

**TEACHING ENGLISH TO PRESCHOOL AND PRIMARY SCHOOL LEARNERS: EVIDENCE-INFORMED PEDAGOGY, CURRICULUM DESIGN, AND ASSESSMENT****Choriyeva Nigora**

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**Abstract**

This article synthesizes research and practice-oriented guidance on teaching English to preschool and early primary learners (approximately ages 4–10) in foreign-language contexts. Using a scoping review strategy, it maps evidence on developmentally appropriate pedagogy (play, stories, songs, movement, and classroom routines), comprehensible input and interactional scaffolding, vocabulary growth and formulaic language, early literacy and phonics, and formative assessment. The synthesis indicates that an early start alone does not guarantee higher proficiency; outcomes depend on time-on-task, quality of input, and opportunities for meaningful use and spaced recycling (Cameron, 2001; Muñoz, 2006; Pinter, 2017). Effective programs integrate multimodal experiences, short cycles of retrieval practice, and supportive use of learners' first language to sustain comprehension and confidence. Based on converging findings, the article proposes an applied framework for teachers and curriculum designers: plan around communicative functions and routines before grammatical labels; select high-frequency lexical targets and ensure repeated retrieval across modalities; align phonological awareness, phonics, and emergent literacy to children's cognitive readiness; assess through observable performance using simple rubrics and portfolios; and involve families through achievable home micro-tasks. Implications are discussed for teacher training, classroom management, and equitable learning in resource-constrained settings.

**Keywords:** teaching English to young learners; preschool EFL; primary education; play-based learning; phonics and early literacy; formative assessment

**Annotatsiya**

Ushbu maqolada maktabgacha hamda boshlang'ich ta'lim bosqichidagi (taxminan 4–10 yosh) bolalarga ingliz tilini xorijiy til sifatida o'qitishning ilmiy asoslari va amaliy tavsiyalari jamlanadi. Skoping ko'rib chiqish (scoping review) yondashuvi asosida o'yin, hikoya, qo'shiq, harakat va sinf rutinlari orqali o'qitish; tushunarli til kirimi

(input) va muloqotga yo‘naltirilgan qo‘llab-quvvatlash; lug‘at hamda tayyor iboralar (formulaic language)ni bosqichma-bosqich shakllantirish; fonologik sezgirlik, fonika (phonics) va boshlang‘ich savodxonlikni rivojlantirish; formatif baholash kabi yo‘nalishlar tahlil qilinadi. Tahlil natijalari shuni ko‘rsatadiki, tilni erta boshlashning o‘zi yetarli emas: samaradorlik vaqt taqsimoti, kirim sifati, hamda mazmunli faoliyatlar orqali muntazam takrorlash (recycling) imkoniyatlariga bog‘liq (Cameron, 2001; Muñoz, 2006; Pinter, 2017). Maqolada o‘qituvchilar va dastur tuzuvchilar uchun amaliy model taklif qilinadi: grammatik atamalar o‘rniga funksiyalar va rutinlarga tayangan reja, yuqori chastotali lug‘atni tanlash va qayta chaqirishni yo‘lga qo‘yish, fonika va savodxonlikni yosh xususiyatlariga moslashtirish, kuzatiladigan faoliyat natijalariga asoslangan rubrikalar va portfel, shuningdek, oilalar bilan hamkorlikda uy sharoitida qisqa “mikro-topshiriqlar”ni tashkil etish.

**Kalit so‘zlar:** yosh o‘quvchilarga ingliz tili; maktabgacha EFL; boshlang‘ich ta‘lim; o‘yin asosida o‘qitish; fonika va savodxonlik; formatif baholash

#### Аннотация

В статье представлен синтез исследований и практико-ориентированных рекомендаций по обучению английскому языку детей дошкольного и младшего школьного возраста (примерно 4–10 лет) в условиях обучения иностранному языку. На основе подхода обзорного картирования (scoping review) систематизируются данные о развитии языка через игру, рассказы, песни, движение и классные рутины; о понятном и богатом входе (input) и взаимодействии со скэффолдингом; о формировании словаря и устойчивых речевых формул (formulaic language); о фонологической осведомлённости, phonics и начальной грамотности; а также о формирующем оценивании. Показано, что «ранний старт» сам по себе не гарантирует более высоких результатов: решающими являются время контакта с языком, качество входа и возможности для осмысленного использования и распределённого повторения (Cameron, 2001; Muñoz, 2006; Pinter, 2017). В работе предлагается прикладная рамка для учителя и разработчика программы: планирование через коммуникативные функции и рутины, отбор высокочастотной лексики и организация повторения в разных модальностях, согласование phonics с возрастной готовностью, оценивание по наблюдаемым действиям с помощью рубрик и портфолио, а также вовлечение семьи через выполнимые домашние микро-задания.

**Ключевые слова:** английский для детей; дошкольники; начальная школа; обучение через игру; phonics и ранняя грамотность; формирующее оценивание

### **1. Introduction**

Across many national curricula, English is introduced earlier than in previous decades, sometimes beginning in preschool and continuing through the first years of primary school. This shift is commonly justified by the belief that younger learners have advantages in pronunciation and long-term attainment. While there is evidence that younger learners can develop strong phonological sensitivity and comfort with new sounds, research on age effects in school-based foreign language learning has repeatedly shown that “earlier” is not automatically “better.” In classroom contexts where exposure is limited, later starters may catch up or surpass early starters because they receive denser input, have stronger literacy, and can use more efficient learning strategies (Muñoz, 2006). Therefore, the central question for educators is not merely when to start English, but how to design learning conditions that make early instruction productive, motivating, and equitable.

Teaching English to young learners (TEYL) is a specialized domain that requires integrating child development, classroom pedagogy, and language learning theory. Children in preschool and early primary grades learn through participation in meaningful activity rather than through sustained abstract explanation. They are developing attention control, self-regulation, and social-emotional competencies, all of which influence how long they can focus, how they respond to correction, and how they collaborate. They are also building conceptual knowledge in their first language(s), which serves as the cognitive foundation for learning new words and categories in English. Consequently, TEYL pedagogy must be multimodal, highly contextualized, and sensitive to children’s emotional needs and sense of competence (Cameron, 2001; Pinter, 2017).

In EFL environments, the classroom often provides the primary, and sometimes the only, systematic exposure to English. This constraint amplifies the importance of input quality and lesson design. Teachers must make their language comprehensible through visuals, gestures, objects, and clear routines, while also creating opportunities for children to respond and use English in developmentally appropriate ways. When instruction is reduced to translation, worksheets, and isolated drilling, young learners may achieve short-term memorization but lose curiosity and confidence. Conversely, when lessons are structured around play, stories, songs, and action, children can participate actively, repeat language naturally, and attach meaning to forms.

Another recurring issue is the relationship between oral language development and early literacy. Stakeholders often expect visible written outcomes, especially in primary school, but young learners vary widely in readiness to connect symbols and sounds. The English writing system differs from many learners' first languages and may require explicit support in phonological awareness and phonics. If writing and reading are introduced too early or too intensively, they can become a barrier to participation. If they are introduced too late, learners may struggle to access age-appropriate texts. An evidence-informed approach therefore aims for balance: build rich oral foundations, introduce sound-letter knowledge systematically when readiness increases, and link literacy tasks to meaningful purposes (Nation, 2013; Shin & Crandall, 2014).

This article responds to the practical needs of teachers, teacher educators, and curriculum developers by synthesizing research and translating it into operational guidance. It has three objectives. First, it maps key findings on what supports English learning in preschool and early primary grades, with attention to cognitive, linguistic, and socio-emotional factors. Second, it proposes curriculum design principles for selecting content, sequencing objectives, and ensuring systematic recycling in low-exposure contexts. Third, it outlines formative assessment practices that capture progress without undermining motivation. The article is presented in IMRAD format. Methods describe the scoping review procedure, Results present the thematic synthesis, and Discussion interprets implications for classroom practice and policy.

Conceptually, the article adopts a usage-based view of learning in which language develops through repeated exposure and meaningful use, supported by attention and memory. For young learners, this often begins with formulaic sequences and routines that allow participation before full analytic understanding. Over time, chunks become flexible frames for new words and structures. This perspective aligns with TEYL guidance that prioritizes functional classroom language, oral interaction, and repeated encounters with high-frequency vocabulary rather than early emphasis on metalanguage and decontextualized grammar rules (Cameron, 2001; Scott & Ytreberg, 1990).

Finally, the article recognizes constraints typical of many early education settings: large classes, limited materials, limited contact hours, and teachers who may not have specialized TEYL training. Rather than assuming ideal conditions, the recommendations emphasize low-cost, high-yield practices: routine-based teacher talk, reusable visuals, predictable lesson cycles, short interactive tasks, and observation-based assessment. These practices can be adapted to different curricula, languages, and

cultural expectations while remaining consistent with evidence about how young children learn languages.

## **2. Methods**

**Design.** A scoping review approach was used to map key concepts, evidence trends, and practice-oriented recommendations on TEYL for preschool and early primary education. Scoping reviews are appropriate when the goal is to clarify the range of evidence and identify consistent themes across diverse study designs and publication types, rather than to estimate a single aggregate effect.

**Search strategy.** Sources were identified through iterative searches of education and applied linguistics literature using combinations of terms such as “teaching English to young learners,” “preschool EFL,” “primary EFL,” “phonics,” “play-based language learning,” and “formative assessment.” Searches were complemented by backward and forward citation tracing from core TEYL books and handbook chapters. Given the focus on actionable teaching guidance, both empirical studies and practitioner-oriented syntheses were included.

**Eligibility criteria.** Sources were included if they (a) addressed learners roughly between 3 and 12 years old, (b) focused on foreign language learning or early school-based programs, (c) provided evidence, theoretical analysis, or detailed pedagogical implications related to instruction, interaction, vocabulary, literacy/phonics, or assessment, and (d) were available in English. Sources exclusively focused on immersion contexts where English is the community language were used selectively when their instructional mechanisms were transferable.

**Screening and charting.** Titles and abstracts were screened for relevance. Full texts were then examined to extract: pedagogical principles, mechanisms of learning, classroom techniques, curriculum design recommendations, and assessment approaches. Extracted items were charted in a matrix organized by learner age, instructional focus, and type of evidence (classroom study, experimental study, teacher-education guidance, or theoretical synthesis).

**Synthesis procedure.** A thematic synthesis combined deductive coding based on recurring TEYL constructs (input, interaction, play, routines, vocabulary, phonics, assessment) with inductive coding for themes emerging from the mapped sources (e.g., teacher talk as a resource, recycling rules, family involvement). Themes were retained in the Results section when they appeared across multiple sources and could be translated into observable classroom decisions.

Ethical note. This article does not report new data collected from children. Any classroom task examples are illustrative templates designed to be adapted to local curricula and learner needs.

### **3. Results**

The scoping synthesis converged on five mutually reinforcing themes: (1) play, stories, and routines as a developmentally appropriate pedagogy; (2) comprehensible input and interactional scaffolding as the core mechanism of learning in low-exposure contexts; (3) vocabulary and formulaic language as the most productive early curriculum content; (4) phonological awareness, phonics, and emergent literacy aligned to readiness; and (5) formative assessment embedded in activity rather than separated as high-stakes testing.

Theme 1: Play, stories, songs, and routines provide both pedagogy and classroom structure.

For preschool and early primary learners, play is not an “extra”; it is a primary learning mode. Play-based formats allow repeated exposure to the same language without fatigue because each repetition occurs in a new micro-context: a different role in a game, a different object in a story, or a different partner in a chant. Such “repetition with variation” strengthens memory traces and supports flexible use. Stories and picturebooks are similarly powerful because they provide predictable narrative sequences, rich imagery, and natural opportunities to recycle language (Cameron, 2001).

Routines are a particularly efficient tool in EFL settings because they generate daily input even when formal lesson time is short. Greetings, transitions, lining up, classroom jobs, and cleanup can all be framed with simple English phrases that are repeated across weeks. Over time, learners move from comprehension to partial production, often beginning with choral responses and then individual turns. Predictability also supports classroom management: children know what is expected and can participate safely.

The synthesis indicates that preschool programs benefit from a small repertoire of high-frequency routine phrases and action-based language, rather than from rapid topic changes. In primary grades, play remains essential, but it can be combined with more structured collaborative tasks such as role-play, simple projects, and guided pair work. In both stages, the goal is to keep English attached to action and meaning, not to turn it into a paper-only subject.

Theme 2: Comprehensible input and interactional scaffolding maximize learning under time constraints.

Because English exposure is often limited to the classroom, TEYL depends heavily on the teacher's ability to provide dense but comprehensible input. Comprehensibility is achieved through clear pronunciation, short sentences, consistent phrasing, and systematic support from gestures, pictures, objects, and demonstrations. When teachers speak in long explanations, children may disengage; when teachers use concise classroom language repeatedly, children can map meaning to form and begin to anticipate what comes next (Shin & Crandall, 2014).

Interactional scaffolding is the bridge from listening to speaking. For young learners, interaction can be structured through predictable participation formats: choral repetition, total physical response (TPR), forced-choice questions ("Is it a cat or a dog?"), information-gap games, and turn-taking routines. These formats reduce cognitive load while still requiring meaning-focused attention. Wait time and supportive prompts (sentence starters, word banks, gesture cues) further enable children to respond.

The synthesis also highlights the constructive role of the first language (L1) when used strategically. Brief L1 use can clarify rules, reduce anxiety, and ensure safety, particularly for preschoolers. The key is to keep English as the main language of activity while using the L1 as a scaffold rather than as a substitute. This balance supports comprehension and maintains momentum, especially in larger classes.

Theme 3: Vocabulary and formulaic language are the most productive early targets.

Young learners often acquire language initially as chunks rather than as isolated words or abstract grammar patterns. Classroom phrases such as "Can I have it?", "It's my turn," "I don't know," and "Let's go" function as interaction tools and create a sense of communicative ability. These formulaic sequences can later be analyzed and recombined as learners gain awareness. Therefore, early curricula should explicitly plan for chunk learning alongside single words, designing frequent and meaningful rehearsal in games, role-plays, and daily routines (Cameron, 2001; Pinter, 2017).

Vocabulary selection is most effective when guided by frequency, relevance to children's lives, and teachability. Rather than covering long lists, the synthesis supports teaching fewer items more deeply through multiple encounters in varied contexts and repeated retrieval. Retrieval practice can be embedded in games (for example, "What's missing?"), quick reviews (for example, "Show me," "Touch," "Find"), and

storytelling recaps. Spaced repetition across days and weeks improves retention and promotes transfer more than massed repetition in a single lesson (Nation, 2013).

Meaningful recycling requires planning. The synthesis suggests a practical rule: each new lexical or functional target should reappear in at least three lesson episodes, in at least two modalities (listening, speaking, reading, writing), and in at least one task where the child must choose meaningfully rather than repeat mechanically. This rule helps teachers design progression even with limited contact hours.

Theme 4: Phonological awareness and phonics should be systematic, but aligned to readiness and meaning.

Preschool learners benefit most from sound-focused play rather than formal reading instruction. Rhymes, chants, minimal-pair listening games, and sound hunts (“Find something that starts with /b/”) build phonological awareness and listening discrimination. These foundations support later decoding and pronunciation. Introducing letter names and a small number of sound-letter correspondences can be appropriate in some preschool contexts, but intensive phonics lessons may exceed young children’s attention control and may reduce enjoyment if not carefully designed.

In early primary grades, systematic phonics becomes more feasible because children are developing literacy in their first language and can sustain brief analytic focus. The synthesis supports a balanced pathway: begin with oral foundations, introduce sound-letter correspondences in short, playful bursts, practice decoding with decodable words and mini-texts, and then connect decoding to meaningful reading (shared reading, class books, simple comics). Phonics instruction is more effective when integrated with vocabulary and comprehension rather than treated as a separate technical drill.

Early writing should be kept achievable and purposeful. Labels, captions, word banks, and simple sentence frames allow children to produce written language without excessive cognitive load. Copying can be useful when it supports noticing and memory, but writing tasks should also include choice and meaning (e.g., labeling a personal drawing or completing a mini-book about one’s family).

Theme 5: Formative assessment works best when embedded in classroom activity.

Assessment practices in early education should support learning, not replace it. The synthesis indicates that tests focused on isolated grammar items or long written tasks may distort teaching and reduce motivation. Instead, young learners can be assessed through observable performance: following instructions, participating in routines, using target words in a game, or completing a simple spoken task. Such

evidence aligns with what TEYL aims to develop: comprehension, participation, and functional communication.

Simple analytic rubrics are particularly useful because they make expectations transparent and guide feedback. A rubric can include items such as “understands classroom English,” “uses target vocabulary,” “pronunciation is intelligible,” and “participates in pair tasks.” Portfolios (collections of drawings, mini-books, recordings, and teacher notes) provide a longitudinal view of progress and are accessible to families. Feedback is most effective when immediate and specific, praising effort and strategy use rather than only accuracy.

When summative assessment is required by policy, it can still be aligned with developmental principles. Short performance-based checks, picture-based listening tasks, and brief reading samples are more appropriate than lengthy written exams. In addition, children should be prepared through familiar task formats so that assessment measures language ability rather than test anxiety.

**Table 1 summarizes developmentally aligned practices for preschool and early primary stages and illustrates how the same evidence-based principles are operationalized differently across ages.**

| Stage (typical age)  | Developmental features relevant to TEYL   | Priority language outcomes   | High-yield techniques (examples)   |
|----------------------|---|--|--|
| Preschool (4–6)      | Learning through play and movement; short attention spans; strong need for predictable routines; pre-literacy focus; developing self-regulation | Listening comprehension; routine participation; basic vocabulary and chunks; sound awareness (rhythm, stress, key contrasts) | TPR games; action songs; puppets; story time with props; “listen-and-point”; picture matching; routine phrases for transitions |
| Early primary (7–10) | Increasing attention control; growing metalinguistic awareness; literacy development in L1;   | Expanded vocabulary; functional speaking; systematic phonics and early reading;  | Guided role-play; information-gap games; shared and guided reading; phonics with decodables; word                              |

|   |  |  |
|---|--|--|
| readiness for simple collaboration and projects | short meaningful writing; interaction confidence | walls; mini-projects; rubrics and portfolios |
|---|--|--|

To translate themes into planning, **Table 2 provides an example of a 30-minute lesson architecture for early primary grades. The same architecture can be shortened for preschoolers by reducing written elements and increasing movement.**

| Lesson phase (time)           | Teacher actions (input + scaffolding)   | Learner actions (output + interaction)  |
|-------------------------------|---|---|
| Routine warm-up (5 min)       | Greeting, calendar/weather routine; short review questions using gestures and visuals; choral responses.                        | Respond chorally; point to visuals; use routine phrases (e.g., “I’m fine,” “It’s sunny”).           |
| Focus input (7 min)           | Introduce 4–6 target words through realia/pictures; model in short sentences; check comprehension with forced-choice questions. | Listen, repeat with actions; answer choice questions; match pictures and words orally.              |
| Guided practice game (10 min) | Run a game (e.g., “Find it,” “What’s missing,” simple bingo) that requires retrieval; provide sentence frames and praise.       | Retrieve target words; take turns; use frames (“I have...,” “It’s a...”); interact in pairs/groups. |
| Mini reading/writing (5 min)  | Shared reading of a short decodable line or caption; support decoding; model a caption frame on the board.                      | Read together; label a drawing or complete a caption using word bank.                               |
| Closure and feedback (3 min)  | Quick performance check; note observations for rubric; assign optional home micro-task (listen to a song once).                 | Show work; reflect (“Today I can...”); choose a home micro-task if feasible.                        |

## 4. Discussion

Overall, the synthesis suggests that TEYL effectiveness depends less on the starting age and more on the instructional ecology created in the classroom. Where exposure is minimal, children may show slow progress unless teachers deliberately increase input density, structure interaction, and plan recycling. This finding aligns with research on age and rate in foreign language learning: later starters can learn faster when they have concentrated exposure and stronger cognitive and literacy resources (Muñoz, 2006). For early programs, therefore, the priority should be quality and continuity rather than early introduction alone.

A practical implication is to differentiate the pedagogical logic of preschool and early primary instruction. Preschool English is most effective as language-enriched early childhood education. The goal is to develop positive attitudes, listening stamina, sound awareness, and participation in predictable routines. Teachers can do this by using a small set of classroom phrases consistently, embedding them in songs and movement games, and integrating English into familiar play themes. Formal analysis of grammar is unnecessary at this stage; comprehension and engagement are the drivers of learning.

In early primary grades, a gradual shift toward more structured language work becomes appropriate, but structure should remain child-centered and communicative. Many classrooms benefit from a repeating lesson cycle that creates security and predictability: routine warm-up, focused input, interactive practice, light literacy work, and closure. Predictable cycles reduce management time and free cognitive space for language learning. They also enable systematic recycling because each cycle can revisit previous targets while introducing small amounts of new content.

Teacher talk is a central resource that often goes underused. The synthesis highlights that teachers can increase exposure without additional lesson time by using English for management and routines: giving instructions, praising effort, signaling transitions, and narrating actions (“Open your book,” “Show me,” “Let’s sit,” “Good job”). When these phrases are consistent and supported by gesture, children quickly begin to understand them and later to use them. This transforms the classroom into an English environment rather than a place where English exists only in isolated exercises (Slattery & Willis, 2001).

Curriculum design should prioritize lexical and functional goals. Early English learning is vocabulary-driven because children need words and chunks to understand and to participate. Therefore, a high-impact curriculum typically selects a manageable set of high-frequency words, phrases, and classroom functions, then plans for repeated encounters across topics. A smaller but deeply learned vocabulary base can support

later grammar development and reading comprehension more effectively than superficial coverage of many themes (Nation, 2013).

Recycling is the mechanism that makes limited-time instruction work. Teachers can operationalize recycling by adopting planning rules: a new target appears in multiple lessons, in multiple modalities, and in at least one task that requires choice. For example, if the target set is colors, it can be practiced in a song (listening), in a sorting game (speaking), in a storybook (listening/reading), and in a drawing label task (writing). Such distributed practice reduces forgetting and supports flexible retrieval.

The synthesis also clarifies the role of explicit instruction in TEYL. Explicit teaching is not excluded, but it should be brief, concrete, and embedded in activity. A short explanation of a game rule in the first language may prevent confusion and preserve time for English use. A quick focus on a sound-letter correspondence can support decoding, especially when linked to a meaningful text. The problem is not explicitness itself; the problem is replacing participation and meaning with prolonged explanation or decontextualized drills.

Early literacy and phonics require careful alignment with readiness. In many contexts, pressure for early writing leads to excessive worksheets or copying. The synthesis supports a more balanced approach. Oral language and phonological awareness form the foundation. Phonics can then be introduced systematically, but in short segments with abundant modeling, shared reading, and decodable practice. Writing should begin with labeling and simple captions, gradually expanding as learners' control increases. This pathway reduces frustration and helps maintain the motivational benefits of early language learning (Shin & Crandall, 2014).

Formative assessment emerges as essential for both learning and accountability. When teachers observe children during routine participation and games, they gain rich evidence about comprehension and communicative ability. Rubrics make these observations systematic, and portfolios make progress visible to parents and administrators. This reduces reliance on tests that may be developmentally inappropriate. When summative assessment is required, performance-based formats should be prioritized, and task types should mirror familiar classroom activities so that assessment reflects language ability rather than test anxiety.

Family involvement can strengthen early English programs, but it should be designed realistically. Not all parents speak English or have time and resources. Home tasks therefore should be optional, short, and achievable without special knowledge: listening to a song once, practicing a short chant together, naming pictures in a home-made flashcard set, or reading a picturebook with the child in the first language while

the child repeats a few English labels. Such micro-tasks extend exposure without creating inequity.

Digital tools can be helpful when they provide rich multimodal input and enable short creative outputs, but they should supplement rather than replace interaction. For young learners, technology is most effective when it supports repeated listening and noticing (animated stories, songs) and when it allows children to record and share short products (a chant, a show-and-tell photo). Teachers should also plan for low-tech alternatives to ensure participation for families without stable access.

Teacher education is a decisive factor for implementing evidence-informed TEYL. Teachers need not only English proficiency, but also classroom language, pacing skills, knowledge of child development, and strategies for managing active classrooms. Effective training includes modeling of TEYL techniques, micro-teaching with peer feedback, observation of experienced teachers, and explicit practice of teacher talk for instructions and encouragement. Collaborative planning and mentoring also reduce workload and support consistent recycling across grades (Brewster, Ellis, & Girard, 2002; Pinter, 2017).

From a policy perspective, the synthesis suggests that expanding early English without adequate contact hours, materials, and training can lead to symbolic implementation rather than meaningful learning. Policymakers should ensure continuity across preschool and primary stages, align learning outcomes with realistic exposure, and evaluate programs using developmentally appropriate indicators such as listening comprehension, routine participation, and communicative confidence. When quality conditions are met, early English can build a strong motivational and phonological foundation that supports later proficiency.

## **5. Conclusion**

Teaching English to preschool and primary school learners is most effective when it is developmentally appropriate, interaction-rich, and designed for systematic recycling. The scoping synthesis supports a coherent framework: play and routines establish participation; comprehensible multimodal input and scaffolding enable understanding; vocabulary and formulaic language provide early communicative power; phonological awareness and phonics are introduced when literacy readiness increases; and assessment is formative, performance-based, and supportive of motivation. In EFL contexts with limited exposure, these principles help transform early English from a symbolic subject into a meaningful learning experience.

For practitioners, the immediate priority is to plan small, repeatable language goals, teach fewer items more deeply, and build classroom routines that provide daily English input. For curriculum developers, the priority is to align objectives across stages, protect time for interaction, and design materials that make recycling easy. For teacher educators and policymakers, the priority is specialized TEYL training that develops classroom language, child-centered pedagogy, and observation-based assessment. Future research in local settings can test which combinations of time distribution, teacher talk practices, and family micro-tasks yield the strongest gains in motivation, vocabulary retention, and early literacy outcomes.

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