacher-student relationships cannot be overstated, as these relationships form the basis of a confident and nurturing classroom atmosphere. In addition, the study emphasizes the value of differentiated teaching methods that are tailored to the diverse learning styles, language levels and interests of young learners. By tailoring instruction to individual needs, teachers can ensure that all students feel respected and supported on their language learning journey.

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