

Current Trends and Innovations in Teaching English to Young Learners: A Systematic Literature Review

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ABSTRACT. Teaching English to Young Learners (TEYL) has become increasingly important in response to the growing demand for English proficiency in the era of globalization. This study aims to identify research trends, effective teaching strategies, major challenges, and instructional innovations in TEYL. A Systematic Literature Review (SLR) was conducted following the PRISMA 2020 guidelines by analyzing 30 empirical studies published between 2019 and 2025 from Google Scholar, Publish or Perish, ERIC, Scopus, DOAJ, and SINTA-indexed journals. Bibliometric analysis using VOSviewer was employed to visualize keyword co-occurrence and thematic relationships. The findings indicate that TEYL research has grown significantly, with effective teaching strategies, teacher challenges, and technology-based innovations emerging as the dominant themes. Interactive approaches, including games, storytelling, songs, Total Physical Response (TPR), and multimodal learning, consistently improve learners' motivation and language development. However, teacher competence, limited learning resources, institutional support, and learner diversity remain key challenges. The review concludes that successful TEYL implementation depends on the integration of pedagogical innovation, teacher competency, learner characteristics, digital readiness, and institutional support. These findings provide valuable insights for improving English language instruction for young learners and guiding future TEYL research.

Keywords: *Teaching English to Young Learners, Systematic Literature Review, Teaching Strategies, Teaching Challenges and Innovation, Primary School English.*



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INTRODUCTION

Since English has emerged as the universal language of communication, technology, and education in recent decades, the significance of teaching English to young learners (TEYL) has increased dramatically. Children who are exposed to English at an early age benefit linguistically, socially, and cognitively, which promotes long-term language development (Andriani & Fadly, 2025; Sahayu et al., 2022; Triyono et al., 2025). Children who begin learning English at an early age experience various benefits that support their overall growth and development. Apart from that, what needs to be considered in teaching English to early childhood children is the challenges from several factors (Ma'arif et al., 2025; Makrifah & Fauzi, 2024; Sormin et al., 2025; Waldan et al., 2025). The practice of Teaching English to Young Learners (TEYL) in primary schools is fraught with difficulties. Due to the various teacher competences, school facilities, English environment, and exposure, the case study's interviews showed a number of implementation problems for TEYL. The study's data consists of articles published in national and international journals between 2019 and 2025 and obtained through a number of data bases, including Google Scholar, Publish or Perish, ERIC, Scopus, DOAJ, and national journals that are accredited by SINTA. Data collection is carried

out using the keywords "Teaching English to Young Learners," "TEYL strategies," "EFL young learners," "Primary school English teaching," "TEYL challenges," and "TEYL innovations". Additionally, research results show a gap between government policy and the actualization of English instruction in primary schools, giving instructors little control over curriculum design. The best English learning method for young learners is hampered by TEYL teachers' poor teacher competency, inadequate training, and children's limited exposure to the environment in the language (Elsa Al Afrida, Lasim Muzammil, 2025). According to (Laila & Adityarini, 2023), there are several obstacles that come from both students and teachers when teaching speaking skills to young learners. Teachers deal with pupils' unfavorable attitudes toward English, speaking inhibition brought on by shyness, low confidence, fear of making mistakes, and inconsistent involvement in class activities. In the meantime, teachers face a number of issues, such as poor classroom management, little exposure to English, a tendency to rely on their mother tongue, a lack of encouraging learning environments, and limitations when it comes to coming up with interesting speaking exercises. Together, these elements make it more difficult for pupils to practice speaking and limit the growth of their English communicative skills.

Therefore according to (Muhammad, 2022) in order to engage young learners in English classes, teachers and educators must be highly skilled or talented. This is because teaching English to young learners necessitates that teachers be well-prepared and able to handle a variety of classroom obstacles. These abilities are thought to be essential for instructors to handle the various facets and challenges of teaching English to young students, highlighting the significance of enhancing teachers' professional competence in TEYL situations. Teaching English to Young Learners (TEYL) presents a number of obstacles, and as young learners thrive on dynamic and interactive activities, it is imperative that sessions be enjoyable and engaging. By using innovative teaching techniques that promote active engagement and create a supportive learning environment both of which are essential for sustaining student motivation and enabling meaningful language acquisition teachers use a range of tactics to improve the learning process and get past obstacles in the classroom (Puspitasari et al., 2020). In order for kids to live and collaborate successfully within the family, community, and country, character education is an essential process that shapes their thoughts and behaviors. Character education can be incorporated into English language instruction for young students by fostering values like cooperation, mutual respect, independence, responsibility, honesty, and religiosity. Every learning stage, including the opening, core, and closing activities, as well as a variety of activities like games and songs that are suitable for the child's traits, can incorporate character values. As a result, learning English is crucial for developing good character in pupils from a young age in addition to emphasizing linguistic proficiency (Adriyanti, 2021). According to (Cahyati, 2019) children aged three to six are at the best stage for learning a foreign language because they utilize mechanisms similar to those they used when learning their first language. Since vocabulary is the main building block of children's language development, early childhood English instruction starts with the teaching of fundamental vocabulary. Early English vocabulary education is essential for promoting children's language development during this golden era, when language acquisition is at its peak. Vocabulary contributes to the development of children's speaking, listening, reading, and writing abilities in addition to helping them comprehend and employ language in communication. Therefore, in order for the language acquisition process to be successful and meaningful, it is essential to teach early childhood students English vocabulary (Fasha, 2023).

Furthermore, young brains are highly mobile and dynamic, making them creative, imaginative, and socially gifted. Early exposure to English helps children learn to understand and tolerate other cultures, thus aiding their linguistic and social development. It has been demonstrated that using digital technology in English instruction improves student learning outcomes and processes. Students can become more engaged while improving their language abilities by using a variety of digital resources, including digital narrative, digital imagery, and video-based learning. Incorporating technology into language study also gives kids the chance to conduct independent

research, hone their critical thinking abilities, and be inspired to expand their vocabulary. As a result, the use of digital technology in English instruction serves as both a supportive medium and a strategic instrument for developing more engaging, meaningful instruction that is adapted to the needs of learners in the digital age (Afifi, 2025).

The New Concept of Education states that the primary goal of teaching foreign languages is to develop students' communicative competence, or their ability to communicate across cultural boundaries (*The Effectiveness of the Communicative Approach in Teaching Young Learners*, 2023). As a result, in order to foster communicative competence from a young age, many countries including those where English is not the primary language have incorporated English instruction into the curriculum. A response to globalization and the growing importance of English as an international language, English education has formally become part of the curriculum in many non-English-speaking countries, including Indonesia (Luh et al., 2020). However, considering children's distinct traits, learning preferences, and developmental stages, teaching English to young learners necessitates methods that are very different from those employed with adult pupils. According to (Nauvianti, n.d.) Parents need to provide support and involvement in children's English acquisition both at home and in social environments (Christina, 2025). (Li & Kong, 2025) stated that "Early exposure to English has been embedded in family literacy culture and parental beliefs in many East Asian contexts." According to this remark, teaching English to young children has been ingrained in the educational ethos of many East Asian nations, particularly China. Reading English-language literature, using digital media, and having simple talks at home has become the first step in a regular family practice because parents see English as the key to the future. While parents may have a strong desire for their kids to learn and preserve their native tongues, they also want them to learn English, which is the primary language of their new country. Some parents consider it very desirable for their kids to acquire two or three languages, including English and their native tongue (Harris et al., 2025).

Prior research has highlighted a number of tactics that can improve TEYL's efficacy, including task-based learning, games, narrative, and music. Large class sizes, inadequate professional development opportunities, inadequate teaching resources, and low teacher proficiency are just a few of the issues that persist in spite of these advancements. In today's era of globalization, English language education for young learners (TEYL) prioritizes interactive and communicative approaches that align with children's learning characteristics. The learner-centered paradigm believes that children are active participants who learn best through concrete experiences. Methods like task-based learning, game-based activities, storytelling, and music-integrated instruction have been shown to improve student motivation, engagement, and cognitive development (Luh et al., 2020). As a result, English instruction becomes more natural and meaningful for young learners. TEYL still faces several challenges to remain successful despite such pedagogical advances. In many situations, large class sizes, limited educational resources, insufficient professional development opportunities, and low teacher competency are all significant barriers (Ridhwan et al., 2022). Therefore, not only innovative learning strategies are crucial for the success of TEYL, but also systematic educational support, including ongoing teacher training, digital literacy development, and adequate educational facilities (Lesia & Petrus, 2022). In other words, TEYL is multidimensional and requires a collaboration between innovative pedagogy, teacher competency, and a supportive learning environment. Additionally, creating interesting, age-appropriate English learning experiences is made easier and harder by the quick development of digital learning environments and technology.

Because young learners are in a sensitive stage of language acquisition, effective teaching strategies are essential. Well-chosen methods not only increase vocabulary expansion but also maintain students' interest, engagement, and confidence. To make the language relevant, teachers must carefully scaffold children's learning using engaging, interactive, and kid-friendly techniques rather than just exposing them to English. For example, it has been demonstrated that using games, music, and movement helps young toddlers grasp early English vocabulary by providing them with multisensory experiences that help them remember words. (Journal & Wahyuningsih, n.d.) showed

that using a multimodal approach, the Jolly Phonics method greatly enhanced the acquisition of English vocabulary in children aged 5 to 6. Additionally, it is crucial to create a happy and encouraging classroom environment. According to (Ningsih et al., 2024), incorporating movement and song not only boosts children's motivation and participation but also improves their memory and social interaction during learning. Since young learners are in a sensitive stage of language acquisition, effective teaching methods are essential. Well-thought-out methods not only support vocabulary growth but also boost motivation, engagement, and confidence. Teachers must purposefully scaffold learning through engaging, interactive, and developmentally appropriate techniques; merely exposing kids to English is insufficient. When teaching English as a foreign language (EFL) to younger students, many English teachers still encounter a number of difficulties, including short class periods, a lack of resources, big class sizes, and pupils' little exposure to the language outside of the classroom. According to (Cahyati, 2019) Due to limitations in resources and classroom settings, EFL teachers frequently find it difficult to keep students' attention and modify their teaching methods. Additionally, research demonstrates that phonics-based training, games, songs, and movement can all greatly enhance children's vocabulary learning. For instance, (Journal & Wahyuningsih, n.d.) discovered that the Jolly Phonics approach improves young learners' mastery of English vocabulary through multisensory learning, and (Ningsih et al., 2024) showed that activities centered around movement and song boost children's motivation, engagement, and retention. In order to overcome instructional barriers and promote meaningful English growth among young learners, it is therefore not only advantageous but also crucial to use effective, research-based solutions. According to (Hasibuan, 2025), children's engagement in learning English is supported by interactive tactics such contextual learning, communicative activities, and technology use. (Widiastutik & Wurianto, 2025), children's language development can be enhanced by extracurricular activities including environmental exploration, educational excursions, and contextual outdoor assignments. According to (Kagiura & Ganesha, 2024), outdoor activities give kids the chance to connect directly with their surroundings and utilize language in an authentic way. Learning contexts outside of schools, such as the home literacy environment, are crucial in helping kids learn English (Juliah et al., 2021).

METHOD

The SLR method was chosen because it provides a structured, transparent, and adaptable study process that results in comprehensible scientific synthesis. Because a Systematic Literature study (SLR) is carried out by a systematic search and study of numerous pertinent scientific sources, it has the advantage of offering a thorough picture of a research subject. This is consistent with the journal's assertion that literature studies are carried out by reading and documenting a variety of references, including books, journals, articles, and other pertinent sources, enabling researchers to get a thorough picture of the issue under investigation. As a result, using SLR enables researchers to synthesis data from numerous earlier investigations in an organized, impartial, and thorough way, producing study results that are more robust and scientifically credible (Widiansyah, 2025). According to (Astagisa & Malik, 2025) By identifying, assessing, and interpreting all pertinent research findings in a methodical manner, a systematic literature review helps researchers produce more thorough and organized study results.

However, according to other opinions, the SLR method also has weaknesses, one of which is based on the opinion of (Fromm et al., 2025) There are still a number of issues with Systematic Literature Reviews (SLRs) in the subject of education, particularly with regard to implementation and methodological criteria. According to the journal, current guidelines for conducting systematic reviews primarily concentrate on health sciences and may not adequately address the unique methodological challenges in educational sciences, so their application in educational research is frequently less appropriate for the features of this field. Educational researchers also encounter a number of practical obstacles when putting SLRs into practice, including issues in defining appropriate search parameters, managing cooperative review teams,

taking research ethics into account, and successfully leveraging technology. These drawbacks show that while SLRs are an effective technique, their use in educational settings necessitates modification and care to maintain the validity and applicability of the study findings.

The study's data consists of articles published in national and international journals between 2019 and 2025 and obtained through a number of data bases, including Google Scholar, Publish or Perish, ERIC, Scopus, DOAJ, and national journals that are accredited by SINTA. Data collection is carried out using the keywords "Teaching English to Young Learners," "TEYL strategies," "EFL young learners," "Primary school English teaching," "TEYL challenges," and "TEYL innovations". The articles that were then analyzed using the analysis sheet included the article's identity, the purpose of the study, the methodology, the teaching strategy, the teacher's challenges, the innovation in teaching, and the main topic. In addition, VOSviewer software was used for bibliometric analysis and visualization of keyword co-occurrence and thematic relationships among the selected studies to visualize bibliometric networks, such as word associations, term frequency, and theme connections between studies. Using VOSviewer makes it easier to identify and analyze articles, which clarifies research findings and strengthens PRISMA drafting flow in a more accurate manner.

The articles that were analyzed were determined by the inclusion criteria, which include peer-reviewed articles that are relevant to TEYL education in elementary schools, published between 2019 and 2025, discuss teaching strategies, tactics, or innovations, and are available in full-text format. Conversely, articles that are opinion-based, non-empirical, do not focus on TEYL, or are not available in a comprehensive manner are published. The review process follows the PRISMA 2020 guidelines, which include the identification, screening, eligibility assessment, and determination of articles that violate the criteria for analysis. Next, all of the data are analyzed using thematic analysis by grouping them into three main topics: effective teaching strategies, teacher challenges in teaching EFL, and innovative teaching methods for TEYL. This analysis is carried out in order to understand the relationship between the previous research and provide a scientific synthesis that is beneficial for the development of English language instruction for young learners.

RESULT AND DISCUSSION

Result

Bibliometric analysis and thematic analysis were used to examine the data. The PRISMA 2020 rules, which include phases for identification, screening, eligibility, and inclusion, were adhered to throughout the article selection process. Additionally, publishing trends, keyword occurrences, and thematic links among the chosen papers were visualized using VOSviewer software. The chosen papers were then divided into three main categories: innovations in teaching English to young learners, difficulties in teaching English to young learners (TEYL), and effective teaching practices.

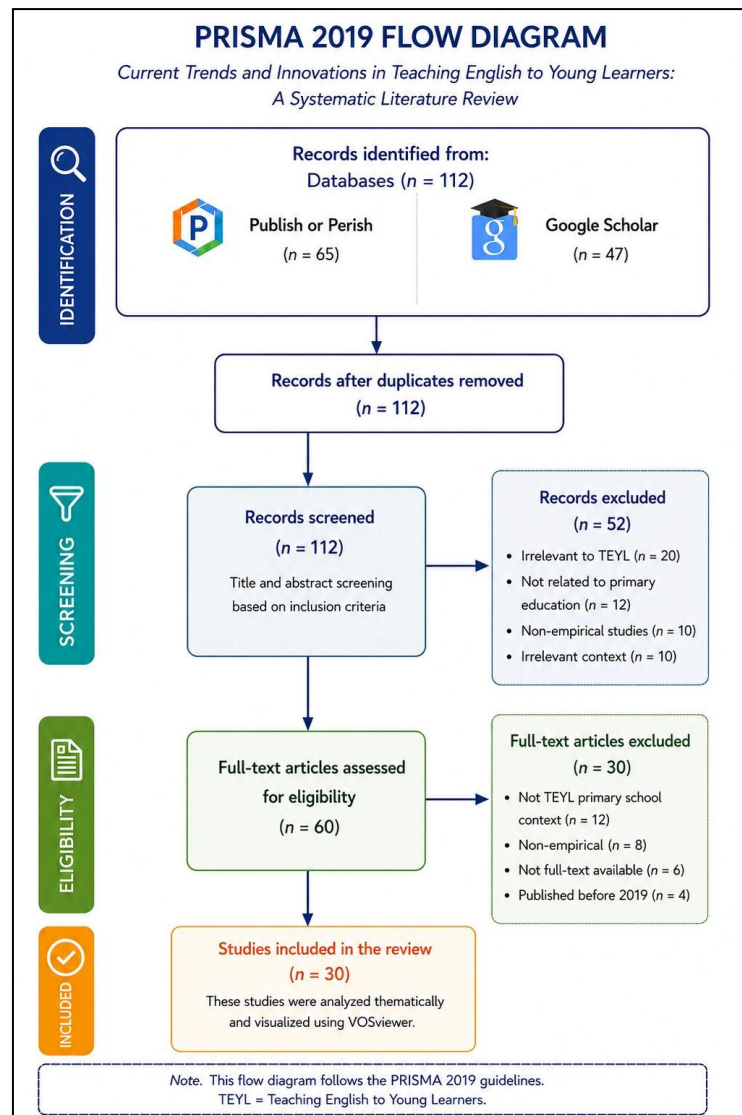


Fig. 1. Flow Diagram for PRISMA 2020.

The article selection procedure used in this Systematic Literature Review (SLR) is shown in Figure 1. A total of 112 records 65 articles from Publish or Perish and 47 articles from Google Scholar were found using database searching during the identification step. Since duplicate items were eliminated during the identification procedure, all records were kept for the screening phase. All 112 records' titles and abstracts were examined during the screening phase in accordance with the established inclusion criteria. Consequently, 52 papers were eliminated for a variety of reasons, such as irrelevant research contexts ($n = 10$), non-empirical studies ($n = 10$), irrelevant to TEYL ($n = 20$), and unrelated to primary education ($n = 12$). As a result, 60 papers were left for additional evaluation.

The full texts of the remaining 60 papers were thoroughly reviewed during the eligibility stage. Thirty items were eliminated after this evaluation since they did not fit the eligibility requirements. The omitted papers included non-empirical studies ($n = 8$), articles without available full texts ($n = 6$), studies published prior to 2019 ($n = 4$), and articles that did not focus on TEYL in primary school contexts ($n = 12$).

Ultimately, thirty studies were chosen for the review after meeting all inclusion requirements. In order to determine research patterns, prevailing themes, difficulties, and innovations in Teaching English to Young Learners (TEYL), these papers were then subjected to thematic analysis and displayed using VOSviewer. The PRISMA protocol improved the validity and

reliability of the review findings by ensuring an open, methodical, and strict article selection process. A thorough depiction of recent advancements in TEYL research between 2020 and 2025 was given by the final dataset of thirty investigations.

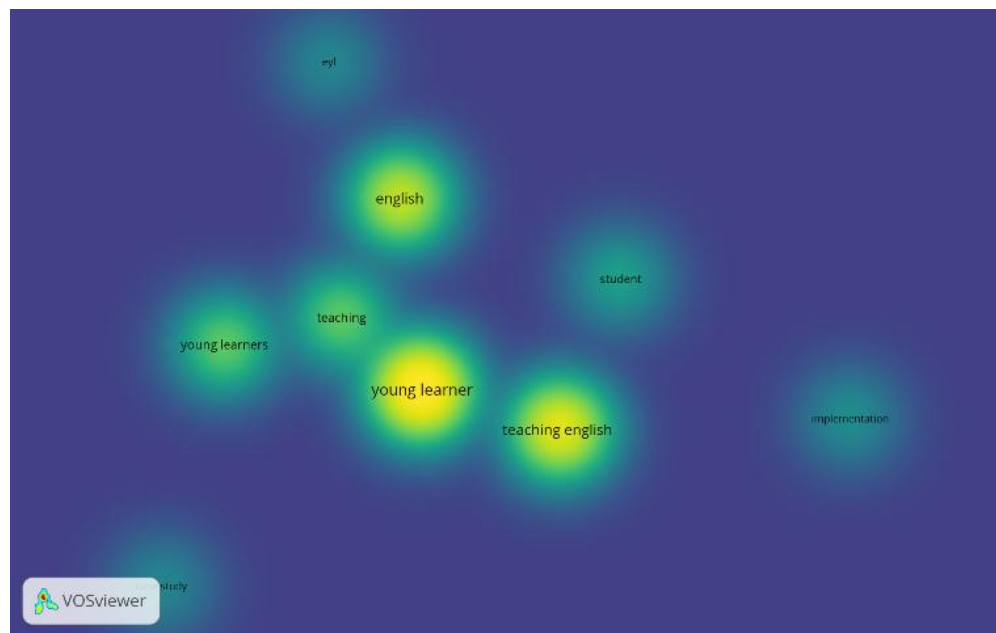


Fig. 2. Bibliometric of Search Journal

The keywords "young learner" and "young learners" have the largest node size and the highest level of connection when compared to other keywords, according to the results of the bibliometric study using VOSviewer. The prominence of these two terms implies that TEYL research in the 2019–2025 timeframe focuses on the features of elementary school-aged pupils and learning strategies relevant to their developmental stage. The results of the bibliometric analysis using VOSviewer in this study indicate that publications related to teaching English for children (TEYL) have increased over the past two decades. The investigated statistics reveal a growing research tendency, both in the number of publications and the breadth of themes explored. This finding aligns with a study conducted by (Khasanah & Cahyo, 2025) which emphasized that TEYL is a dynamic field, particularly in the context of Indonesia, which is a major contributor to research on the topic.

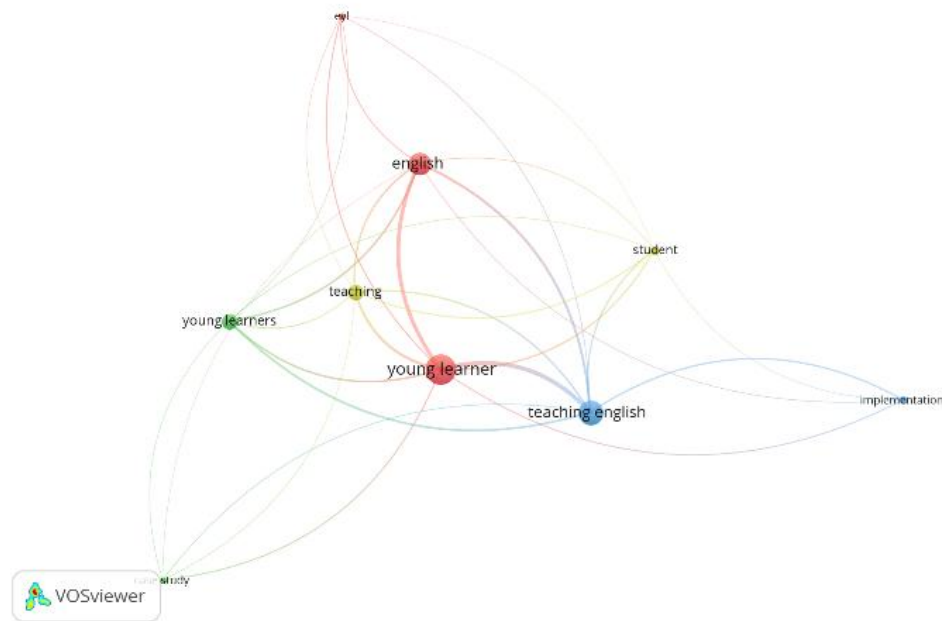


Fig. 3. Bibliometric of Search Journal

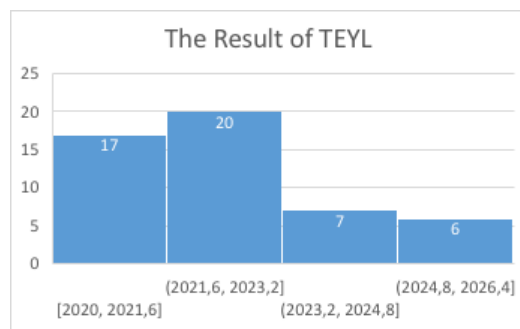


Fig. 4. The Result of Journal TEYL

Picture 3 in the table shows how the number of journal articles about Teaching English to Young Learners (TEYL) changes over time. There were 17 publications pertaining to TEYL during the 2020–2021 era. Then, between 2021 and 2023, this number rose to 20 identified journals. However, the number of publications decreased in 2024, with only 7 journals covering TEYL. The number of publications fell to 6 journals in 2025, continuing this pattern.

Effective Strategies, Challenges, and Innovations were the main topics Of the 26 articles analyzed for thematic grouping, 12 addressed effective strategies, 9 discussed challenges, and 7 focused on innovations. Because some articles addressed more than one theme, the thematic categories were not mutually exclusive and therefore the total number of thematic occurrences exceeded the number of articles. It should be mentioned that some papers addressed multiple themes at once, such as connecting creative technology-based solutions to learning difficulties. As a result, these categories are thematic rather than exclusive.

Item 1	Item 2	Item 3
Effective Strategies	12	English language learning strategies, approaches, and implementations that aim to increase the effectiveness of the learning process and outcomes
Challenges	9	Challenges, obstacles and problems faced by teachers and students in learning English
Innovations	7	Learning innovation, including the use of technology, digital media, and innovative approaches in teaching English

Table:1: Grouping of search result based on title

The first is to identify trends in EYL research publications.

According to the study's findings, there were a lot more publications on TEYL between 2019 and 2024. The nations that create the most publications are Indonesia, Turkey, Malaysia, and China. Furthermore, the main international journals referenced are indexed language education and linguistics journals. These data imply that TEYL is not merely a local concern but has expanded into a global conversation. The rise in publications, according to (Khasanah & Cahyo, 2025), is linked to the increased scholarly focus on the development of language learning in early infancy, including elements like student anxiety, classroom engagement, parental involvement, and digital media use. The analysis of the data of this first goal demonstrates that TEYL is currently a strategic topic of study because it is believed capable of influencing students' language skills in the long run. The increased number of publications demonstrates that the research community perceives an urgency in generating research-based knowledge to support instructional practices at the elementary school level.

The Second is Identifying Dominant Keywords in TEYL Research

VOSviewer research suggests that the most popular keywords are "young learner," "classroom interaction," "anxiety," "motivation," "digital platform," and "parental involvement." These keywords show that TEYL research focuses on psychological factors, the learning environment, and family support in addition to instructional methodologies. In her study, Ramadhani Uswatun Khasanah highlighted how important it is for researchers to focus on classroom anxiety, motivation, and teacher-student interaction because these elements have a direct impact on primary school-aged children's performance in learning English.

The results of this second aim demonstrate that the success of TEYL is governed not only by teacher inventiveness in teaching, but also by the preparation of the educational institution. In order to consistently adopt novel learning methodologies, it is necessary to establish school regulations, instructional media facilities, and teacher training. (Khasanah & Cahyo, 2025). The analysis of this second aim demonstrates that the quality of TEYL learning is controlled not just by the teaching methods used by teachers, but also by the socio-emotional milieu in the classroom. Therefore, teachers need to develop pedagogical abilities that enable the construction of a secure, supportive, and joyful learning environment for pupils. Future study can focus on strategies that help reduce language anxiety and promote students' active participation in learning.

The third objective is to identify innovation directions in TEYL teaching.

The results of this study reveal that innovation in TEYL related to the use of digital media, augmented reality (AR), story-based pedagogy, and e-learning platforms. These findings confirm that contemporary research in TEYL has evolved from traditional methodologies to more interactive and engaging technology-based approaches. According to (Khasanah & Cahyo, 2025) the use of digital media in TEYL learning has the potential to boost student participation and enhance learning motivation. However, they also underline that the effectiveness of technology use must be maintained to facilitate meaningful learning.

Discussion

Future TEYL learning breakthroughs will increasingly concentrate on technology integration, according to the analysis's findings. However, the use of technology involves consideration of teacher readiness, facility availability, and student and school digital literacy. Therefore, technology-based learning innovations must focus on selecting appropriate media that are relevant to children's lives and capable of enhancing active learning engagement.

In order to create an effective learning process, it is crucial to employ suitable tactics when teaching English to elementary school pupils. "Teachers should select some appropriate strategies to be applied in the teaching and learning process," the publication highlights. The resources provided to the pupils and the traits of young learners may be taken into account, suggesting that tactics must be modified to meet the needs of child development. Additionally, teachers must select tactics that can boost students' motivation because, as stated in (Strategi et al., 2023), "Teachers also play a role as motivators." As a result, educators employ a variety of strategies to inspire pupils and foster their excitement and interest in the process of learning. Students' interest and motivation to participate in the learning process will increase with engaging and interactive instruction.

According to (Hidayatulloh et al., 2023), "Student characteristics are very important for educators to know, because they are very important to be used as a reference in designing learning strategies," the primary issue in TEYL is creating instruction that will encourage interest and enjoyment of learning. Pupils will struggle to understand the material if teachers conduct learning activities without considering the characteristics of their pupils. For English learning in primary schools to occur as effectively as possible, the TEYL approach must be varied, engaging, and pertinent.

In primary school, where the emphasis has shifted from mastering grammatical concepts to developing the four language skills listening, reading, speaking, and writing with the ultimate goal of improving oral and written communication skills, English language learning strategies are extremely important. Teachers must select effective techniques to accomplish this goal because pupils frequently still struggle with English because of a lack of passion and enthusiasm. As a result, the strategy must be predicated on the idea that children's language abilities grow gradually and that language learning is an acquisition process intended for communication. Teaching tactics need to take into account a number of ideas, including using the teacher as an example, providing real-world English-speaking scenarios, and emphasizing meaning rather than merely linguistic structure. To boost student motivation and accomplishment, techniques like Total Physical Response (TPR), which teaches language through physical movement and commands to reduce stress and promote joyful learning, are also strongly advised (Pd, 2020).

For primary school pupils to have the communication skills required for the global age, English language instruction is essential. It is necessary to use a variety of efficient techniques to help kids understand English. First, students' interest and motivation can be raised by using interactive learning techniques like educational games and project-based learning. Additionally, children can learn in a more interesting way when technology such as apps and digital media is included into the classroom. Using collaborative learning strategies, which encourage students to collaborate in groups to solve issues and exchange knowledge, is also essential. As a result, these

methods can foster an enjoyable learning atmosphere and aid in the best possible development of kids' English language abilities (Hamer et al., n.d.)

English language learning difficulties for primary school students continue to be a major problem. Many students find it difficult to comprehend new language, which frequently impairs their ability to talk and listen. Another obstacle is pronunciation, which makes it difficult for students to communicate clearly orally. Additionally, studying grammar can be difficult, especially considering the many formulas that need to be mastered. Students' poor comprehension is caused by a number of issues, including a lack of enthusiasm and the use of unsuitable learning resources. Therefore, in order to increase students' motivation and sense of engagement with learning English, educators must develop dynamic and engaging teaching strategies (Awaliah & Rahmawati, 2024; Sahayu et al., 2025).

According to (Harlina & Yusuf, 2020) There are several obstacles to overcome when studying English in primary school. Due to a lack of awareness of the significance of English in daily life, many students in rural areas exhibit a lack of enthusiasm in the subject. Additionally, there is little community and parental support, which makes students feel alone during the educational process. Another obstacle is the quality of instruction, which is frequently typified by English teachers' incompetence (Chabibi et al., 2025; Mukhoiyaroh et al., 2025; Rohmadi et al., 2024). The situation is made worse by inadequate classroom resources, such as a shortage of literature and IT. Students find it challenging to understand vocabulary, grammar, and speaking and listening skills all of which they ought to be more adept at. Given these elements, extra care is required to foster a more encouraging learning atmosphere and boost students' enthusiasm for learning English.

There are several obstacles to overcome in primary school English language instruction. A significant challenge is the heterogeneous student body, which necessitates adaptable teaching methods due to the wide range of English skill levels. Additionally, pupils' poor interest in English classes is sometimes caused by their belief that the language is hard to understand as well as a lack of parental and community support. Another obstacle is the scarcity of instructional resources, such as inadequate technology and teaching materials. In order for students to acquire greater language abilities in the future, it is imperative that educators concentrate not only on teaching content but also on creating tactics that will boost students' interest and motivation in learning English (Rifiyanti et al., 2024).

Innovative learning is defined as instruction developed by educators, where a technology or concept is thought to be able to help students with the learning process and outcomes attained." (Pendidikan, 2021). A vital endeavor to raise the caliber of students' learning through novel concepts, approaches, or technologies is innovative learning in basic education, particularly English instruction in elementary schools. Innovative learning, according to the article, is teacher-driven learning using concepts or tools that support students' best learning outcomes and processes. With the help of this invention, educators may design a more imaginative, engaging, and entertaining learning environment where students can actively engage in the process of learning rather than just passively absorbing information. Thus, learning innovation is essential to improving primary school pupils' English proficiency while also fostering the growth of critical thinking abilities, creativity, and learning motivation.

For primary school students to learn English in a fun and productive way, innovation is essential. Playing games like Snakes and Ladders, which are entertaining for kids and can help them grasp English language, is one way to do this. Students can learn while having fun by using this gaming medium, which makes learning more memorable (Syukri et al., 2025; Turrohma & Prasetya, 2026). Additionally, offering a range of interesting and dynamic learning tools can be achieved by incorporating technology into instructional materials. In order to boost students' motivation and engagement and raise their enthusiasm for learning English, teachers are expected to employ a variety of creative ideas and methods, such as teaching new concepts in an enjoyable way (Ajeng et al., 2023).

Innovation in English language instruction is essential to raising the standard of instruction at the elementary school level. Dioramas are an intriguing technique that can improve pupils' language acquisition in an engaging and participatory manner. Students can better comprehend and retain the curriculum by using dioramas to picture the concepts being taught. Students are also encouraged to actively participate and work together through interactive exercises, games like spelling bees, and debates. By employing this method, students become more motivated to learn and feel more comfortable speaking English. Therefore, innovation through the use of creative media, like as dioramas, has the potential to make learning more meaningful for kids (Widiastuty et al., 2024).

According to (Ajeng et al., 2023) Innovation in English instruction in elementary schools is demonstrated by the use of dioramas as a teaching tool, which is both captivating and capable of encouraging a more involved learning process. The article claims that employing dioramas as an innovative and captivating teaching strategy has been demonstrated to enhance word acquisition and increase students' zeal and concentration. Students may observe, discuss, and practice language in a three-dimensional learning environment right away with this approach. Thus, innovative teaching resources like dioramas are a clever approach for teachers to improve English instruction at the elementary school level while simultaneously fostering a more lively and enjoyable learning environment.

Overall, the results of this study may be stated that Teaching English to Young Learners (TEYL) is a burgeoning field of study, as demonstrated by a large rise in scholarly publications over the previous two decades. Dominant terms in TEYL research imply a high focus on both academic and psychological elements of pupils, demonstrating efforts to study the impact of English language acquisition on children's holistic development. Innovations in TEYL learning also indicate a strong trend in the use of technology, which is increasingly integrated with children's needs to produce a more interesting and effective learning experience. Teachers, researchers, and educational institutions can utilize these findings as a reference to enhance the quality of English language instruction at the primary school level. They also provide a significant addition to mapping TEYL research.

CONCLUSION

Based on the results of this Systematic Literature Review, this study comes to the conclusion that using creative teaching techniques alone cannot account for the success of Teaching English to Young Learners (TEYL). The primary conclusion of this review is that pedagogical innovation, teacher competency, student characteristics, learning resource availability, digital preparedness, classroom settings, and institutional support all interact to determine how effective TEYL is. While interactive and activity-based methods, such as games, music, movement, storytelling, and multimodal phonics, have been shown to improve young learners' motivation, engagement, vocabulary development, and language skills, their application necessitates sufficient teacher preparation and supportive learning environments. TEYL should be viewed as a multifaceted educational process encompassing pedagogical, psychological, technological, and environmental aspects, according to this result, which challenges the notion that pedagogical innovation alone is sufficient to improve TEYL outcomes. A move toward more participatory and technologically advanced ways in modern TEYL is also shown by the growing usage of digital media, augmented reality, story-based pedagogy, and e-learning platforms. To guarantee significant learning outcomes, technology integration should be in line with students' developmental traits and backed by institutional resources, teacher competency, and digital preparedness.

By combining previous research across three interrelated dimensions effective teaching strategies, difficulties faced in TEYL implementation, and innovations in English language instruction this study advances the area of TEYL. By emphasizing the interrelated aspects of teacher competency, psychological factors, digital innovation, parental involvement, and institutional support, the findings extend earlier discussions and validate the significance of interactive and

learner-centered approaches. As a result, this analysis offers an integrated viewpoint that presents TEYL as a multifaceted area rather than just a question of choosing effective teaching strategies. Teachers, researchers, and educational institutions may find this viewpoint helpful in creating more inclusive, sustainable, and developmentally appropriate English language learning strategies for younger students.

However, this study has a number of shortcomings. Only research published during the chosen publication period and papers that satisfied the preset inclusion and exclusion criteria were included in the review. Additionally, the literature search relied on certain databases and search phrases, which might have led to the exclusion of pertinent studies that were published using alternative terminology or indexed in other databases. Additionally, the final synthesis may not accurately reflect the range of TEYL practices across many nations, educational contexts, school levels, and learner demographics because it was based on 30 carefully chosen studies. Because several research addressed many themes, the thematic classification of studies into successful techniques, obstacles, and innovations may also contain interpretive limits. Future studies should broaden the scope of databases and incorporate more national and international research from a variety of age groups, educational environments, and sociocultural factors. In order to determine the efficacy of technology-enhanced TEYL, additional research might examine the connections between teacher competency, digital literacy, family involvement, and institutional support. Such studies would help the creation of more context-sensitive educational policies and practices and advance a more thorough knowledge of the prerequisites for equitable and sustainable English language instruction for young learners.

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