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EFFECTIVE METHODS OF TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract

This article explores effective strategies for teaching English to young children, highlighting the significance of interactive and child-focused methods. The research is grounded in a qualitative review of literature by leading experts in the area, including Harmer, Scott and Ytreberg, Ur, Brewster, and Krashen. The results indicate that approaches like game-based learning, songs, storytelling, and Total Physical Response boost children's motivation, engagement, and language advancement. The importance of the teacher's role in fostering a nurturing and dynamic classroom environment is underscored, along with the necessity of engaging and age-appropriate activities. The article concludes that utilizing these research-backed strategies not only enhances language skills but also promotes a favorable attitude towards learning English, establishing a robust foundation for ongoing language development.

Keywords: young learners, motivation, English language teaching, child – centered methods, storytelling, game – based learning.

Аннотация

В данной статье рассматриваются эффективные стратегии обучения английскому языку детей младшего возраста, подчеркивается значимость интерактивных и ориентированных на ребенка методов. Исследование основано на качественном анализе научной литературы ведущих специалистов в этой области, включая Хармера, Скотта и Итреберга, Ур,

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Брюстер и Крашена. Результаты показывают, что такие подходы, как обучение через игры, песни, рассказывание историй и метод полного физического реагирования (Total Physical Response), повышают мотивацию, вовлеченность детей и способствуют развитию языковых навыков. Подчеркивается важная роль учителя в создании поддерживающей и динамичной атмосферы в классе, а также необходимость использования интересных и соответствующих возрасту видов деятельности. В заключение делается вывод, что применение этих научно обоснованных стратегий не только улучшает языковые умения, но и формирует положительное отношение к изучению английского языка, закладывая прочную основу для дальнейшего языкового развития.

Ключевые слова: дети младшего возраста, мотивация, обучение английскому языку, ориентированные на ребенка методы, сторителлинг (рассказывание историй), обучение на основе игр.

I Introduction

In the current globalized environment, the English language holds considerable importance in worldwide communication, education, and cultural interactions. Consequently, instructing English to young children has grown more significant in numerous nations. Young children are more open to learning new languages, and early introduction to English can enhance their future language growth.

Teaching English to young learners necessitates distinct methods and approaches that contrast with those applied to adults. Kids possess shorter attention spans and acquire knowledge better through play, interaction, and engaging activities. Consequently, conventional teaching techniques might not consistently work well in a classroom for young learners.

This article aims to explore successful techniques for teaching English to young students. It emphasizes teaching methods centered around children, including



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games, songs, storytelling, and visual aids, fostering an engaging and motivating atmosphere for learning. Teachers can enhance children's enthusiasm for learning English and effectively aid their language development by utilizing effective strategies.

II Methodology

This research relies on a qualitative theoretical framework. The study is based on examining current scholarly writings concerning efficient techniques for teaching English to children. The chosen references feature renowned writings by Harmer, Scott and Ytreberg, Ur, and Krashen, all of whom have greatly influenced the domain of English language instruction and teaching methods.

The research emphasizes teaching methods centered around children that are frequently advised for instructing English to young learners. As noted by Scott and Ytreberg (1990), children acquire languages more efficiently via play, physical engagement, and significant interaction. Consequently, instructional approaches like game-based learning, songs, storytelling, and Total Physical Response were explored via previously published educational research.

Furthermore, Harmer (2007) highlights the significance of establishing a motivating and encouraging classroom atmosphere for effective language acquisition. The teacher's role and the application of interactive teaching methods were examined in light of Harmer's and Ur's perspectives on successful classroom strategies. Ur (2012) emphasizes that interactive activities and straightforward guidance enable young learners to acquire language skills more intuitively.

Additionally, Krashen's (1985) theories were utilized to illustrate the significance of motivation and reduced anxiety in language acquisition. His Affective Filter Hypothesis endorses the notion that children learn more effectively in a calm and pleasant educational setting. The selected literature was analyzed descriptively to



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determine the most effective teaching strategies for young learners and their effects on motivation and language growth.

III Result

The review of the chosen scholarly literature shows that employing interactive and child-focused teaching techniques greatly enhances the success of teaching English to young students. The majority of researchers concur that young students learn a language more effectively when lessons are captivating, relevant, and tailored to their developmental traits.

The results from Scott and Ytreberg (1990) indicate that techniques like games, songs, and physical exercises aid in sustaining children's focus and boosting their enthusiasm for learning English. These activities enable children to acquire knowledge organically through play, regarded as one of the most effective methods for language learning in early childhood.

Likewise, Harmer (2007) and Ur (2012) highlight that the educator's role is essential in fostering a constructive and encouraging classroom environment. Their research shows that young learners tend to perform better when educators provide explicit instructions, utilize visual tools, and employ engaging methods. The findings suggest that these approaches promote active engagement and assist learners in building foundational language skills with greater confidence.

Additionally, the examination of Brewster, Ellis, and Girard's (2002) research emphasizes the significance of storytelling and relevant context in instructing children in English. Their study indicates that narratives aid young learners in enhancing their vocabulary and listening abilities while fostering creativity and cultural understanding.

Moreover, Krashen's (1985) Affective Filter Hypothesis reinforces the evidence that motivation and minimal anxiety are crucial for effective language acquisition. The analyzed research indicates that pleasurable activities and a



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relaxed learning atmosphere reduce the affective filter, allowing children to better absorb language input.

The literature analysis results indicate that the most successful approaches for teaching English to young learners involve game-based learning, storytelling, musical activities, and engaging classroom practices. These approaches not only improve language acquisition but also boost learners' enthusiasm and favorable outlook on learning English.

IV Discussion

The results of this study demonstrate that child-centered and interactive teaching methods are highly effective in teaching English to young learners. The literature consistently emphasizes that engaging activities such as games, songs, storytelling, and Total Physical Response promote active participation and enhance language acquisition (Scott & Ytreberg, 1990; Brewster, Ellis, & Girard, 2002).

Harmer (2007) and Ur (2012) argue that the teacher's role is essential in facilitating language learning. A supportive and motivating classroom environment encourages children to practice English confidently. This finding aligns with the results, which show that young learners benefit most when teachers provide clear instructions, use visual aids, and maintain a positive classroom atmosphere.

Krashen's (1985) Affective Filter Hypothesis further supports these findings, indicating that low anxiety and high motivation significantly improve language input absorption. The analysis of the literature shows that teaching methods which are enjoyable and stress-free reduce affective barriers, making language learning more efficient.

In addition, Cameron (2001) highlights the importance of tailoring teaching methods to the developmental characteristics of children. Activities should be age-appropriate, interactive, and multisensory to maintain engagement. This



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aligns with the evidence from Brewster, Ellis, and Girard (2002) that storytelling and play-based learning not only improve vocabulary and listening skills but also foster creativity and cultural awareness.

Overall, the discussion confirms that effective English teaching for young learners is not only about presenting language content but also about creating an engaging, supportive, and interactive learning environment. Teachers who apply these evidence-based methods can enhance both language development and learners' motivation, laying a strong foundation for lifelong language learning.

V Conclusion

This research emphasizes the significance of employing child-focused and engaging teaching strategies in English classes for young students. The review of existing literature indicates that techniques like game-based learning, music, storytelling, and Total Physical Response greatly improve children's motivation, involvement, and language acquisition (Scott & Ytreberg, 1990; Brewster, Ellis, & Girard, 2002).

The teacher's role is essential in fostering a nurturing and engaging classroom atmosphere, as highlighted by Harmer (2007) and Ur (2012). Teachers can foster active participation and enhance language skills in young learners by offering clear guidance, utilizing visual supports, and creating a positive environment.

Additionally, Krashen's (1985) Affective Filter Hypothesis asserts that minimizing anxiety and encouraging enjoyable learning experiences are essential components of effective language acquisition. Cameron (2001) emphasizes the significance of adapting activities to suit children's developmental traits in order to enhance learning results.

To sum up, successful English instruction for young learners necessitates a mix of engaging techniques, teacher assistance, and suitable activities for their age. Utilizing these research-backed methods enhances language skills while



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promoting a favorable mindset toward learning English, establishing a solid base for continuous language growth.

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