



# Teaching English for Young Learners (Early Childhood) in Kamal's Kindergarten

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui metode yang efektif untuk pembelajaran bahasa Inggris untuk anak usia dini. Sampel penelitian terdiri dari 35 anak Taman Kanak-kanak usia 4 sampai 6 tahun yang tidak dapat berbahasa Inggris dan tidak memiliki masalah linguistik atau berbicara. Sampel penelitian terdiri dari enam perempuan dan tujuh laki-laki berusia 4 tahun, lima perempuan dan enam laki-laki berusia 5 tahun, serta tujuh perempuan dan empat laki-laki berusia 6 tahun. Tidak ada anak dalam sampel penelitian yang pernah mengenyam pendidikan bahasa Inggris sebelumnya. Pendidikan bahasa Inggris pada anak usia dini sangat penting karena membuat anak mengenal bahasa yang berbeda dan tumbuh dengan sikap positif terhadap bahasa Inggris. Oleh karena itu, lingkungan pendidikan yang paling efektif harus disiapkan untuk memperoleh kinerja yang paling efektif dalam pendidikan bahasa Inggris. Guru perlu memiliki pengetahuan dan latar belakang yang memadai untuk pendidikan dan pembentukan bahasa Inggris pada anak usia dini. Salah satu fakta terpenting tentang pembelajaran bahasa kedua anak-anak adalah penggunaan bahasa kedua itu secara aktif di lingkungan anak-anak. Seperti dalam penelitian ini, banyak sekolah memberikan pendidikan bahasa Inggris. Namun demikian, anak-anak dapat melupakan apa yang telah mereka pelajari karena mereka tidak menggunakan bahasa kedua secara aktif dalam kehidupan sehari-hari.

## ABSTRACT

This study aims to determine effective methods for early childhood English learning. The sample of the research is consisted of 35 kindergarten children aged 4-5-6, who do not speak English and have no linguistic or speaking problems. The sample of the research consisted of six girls and seven boys aged 4, five girls and six boys aged 5, and seven girls and four boys aged 6. None of the children in the sample of research has had English education before. English language education in early childhood is of great importance since it makes children realize different languages and grow up with a positive attitude for English. Because of this reason, the most effective educational environment must be prepared for obtaining the most effective performance in English language education. The instructor needs to have adequate knowledge and background for the English language education and formation on early childhood. One of the most important facts about children's learning a second language is the usage of that second language actively in the children's environment. Such as the one in this study, many schools give English language education. Nevertheless, children can forget what they have learned since they are not using the second language actively in the daily life.

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## 1. Introduction

Kindergarten classrooms can provide essential support for English language learners (ELLs) to help them succeed academically and socially (Wheeler, 2020). In recent years, English education has been provided from the preschool period onwards has been started (Lake: 2003). In today's conditions, to know and speak only the mother tongue, to remain monolingual it is not enough, knowing at least one foreign language is bilingual, knowing two foreign languages is very great importance is attached to being multilingual (Unyah, 2017).

Chomsky children have an innate competence to learn languages, grammatical. The structures are part of the human brain and the birth of the child into a language environment is the inner triggers the motive (Wang, 2017). Thus, the child's language development is guided by the adult it is natural and spontaneous without being present. According to the universal grammar theory, all languages have common characteristics. According to Chomsky, languages have seemingly different sound and form characteristics. Although they carry it, mentally they have a deeper common structure. Universal Grammar theory aims to make a child able to speak more than one language with these findings support (Wang, 2017).

The region involved in language acquisition, located in the left hemisphere of the brain, is a region that is born at birth. is active to learn the language (Oflaz, 2011). To learn the spoken mother tongue after the child is born begins and towards the age of 4-5 without imitating complex sentence structures itself can install. But the region involved in language acquisition in the brain is the beginning of puberty. There are findings showing that it is active until the age of 10-14 (Robertson, 2002; Zhao & Morgan, 2004). With language due to being away from people and society until this age. It was not even possible to teach the mother tongue in children who had not received any related stimulants. This leads to the loss of the effectiveness of the neurophysiological mechanism in the brain and the fact that these individuals' inability to trigger language ability due to inability to adapt to social life is connected. Therefore, according to the critical age argument, the appropriate age for second language acquisition is argued that being before adolescence gives more effective results (Sumarni, 2022). Learning English can provide numerous benefits for children. English is the language of many great works of literature and art. By learning English, children can gain a deeper appreciation of different cultures and their contributions to the world. Much of the world's knowledge is stored in English, including scientific research, academic papers, and online resources. By mastering English, children can access this wealth of knowledge and expand their understanding of the world (Samad, 2015).

Identify the link between native language use and second-language learning achievement. In a study conducted to determine whether Estonian and Latvian children were exposed to the Swedish language. its success is based on the regular use of the native language at home (González, 2019). A similar situation was detected in children of German immigrants living in Australia (Ting, 2016). As can be understood from the studies carried out, the mother tongue is full mastery facilitates the development of the second language. Also, in the acquisition of a second language age, previous information, tendency, learning style, learning strategy's role (Hwang, 2011). Another view is that the second language The social environment of the individual is the factor that plays the most important determining role in the acquisition is. Sociopsychological factors play an important role in the acquisition of a second language (Taheri, 2018).

One of the most important questions about the acquisition of a second language is that children have a second language In the natural learning of the stages of development of the mother tongue from a very young age to the second how it affects the acquisition of language (Clarke, 1992). Made regarding the acquisition of first and second language as a result of the comparison of research results, second language learners are basically the main they have been shown to follow the path of the principles that determine language acquisition (Rania,

2021). Twice The process of acquiring the language may proceed in the same or different direction. Two learning processes the younger the children, the more similar the view that they walk Kept. (González, 2019).

Faced with the second language after infancy until now children learn a second language more than children who start learning a second language at a young age. It has not been determined whether they can learn easily or not (González, 2019). Besides young children are very sensitive to the sound and hearing characteristics of a foreign language In older ages, children and adults are more likely to learn languages grammar emphasizes concept and meaning, and therefore requires that a second language It is suggested that young children are in a superior position in learning (Karacan, 2000). In addition, many young people have a perfect native language at a very early age. language disruption in second language learning as a result of not being learned and used in a way, information about the emergence of difficulties and lack of expression in the use of concepts (Lee, 2021).

A person in Turkey spends an average of 1200 hours in primary and secondary school years as a foreigner. language training. In other words; over 5 hours a day for a student It means taking a foreign language teaching for one and a half years without interruption. But most of the student who finishes high school graduates without learning a foreign language at a level that can express himself is happening. In this case, the restructuring of the foreign language teaching system and teaching methods need to be reviewed (Çetinkaya, 2003). The article provides a useful review of the strategies and challenges in teaching English to preschool children, and offers practical suggestions for teachers and parents to enhance English language learning in this context (Copland, 2014).

In this research, preschool children were given English education; determining the learning status of children in English, based on observation children's interests and desires for a foreign language, transferring what they have learned to daily life and It is intended to determine the situations that they cannot convey.

## **2. Methods**

This article's experimental model is cooperative learning that involves students working together in small groups to complete English language learning tasks. Students take on different roles within the group, such as leader, recorder, or timekeeper. This model encourages students to interact with one another in English, and helps to build their confidence in using the language.

This article using cluster sampling that involves selecting groups or clusters of individuals or items from a population, rather than selecting individuals or items individually. This is often used when the population is large and dispersed, and it is more efficient to select groups or clusters than to select individuals or items one by one (Hoy: 2016).

The sample of the research is consisted of 35 kindergarten children aged 4-5-6, who do not speak English and have no linguistic or speaking problems. The sample of research consisted of six girls and seven boys aged 4, five girls and six boys aged 5 and seven girls and four boys aged 6. None of the children in the sample of research has had English education before.

In the planning phase of the study, the literature on English education in the early childhood has been scanned and English lesson plans have been prepared taking into consideration the progression of children for English language education in the early childhood. The topics that are planned to be taught to the children include words that children use in the daily life and that are in their field of experience. Plans begin with the topic transportation and include animals, food, colours, and clothes, rhythmic counting from 1 to 10, parts of the body and fruit.

The children have been given English education 20-30 minutes, twice a week for nine weeks. At the end of nine weeks' education children have been given the test. The test is prepared to include all the words and mutual talking in order to evaluate children's learning conditions. The test has been practiced one to one on each child in a separate room. The test has lasted approximately 20 minutes for each child. The evaluation has been made as follows; every correct answer was scored as "1" point and false answer as "0". The collected data has been presented as frequency distribution and percent values. Besides, qualitative data that depend on observations have also been noted.

### 3. Result and Discussion

#### 3.1 Result

English education with children started with the subject of acquaintance. For example, "Hello, what is your name?, my name is..., how are you? I'm fine" sentences (Jones: 1976). All the sampled children were in conversation Rhythmic counting in English for ages 4-5 and 6 from 1 to 10 were taught, and all the children sampled were successful in rhythmic counting. There is no emphasis on recognizing the figures in English.

After the children have been training to learn English for nine weeks, the data show the children in the age 4, 5, and 6 are distinguished in tables 4. As can be seen in table 1, children aged 4 years are given pictures of objects in English "Donkey" and "monkey" (4/13), "rabbit" in the case of animals in the equivalent (5/13), "turtle" and "butterfly" (6/13) are the most unsuccessful words. English name and the success rate of showing the words "donkey" and "monkey" (9/13) Increased. The words for which they were most successful were "snake" in both stage I and II. The words "panda" and "spider" (10/13) have been.

Table 1. 4 years old children

Words	N	I. Picture		II. English Words	
		Frequency	%	Frequency	%
Cow	13	8	61.5	8	61.5
Snake	13	10	76.9	10	76.9
Panda	13	10	76.9	10	76.9
Donkey	13	10	76.9	10	76.9
Monkey	13	4	30.8	9	69.2
Mouse	13	4	30.8	9	69.2
Spider	13	9	69.2	9	69.2
Rabbit	13	9	69.2	9	69.2
Turtle	13	10	76.9	10	76.9
Butterfly	13	5	38.5	5	38.5
	13	6	46.2	6	46.2
	13	6	46.2	6	46.2
TOTAL	130	72	55.4	82	63.1
Spaghetti	13	9	69.2	11	84.6
Cake	13	11	84.6	11	84.6
Chips	13	11	84.6	11	84.6
Chicken	13	11	84.6	11	84.6
Pizza	13	7	53.9	8	61.5
Chocolate					

	13	11	84.6	11	84.6
	13	8	61.5	8	61.5
TOTAL	78	57	73.1	60	77.0
Red	13	10	76.9	11	84.6
Blue	13	11	84.6	11	84.6
Pink	13	10	76.9	10	76.9
Orange	13	6	46.2	11	84.6
Black	13	11	84.6	11	84.6
Brown	13	6	46.2	11	84.6
Green	13	5	38.5	6	46.2
Yellow	13	10	76.9	10	76.9
	13	11	84.6	11	84.6
TOTAL	117	80	68.4	92	78.6
Jacket	13	10	76.9	10	76.9
Hat	13	10	76.9	10	76.9
Trousers	13	7	53.9	7	53.9
Shirt	13	8	61.5	10	76.9
Shoes	13	6	46.2	8	61.5
Socks	13	6	46.2	8	61.5
TOTAL	78	47	60.3	53	68.0
Head	13	13	100	13	100
Eyes	13	9	69.2	11	84.6
Ears	13	8	61.5	11	84.6
Knees	13	10	76.9	11	84.6
Toes	13	11	84.6	13	100
Shoulders	13	12	92.3	13	100
TOTAL	78	63	80.8	72	92.3
Apple	13	11	84.6	11	84.6
Pear	13	9	69.2	10	76.9
Banana	13	11	84.6	11	84.6
Orange	13	11	84.6	11	84.6
Strawberry	13	5	38.5	5	38.5
Carrot	13	6	46.2	7	53.9
TOTAL	78	53	68.0	55	70.5
TOTAL	559	372	66.6	414	74.1

Success rate on the word "chicken" (7/13) in phase I of food although low, the success rate of "chicken" (8/13) in phase II has increased slightly. In the case of the word "chocolate" (8/13), similar success was shown in both stages. Colors In phase I "brown" (5/13), "white" and "black" (6/13) failed more words, in phase II "brown" (6/13), "white" and "black" (11/13) success rates are seen to be increasing. Stage I "shoes" on clothing and "socks" (6/13) success rate was low, while "shoes" and "socks" (8/13) success in phase II rates. In addition, the word "trousers" (7/13) is used in both stages. There has been no change. As for fruits, both pronunciation of "strawberry" (5/13) The most difficult to show by finding the object in pictures when the name is said has been the fruit drawn. "Carrot" (6/13) success rate according to stage I, stage II (7/13) has shown some rise. Finally, when we look at the absenteeism rate, 9 Not attending 18 classes per week and in total is 16.7% in 4-year-old children.

Generally speaking, the issue of our body is the most successful of 4-year-old children have been the subject of the issue. Increasing the success rate of words with song and movement. It can be said that teaching gives more effective results. The most unsuccessful issue was the issue of clothes. When looking at absenteeism, 3 out of 13 children did not attend class and most absenteeism has been seen to be done in this regard. Absence of children from class directly affected their learning situation. Also, children are talking about animals They have confused the words "donkey, monkey" because they are similar. This is the fact that words that can be confused are not taught in the same or recent time periods can prevent the situation.

Looking at Table 2, 5-year-old children see that the object pictures are equivalent. He was quite successful in telling animals, only "butterfly" in phase II. In the word (10/11) a child has failed. "Chicken" on food (7/10) is the most unsuccessful word, while "cake and chips" (11/11) is the best success provided. Success rate on the word "black" (5/11) in stage I of colors while it was low, full success was achieved in phase II. Similarly, according to stage I. The word "white" (6/11) was more successful in phase II (10/11). Children the colors they all learned from were "orange, green, yellow". On clothing In stage I, the words "shoes and socks" (6/11) are mixed together and in stage II the words "shoes and socks" are fully used in stage II success has been achieved. In this regard, the word "shirt" (10/11) indicates that the success rate in stage I, It was noted that it fell in phase II (9/11). "Jacket" succeeds in both stages is the word that is made. In stage I, "eyes and ears" (7/11) are intertwined in terms of our bodies. but increased the success rate in phase II (10/11). On the subject of fruits, the words that achieved full success in both stages were "apple and orange" (11/11). Similar success in both stages of "pear" and "strawberry" (9/11) Demonstrates. Finally, when we look at the absenteeism rate, it is 9 weeks and 18 in total non-attendance at class is 4.5% in 5-year-old children.

When Table 3 is examined, it is seen that children aged 6 years are in stage I on Animals. While the success rate of the words "monkey and donkey" (7/11) is low, success in stage II ratio (9/11), while the words "snake, panda, spider, rabbit, turtle" (11/11) it has been seen that there are words that are successful in both stages. On food in stage I, the success rate for the word "chocolate" (6/11) is low, while in stage II (9/11) the success rate has increased. similar to the word "chicken" in both stages (7/11) success has been achieved. "Spaghetti, cake, pizza" is all children in both stages are words that have been learned. As for the colors, in stage I "red, blue, white, black, brown, yellow" (7/11) colors have a low success rate, but still It is seen that success rates are increasing in phase II. Most successful in both stages the word became "orange" (10/11). Stage I "trousers" in terms of clothing (6/11), phase II (7/11). Overall, the success rate is the lowest It is noteworthy that the subject (66.7%) is the issue of clothes. Our bodies While the success rate of "knees" (6/11) in stage I is low, success in stage II (9/11) rate.



Table 2. 5 years old children

Words	I. Picture			II. English Words	
	N	Frequency	%	Frequency	%
Cow	11	11	100	11	100
Snake	11	11	100	11	100
Panda	11	11	100	11	100
Donkey	11	11	100	11	100
Monkey	11	10	90.9	11	100
Mouse	11	10	90.9	11	100
Spider	11	11	100	11	100
Rabbit	11	11	100	11	100
Turtle	11	11	100	11	100
Butterfly	11	11	100	11	100
	11	11	100	11	100
	11	11	100	11	100
	11	10	90.9	10	90.9
TOTAL	110	107	97.3	109	99.1
Spaghetti	11	9	81.8	9	81.8
Cake	11	11	100	11	100
Chips	11	11	100	11	100
Chicken	11	11	100	11	100
Pizza	11	7	63.6	9	81.8
Chocolate	11	8	72.7	10	90.9
	11	8	72.7	10	90.9
TOTAL	66	54	82.0	60	91.0
Red	11	10	90.9	10	90.9
Blue	11	9	81.8	9	81.8
Pink	11	9	81.8	9	81.8
White	11	6	54.6	10	90.9
Orange	11	11	100	11	100
Black	11	5	45.5	11	100
Brown	11	9	81.8	9	81.8
Green	11	11	100	11	100
Yellow	11	11	100	11	100
	11	11	100	11	100
TOTAL	99	81	81.9	91	91.9
Jacket	11	11	100	11	100
Hat	11	10	90.9	11	100
Trousers	11	8	72.7	8	72.7
Shirt	11	8	72.7	8	72.7
Shoes	11	8	72.7	8	72.7

Socks	11	10	90.9	9	81.8
	11	6	54.6	11	100
	11	6	54.6	11	100
TOTAL	66	51	77.3	61	92.4
Head	11	10	90.9	10	90.9
Eyes	11	7	63.6	10	90.9
Ears	11	7	63.6	10	90.9
Knees	11	7	63.6	10	90.9
Toes	11	10	90.9	10	90.9
Shoulders	11	10	90.9	10	90.9
	11	10	90.8	10	90.9
TOTAL	66	54	81.9	60	91.0
Apple	11	11	100	11	100
Pear	11	9	81.8	9	81.8
Banana	11	10	90.9	11	100
Orange	11	11	100	11	100
Strawberry	11	9	81.8	9	81.8
Carrot	11	10	90.9	10	90.9
TOTAL	66	60	89.4	61	92.4
TOTAL	473	407	86.1	442	93.5

Table 3. 6 years old children

Words	I. Picture			II. English Words	
	N	Frequency	%	Frequency	%
Cow	11	10	90.9	10	90.9
Snake	11	11	100	11	100
Panda	11	11	100	11	100
Donkey	11	7	63.6	9	81.8
Monkey	11	7	63.6	9	81.8
Mouse	11	10	90.9	11	100
Spider	11	11	100	11	100
Rabbit	11	10	90.9	10	90.9
Turtle	11	11	100	11	100
Butterfly	11	11	100	11	100
	11	11	100	11	100
	11	11	100	11	100
	11	10	90.9	10	90.9
TOTAL	110	99	90.0	104	94.6
Spaghetti	11	11	100	11	100
Cake	11	11	100	11	100
Chips	11	11	100	11	100



Chicken	11	9	81.8	11	100
Pizza	11	7	63.6	7	63.6
Chocolate	11	11	100	11	100
	11	6	54.6	9	81.8
TOTAL	66	55	83.3	60	91.0
Red	11	7	63.6	9	81.8
Blue	11	7	63.6	8	72.7
Pink	11	8	72.7	9	81.8
White	11	7	63.6	9	81.8
Orange	11	7	63.6	9	81.8
Black	11	10	90.9	10	90.9
Brown	11	7	63.6	9	81.8
Green	11	7	63.6	8	72.7
Yellow	11	9	81.8	10	90.9
	11	7	63.6	8	72.7
TOTAL	99	81	81.9	80	80.8
Jacket	11	8	72.7	8	72.7
Hat	11	7	63.6	8	72.7
Trousers	11	6	54.6	7	63.6
Shirt	11	8	72.7	8	72.7
Shoes	11	7	63.6	7	63.6
Socks	11	8	72.7	8	72.7
	11	8	72.7	8	72.7
TOTAL	66	44	66.7	46	69.7
Head	11	9	81.8	9	81.8
Eyes	11	9	81.8	9	81.8
Ears	11	8	72.7	8	72.7
Knees	11	6	54.6	9	81.8
Toes	11	8	72.7	8	72.7
Shoulders	11	9	81.8	9	81.8
	11	9	81.8	9	81.8
TOTAL	66	49	81.9	52	78.8
Apple	11	9	81.8	10	90.9
Pear	11	8	72.7	10	90.9
Banana	11	9	81.8	10	90.9
Orange	11	10	90.9	10	90.9
Strawberry	11	8	72.7	8	72.7
Carrot	11	7	63.6	9	81.8

TOTAL	66	51	77.3	57	86.4
TOTAL	473	367	78.7	399	84.4

In other words, similar results were obtained at both stages. Fruits On the subject of "carrot" (7/11) in stage I, it is in stage II (9/11) in the success rate Increased. "Orange" (10/11) colors as similar results were obtained in both stages It is seen that similar success has been achieved in the subject. Finally, absenteeism 9 weeks and 18 classes in total 6 years of age children are 12.1%. Absenteeism is effective in children's learning Thought. The success rate of 6-year-old children is lower than that of 5-year-old children. It may be due to the fact that 6-year-old children are less likely to attend the lesson. But 4 and 5 cartoons due to the fact that they have more life experiences than children of age characters with "spaghetti, cake, pizza" in the words "turtle, spider, rabbit" it can be said that they are more successful in their words..

### 3.2 Discussion

The English equivalent of children's given pictures of objects According to the saying (stage I) the picture of the object whose name is said in English (Choi, 2020) they were found to be more successful in demonstrating (stage II). This is an expected result. Children can show the object whose name is said by selecting it from the given pictures while working, remembering the English equivalent of the object in saying its English equivalent, and they have to pronounce it (Chen, 2019).

In all age groups, the panda is similar to our language or similarly that in the pronounced words (jacket, spaghetti, cake, pizza) they are aware of this. Observed. Phrase "my teacher is just like a cake; we call it a panda" There have been children who have been. Affecting foreign language learning; attitudes, motivation. There are many factors such as learning style, age, gender, ability. The need to learn a language hearing increases motivation in learning. Therefore, it is useful to review the factors that are effective in children's learning of a second language. According to Lupan, children are quite curious between the ages of 3 and 5, especially in this period, it is necessary to introduce the child to a foreign language. 10 years later such an attempt to be undertaken is adolescence, when he begins to challenge the authority of others. It may not give the desired result (Shintani, 2018). Also, children are less likely to speak when learning a second language than adults. they are timid (Lambert, 2018).

Children learn to improve language in an appropriate environment where language is actively use they can learn (Shintani, 2018). Suitable for children's components of a language environment; chat, acceptance, experience and writing of children resources. Children of English teachers in preschool it should lead directly to the conversation. Thus, children learn the language they are learning. They have the opportunity to share with their peers and adults. Children in second language teaching (Clarke, 2009; Eliason, 2003). According to the characteristics of the teacher, adopting effective teaching strategies will lead to success increases. Teachers give appropriate tips, visualize, teach each other, movement, gesture, labeling, finger games, songs, role playing, showing and singing (Shintani, 2018).

### 4. Conclusion

English language education in early childhood is of great importance since it makes children realize different languages and grow up with a positive attitude for English. Because of this reason the most effective educational environment must be prepared for obtaining the most effective performance of English language education. It is important for the instructor to have adequate knowledge and background for the English language education and formation on early childhood. One of the most important facts of children's learning a second language

is the usage of that second language actively in the children's environment. Such as the one in this study, many schools give English language education. Nevertheless, children can forget what they have learned since they are not using the second language actively in the daily life. In this study, thirty-five children from a school have been included in the sample of research. Therefore, the fact that whether there is difference according to age groups has not been considered since the small number of samples of research will not reflect the general. Researches with larger sample groups can be made. There are many factors affecting learning. The learning style of the children, the teaching method of the instructor, educational materials employed, attitude of the class teacher and parents for English, the existence of someone who knows and uses English in the same environment with the child, the progression of the child's national language, the acquisitions of the child from the given education concerning the socio-economic level may vary. Therefore, different studies can be planned by going into the details of these subjects.

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