



## The influence of English-speaking environment on young learners: The rationale

Thoriq Aulia<sup>✉1</sup>, Girindra Putri Dewi Saraswati<sup>1</sup>

<sup>1</sup>Education Study Program, Universitas Negeri Semarang, Indonesia

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### Abstract

The significance of English-speaking settings in aiding young learners oral language growth has received worldwide recognition, particularly in bilingual education situations. Even with the increasing interest, there is still a shortage of thorough research that combines theoretical frameworks and up-to-date empirical studies on the subject, especially within the Indonesian context. This research intends to examine the impact of English-speaking settings on the speaking skills of young learners using a library research method. In accordance with Creswell's (2014) principles for qualitative research, this study methodically examines and integrates academic literature, emphasizing peer-reviewed publications from 2020 to 2025. The results highlight five main areas influenced by English-speaking settings: heightened motivation and confidence, decreased speaking anxiety, enhancement of social interactions, advancement in language skills (pronunciation, fluency, grammar), and the use of relevant, context-oriented learning techniques. These findings are consistent with Krashen's Input and Affective Filter Hypotheses, Vygotsky's Sociocultural Theory, and Long's Interaction Hypothesis. The research finds that engaging and nurturing English-speaking settings are crucial for promoting successful language growth in early childhood. It also emphasizes educational implications, including the necessity for emotionally supportive learning environments, collaborative learning among peers, and contextually relevant teaching. This study establishes a theoretical basis for educators and policymakers to create improved bilingual education programs and suggests guidance for upcoming empirical investigations.

<sup>✉</sup>Correspondence Address:  
B3 Building FBS Unnes  
Sekaran, Gunungpati, Semarang, 50229  
E-mail: [thoriq170801@students.unnes.ac.id](mailto:thoriq170801@students.unnes.ac.id)

## INTRODUCTION

In the current global education landscape, mastering English as a global language is crucial for individuals who want to successfully engage in the international economy and intercultural exchange. Globalization has transformed English from merely a foreign language into an essential tool for accessing educational opportunities, career advancement, and international collaboration. As noted by Crystal (2003), English has transformed into a global language used in various sectors of human activity, including business, education, technology, and global communication. These changes have significant implications for education systems worldwide, especially in non-English-speaking countries where English language teaching has become a top priority.

The significance of English proficiency extends beyond mere communication skills; it represents a route to enhanced global competitiveness and increased chances for personal and professional advancement. Kirkpatrick (2012) highlights that proficiency in English provides individuals with an advantage in the international job market and opens doors to numerous educational opportunities across different countries. This scenario has prompted educational policymakers and practitioners to recognize English language instruction as an essential component of modern curricula, leading to its incorporation even in primary education in various countries, such as Indonesia.

In this global context, the concept of bilingual education has emerged as a particularly effective approach for language instruction, especially for young learners. The recognition of the “critical period” or “sensitive period” in language acquisition has provided scientific justification for early exposure to the English language. Research in psycholinguistics and neurolinguistics has consistently demonstrated that young children possess extraordinary skills for acquiring language in their formative years (Birdsong, 2018; Lenneberg, 1967). A recent study in the journal *Cognition* by Hartshorne et al. (2018) revealed that the ability to learn complex grammatical structures significantly decreases after the age of 17 to 18, bolstering the notion that childhood is the optimal period for developing language abilities. These research results emphasize the importance of providing excellent English instruction from an early age and have contributed to the growing trend of bilingual education programs.

Bilingual education, as per contemporary educational theorists, represents more than merely teaching in two languages simultaneously. Bialystok (2018) notes that bilingual education offers significant benefits for young children during their early educational experiences, helping them develop second language skills while potentially providing cognitive advantages associated with bilingualism. This perspective is further supported by Jayanti & Sujarwo (2019), who highlight that bilingual education significantly enhances cognitive development, language skills, and social participation while preparing students for more competitive international environments.

In Indonesia, the implementation of bilingual education has made notable strides, driven by the recognition of English as a crucial asset for improving national competitiveness on the global stage. Laufer (2008) points out that this recognition has resulted in the establishment of numerous bilingual schools designed to meet the growing demand for English skills among students in Indonesia. Indonesia’s educational environment presents unique difficulties and opportunities for bilingual education, particularly because of the country’s linguistic diversity and the need to balance English proficiency with the preservation of native languages and cultural identity.

Despite the significant benefits and growing interest in bilingual education in Indonesia, considerable challenges remain in creating effective English-speaking environments within schools. The complexity of acquiring a second language, particularly in young children, is influenced by several factors that extend beyond traditional teaching approaches. Krashen (1985) “Natural Approach” theory emphasizes the crucial importance of significant and extensive interaction with the target language during the acquisition process. This conceptual model suggests that an English-speaking environment provides a genuine context where children can witness, internalize, and utilize the target language in real communicative situations.

Additionally, bilingual education in Indonesia continues to encounter obstacles on multiple levels. Jayanti & Sujarwo (2019) emphasize several persistent issues, including disparities in students’ socioeconomic backgrounds, varying levels of teacher qualifications, difficulties in curriculum implementation, conflicts in legal and policy issues, and insufficient academic support resources. These intricate issues suggest that successful bilingual education goes beyond simply using bilingual curricula; it demands a thorough comprehension of how external factors influence language acquisition outcomes.

Teachers play an important role in encouraging and maintaining a supportive English-speaking environment. Educators act as important guides in the educational journey, creating classroom environments that encourage the use and growth of English. Borg (2011) emphasizes that educators play a crucial role in creating an English-speaking environment in their teaching methods, which will significantly influence their teaching methods and classroom management techniques, and will have a positive impact on students, especially young learner students.

Previous research has highlighted various challenges faced by English educators in different contexts. Garton et al. (2011) conducted a global survey revealing that early childhood English educators encounter diverse challenges, including inadequate materials and inappropriate methods. Butler (2015) discovered significant discrepancies between teachers' theoretical knowledge and their practical implementation of English teaching techniques in East Asian environments. M. S. Zein (2017) specifically focused on Indonesia and found that many early childhood English educators are poorly equipped for teaching at the elementary level, highlighting systemic issues in teacher training and professional growth.

Many research efforts have investigated English language learning among young students in Indonesia (Musthafa, 2010; S. Zein, 2017) yet there remains a considerable deficiency in studies specifically addressing teachers' perspectives on the impact of English-speaking environments in bilingual schools. This gap in comprehension is particularly noticeable in Semarang City, where the number of bilingual schools has increased dramatically over the past decade.

Despite the significant rise in bilingual educational institutions, comprehensive studies examining how teachers in these schools perceive the influence and function of English-speaking environments in early childhood education have not yet been conducted. This gap in research represents a significant limitation in understanding the factors that contribute to successful English language learning in Indonesian bilingual schools.

The absence of systematic research on teachers' perspectives is particularly troubling because the significant impact of educator beliefs and attitudes affects the success of education. Research on educational reform often emphasizes that teachers serve as change agents, wielding their beliefs and perceptions that significantly influence the success of educational innovations (Fullan, 2016). Li (2013) contributes to this perspective by demonstrating that teachers' personal experiences and professional beliefs significantly impact their instructional approaches. In the specific context of teaching English, Garton (2014) found that teachers' professional growth and personal experiences with learning English greatly influence their beliefs about effective ways to educate young learners.

This research focuses on the use of library research methods in English-speaking environments, with the aim of collecting and evaluating relevant information on how English-speaking environments affect children's learning. This library research focuses on exploring various types of literature, such as books, scientific articles, and academic papers that discuss English language acquisition, language settings, and child development. Using this method allows researchers to identify existing patterns, theories, and results, as well as connect them to the context of the current study. Library research enables scholars to create a strong theoretical framework and build a solid foundation for further analysis (Creswell, 2014). This approach aims to achieve a deeper understanding of how an English-speaking environment can impact children's learning experiences.

By employing a systematic literature review method on ten empirical studies published from 2020 to 2025, The finding shows that the influence of English-speaking environment impact on five major aspects were successfully recognized: (1) increased motivation and self-assurance, (2) reduced speaking anxiety, (3) development of social engagement, (4) improvement of language skills (pronunciation, fluency, grammar), and (5) important and situational learning strategies. In this study, the findings are analyzed through the perspective of the second language acquisition theory proposed by Krashen (1985) and Vygotsky (1978). The emerging results represent a blend of information gathered from the literature and are presented as key thematic insights in the following sections.

Furthermore, this library research aims to examine various perspectives and methodologies that have been used in previous research on the impact of English-speaking environments. Through the examination of recent literature, researchers can identify gaps in existing studies and formulate more focused research questions. It is very important to ensure that the research conducted not only enhances current knowledge but also offers new insights in the field of English language education for children (Mackey & Susan, 2016). As a result, this literature review serves as an important first

step in understanding the intricacies of how an English-speaking environment affects children's education.

## METHODS

This research employs library research as a method to gather and examine pertinent information about the impact of an English-speaking environment on children's education. Library research entails the organized utilization of resources to meet information requirements, acting as an essential step in academic inquiry (Mann, 1998). This library investigation includes examining an array of literature sources, such as books, journal articles, and scholarly papers that address English language acquisition, linguistic settings, and childhood development. Through this method, scholars can recognize current patterns, theories, and discoveries while connecting them to the context of their ongoing study (Creswell, 2014).

The process of collecting data began with an extensive search for relevant sources that discuss the impact of English-speaking environments on children's education, particularly publications published between 2020 and 2025. The researcher will search the literature on the impact of English-speaking environments, using academic databases such as JSTOR, Google Scholar, and university libraries. The search keywords consist of phrases such as "English-speaking environment," "younger students," "bilingual teaching," and "oral proficiency."

After collecting relevant sources, the researcher will conduct screening to ensure that only quality and current literature will be examined. The screening procedure involved a comprehensive review of abstracts, a careful analysis of methodological quality, and a strict alignment with the research objectives. After finishing the systematic review and screening process, the researcher located and collected ten high-quality journal articles that met the established inclusion criteria. These ten articles utilized as the main data sources for this research, having been selected based on their methodological soundness, relevance to the research topic, and their role in enhancing comprehension of English-speaking environments in educational contexts.

Once the data has been collected, the next step is to analyze the theories found in the literature. The researcher will classify the information according to emerging themes, including the beneficial and detrimental effects of English-speaking environments, along with the elements that impact children's learning. This examination is done by comparing and contrasting different perspectives and results from various sources, thus allowing the researcher to recognize similarities and differences in the arguments presented by previous researchers (Dörnyei, 2007).

In examining the theories that will become findings, the researcher will use a synthesis approach. This method involves integrating data from multiple sources to create a deeper insight into the impact of English context. The researcher will highlight the main ideas from each source and relate them to the predetermined theoretical framework. This method allows the researcher to produce results that reinforce existing viewpoints and offer new perspectives that can enhance conversations in the field of English language teaching (Creswell, 2014).

The procedure for processing data in this library research consists of multiple steps. Initially, the researcher will perform a thorough analysis of every chosen source, recording significant and pertinent details. Additionally, the researcher will create a summary for each source that encompasses the primary arguments, the methods employed, and the results achieved. Third, the researcher will arrange this summary into established categories, facilitating subsequent analysis. The last stage involves arranging the results into a coherent and systematic narrative that will be included in the results section (Mackey & Susan, 2016).

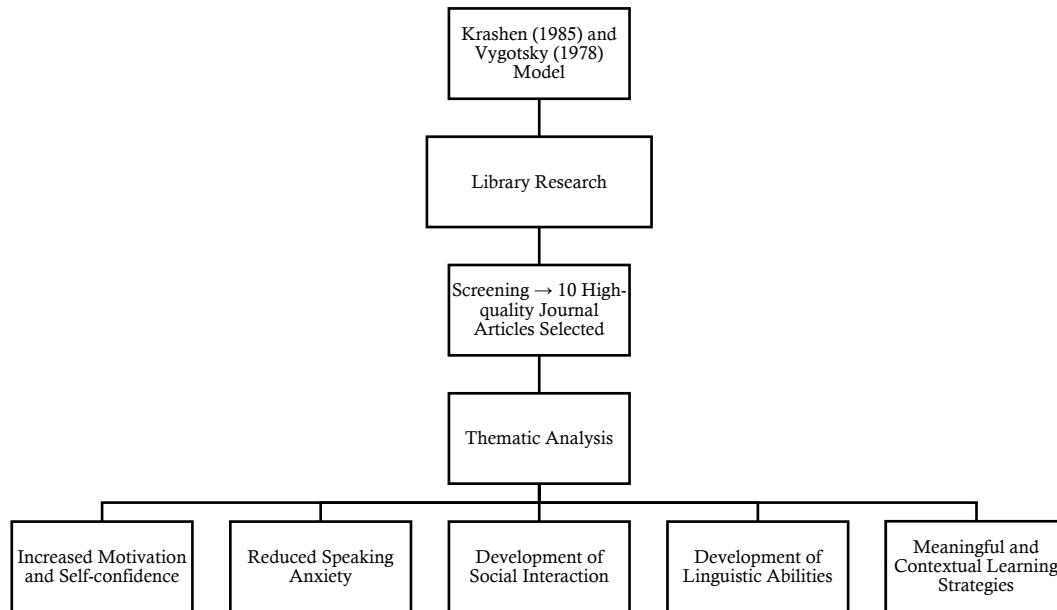


Figure 1. Research Framework

By following these steps, this library research is expected to increase the understanding of how English-speaking environments affect children's learning. The purpose of this study is to recognize the influencing factors and provide suggestions to education professionals in fostering a more effective learning atmosphere for children. Therefore, the findings of this study are expected to be a valuable resource for future research and teaching methods in this discipline.

## FINDINGS AND DISCUSSION

### Findings

This research aims to analyze the influence of an English-Speaking Environment on the speaking abilities of young learners. This study used a qualitative design with a library research approach, also known as documentary or literature-based investigation to gather the data. Creswell (2014) points out that qualitative research focuses on finding meaning and understanding from textual data, with the researcher as the primary tool.

Library research, as explained by Creswell (2014), allows researchers to critically analyze existing literature, facilitating the formation of conceptual understanding derived from documented studies and theoretical frameworks. This approach is highly effective for subjects that require thematic analysis in various educational contexts. This study systematically collected, selected and analyzed relevant journal articles published from 2020 to 2025 to investigate the impact of English-speaking environments on children's speaking skills. The approach consisted of identifying common themes and integrating theoretical and empirical knowledge to create a thorough analysis, instead of relying on quantitative data or experimental adjustments.

### *Increased Motivation and Self-Confidence*

An important finding of the analyzed research is that a supportive and enjoyable English-speaking environment significantly increases students learning motivation and confidence. Various researchers show that a well-structured English environment can increase student enthusiasm.

All the previous studies reviewed show that to build students' motivation and confidence, they are developed through several strategies and classroom management (see Table 1). For example, Septiyana et al. (2020) argues that supportive classroom environment shows the greater in speaking English such as in speaking task because they felt free from judgement and making mistake. Tu (2021) also adds that Securing students' emotion also plays a significant role in

developing students' participation and engagement in learning English, especially in speaking task. Because it can motivate students to engage more as they sense the acceptance and appreciation from teachers and classmates. Similarly, building classroom interaction through interpersonal connection influences students' motivation and help to reduce their anxiety. As Xu (2023) stated that social relationship between teachers and classmates hold a significance role in supporting in their language development. It provides the psychological foundation necessary such as emotional security, communication, and social richness that enhance students' speaking skills. Not only do classroom environment and psychological aspect that influence students' motivation and self-confidence. But interactive learning method also has been proven to elevate students' speaking abilities. In the study conducted by Mutia Syarliza Nst et al. (2025), shows that activity such as role playing, story-telling, or incorporating songs and games engaged students' linguistic and emotion. This method provides real-world experience that benefit of using English in their daily activities to be more confident, proficient in communication, and eager to continue honing their skills.

Table 1. Findings of students' motivation and self-confidence

Prior studies	Findings
Septiyana et al. (2020)	Supportive classroom environment increases students' engagement and enthusiasm.
Tu (2021)	Securing students' psychological emotion influences the level of participation and engagement in learning English.
Xu (2023)	Interpersonal connection lowers students' language anxiety.
Mutia Syarliza Nst et al. (2025)	Engaging activities in the classroom increases students' motivation in using English.

This first finding indicates that Affective Filter Hypothesis proposed by Krashen (1985), which indicates that high motivation and confidence can lower students' "affective filters", allowing them to efficiently receive language input. Students who are also in a supportive environment with minimal pressure will be more open to comprehensible information. In addition, Vygotsky (1978) emphasized the importance of social engagement and assistance from teachers and peers in increasing children's motivation and self-esteem, especially within the zone of proximal development (ZPD). In the field of language learning, Vygotsky highlighted the importance of the zone of proximal development (ZPD), which signifies the area where individuals can achieve tasks with assistance from more proficient adults or peers. When children are given the opportunity to interact in actual social situations, they feel more capable and motivated because the tasks are within their ZPD.

### *Reduction of Speaking Anxiety*

Another significant element that is frequently addressed in the literature is minimizing speaking anxiety. Speaking anxiety poses a considerable barrier to learning a spoken language.

The following is an explanation of several previous studies that describe strategies that can be used to reduce anxiety in students (see table 2). The research conducted by Farmasari (2022) explored peer learning techniques in speaking evaluation tasks, where more skilled students (MPS) acted as examples for less skilled students (LPS). The MPS students taught the LPS students in a relaxed setting, which ultimately lowered their anxiety about speaking.

Moreover, encouragement from educators and classmates also contributes to enhancing children's self-assurance to speak in the target language. When learners get support and positive reinforcement from their teachers and classmates, they often feel more included and inspired to engage in educational tasks. Recent studies indicate that the level of influence from friends' social support can alleviate anxiety in the classroom, which is crucial for students during their language acquisition journey Kalsoom et al. (2020). Thus, it is crucial for teachers to create methods that foster social interaction and offer the essential motivation to assist students in overcoming challenges in language acquisition.

In another study, Marbun & Arifin (2015) used role-playing methods that created a friendly and comfortable atmosphere, showing a decrease in student anxiety because they viewed the activity as a game rather than a formal assessment. Using game-like methods for language tasks successfully reduced emotional barriers in speaking. Children are not afraid of making mistakes because the

activities are presented in a fun way. The findings of this research indicate that a fun and inviting educational environment can lower the affective filter and enhance language acquisition (Krashen, 1985).

This research emphasizes the crucial role that teachers play in offering social support. Vygotsky (1978) highlighted the significance of social context in reducing emotional obstacles. Through group activities or support from teachers and peers, children gain higher acceptance and boosted confidence to express themselves in the target language. In a nurturing educational setting, children can feel more at ease engaging and conversing in the target language. This indicates that a teacher's role extends beyond merely delivering content; it also encompasses fostering an environment that supports students' social and emotional growth Hattie & Clarke (2019).

When children collaborate in groups, they not only gain knowledge from one another but also develop a sense of trust and mutual assistance. This social engagement allows them to exchange experiences, overcome challenges, and celebrate achievements collectively. Studies show that working together in groups can enhance student motivation and engagement, leading to better language skills Johnson et al. (2014). Therefore, a collaborative learning environment can be an important element in promoting efficient language acquisition.

Table 2. Findings of the reduction of speaking anxiety

Prior studies	Findings
Kalsoom et al. (2020)	social support between students plays an important role in reducing anxiety, especially in language learning.
Farmasari (2022)	support in student friendships where more skilled students (MPS) teach less skilled students (LPS) can reduce their anxiety, especially in practicing speaking skills.

### *Development of Social Interaction*

The environment where English is spoken affects individual psychological aspects like motivation and anxiety, while promoting the development of children's social interactions. In a bilingual setting, children frequently utilize English not just in academic contexts, but also in everyday discussions with teachers and peers. Settings that promote social speaking tasks, such as simulations, games, and collaborative projects, help students enhance their communication abilities. the social element in language learning should not be overlooked. When participating in games or group activities, children enhance their language skills and develop social-emotional skills (see table 3). A recent review by Al-Barakat et al. (2025) shows that a socially and emotionally supportive learning environment significantly affects children's language skills, self-esteem, and creative thinking abilities. As a result, teachers are encouraged to create learning experiences that emphasize interaction, ensuring that children not only acquire language but also develop important life skills. Educators must intentionally foster positive relationships, offer emotional support, and create a supportive learning environment for students to maximize their language development. Children who learn languages in engaging social environments often receive more substantial and significant linguistic exposure. Social exchanges involving different individuals, such as friends, allow them to experience various speech styles and apply language in authentic and meaningful situations. A recent study conducted by Schmerse (2021) shows that a classroom environment with peers who have strong language skills can help reduce the language skill gap between bilingual and monolingual children preparing for elementary school. This type of setting allows for two-way communication, which is very different from one-way input such as videos or texts. This reinforces the belief that genuine interactions allow children to explore, ask questions, and enhance their language skills through direct experiences. These social speaking activities provide authentic scenarios for using language beyond conventional educational settings. Santos (2019) demonstrates that involvement in bilingual education enhances students' application of English in everyday scenarios, boosting their social and cultural abilities.

Table 3. Findings of the development of social interaction

Prior Studies	Findings
Al-Barakat et al. (2025)	A socially and emotionally supportive learning environment significantly influences young students' language skills, not only in acquiring language skills, but students who emphasize interaction also develop important life skills.
Schmerse (2021)	Peers' interaction in classroom can help reduce the language skill gap between bilingual and monolingual children.

According to Long (1996) contact Hypothesis, social contact is crucial to the process of learning a second language. According to this theory, language acquisition is more successfully facilitated by meaningful discussion and meaning negotiation between students and their teachers or peers than by conventional teaching techniques. This notion has been reinforced by recent research, which shows that interactive exercises help young learners' cognitive development in addition to their language proficiency García & Wei (2014). Children may practice language in context through discussion, which makes it memorable and relevant.

In early childhood education environments, activities that promote authentic engagement, like cooperative play, singing, and storytelling, are especially impactful. These activities foster a diverse language-rich setting where kids can explore language in a relaxed atmosphere. A study by Kuhl (2000) indicated that children involved in interactive storytelling activities displayed notable enhancements in vocabulary development and understanding when compared to those who simply listened passively. These results highlight the significance of integrating interactive components into early childhood language education programs.

Additionally, children acquiring a language in interactive social settings often get more diverse and significant input. This is supported by Vygotsky's idea that language emerges from social mediation, where children acquire knowledge by observing, imitating, and collaborating with others, which happens through the internalization of ongoing social interactions (Vygotsky, 1978).

Furthermore, children's participation in social activities like role-playing, group discussions, or collaborating on tasks enhances their communication abilities. Erdemir & Brutt-Griffler (2020) state that peers function not just as linguistic input providers but also establish social environments that facilitate interaction. Individual traits like being receptive and expressive significantly enhance the effectiveness of language learning. In this setting, communication methods like conditional interaction are crucial in motivating children to use language in a functional way. Children acquire knowledge not only through listening, but also by reacting and adjusting their language to particular social contexts. This fosters a deeper and more personal learning experience.

This perspective aligns with Vygotsky's socio-cultural theory (1978), asserting that language evolves via social mediation, specifically as children acquire knowledge through observation, imitation, and cooperation with others. In this process, language is not passively transmitted, but actively internalized via social interaction. Recent studies by Rowe & Snow (2020) indicate that the quality of interaction, encompassing linguistic, interactive, and conceptual elements, plays a crucial role in the effectiveness of language acquisition. Thus, establishing a learning atmosphere abundant in social engagement and emotional backing is essential for effectively fostering a child's language growth.

#### ***Development of Linguistic Abilities: Pronunciation, Fluency, Grammar***

A crucial factor is enhancing students' language skills, especially regarding pronunciation, fluency, and the accurate application of language structures. The interaction between phonological improvement and grammar produces a more comprehensive language learning result (see table 4). A research article by Feng & Ng (2023) indicates that employing virtual reality (VR) technology for language learning offers an engaging experience that enhances both components simultaneously. When students engage with social scenarios in a VR simulation, they enhance their pronunciation while being motivated to employ more precise and natural sentence forms. Interactions within this environment promote an awareness of sound structures and language regulations at the same time, resulting in a cohesive and significant learning experience. Thus, an immersive learning setting can be viewed as a very effective approach for fostering comprehensive language skill growth.



Table 4. Finding of linguistic development

Previous Studies	Findings
Feng & Ng (2023)	The interaction between engaging learning technique and an immersive learning setting can help students to fostering their comprehensive language skill development.

Erlinda et al. (2015) discovered that engaging in role-playing helps children improve their pronunciation, fluency, and the instinctive application of English grammar structures. This advancement was noted across two observations, with the majority of children demonstrating considerable progress in the second observation following multiple practice sessions. Children showed a notable improvement in language skills from the first to the second observations.

Moreover, immersive environments significantly contribute to the improvement of grammar skills. A longitudinal study conducted by Hartshorne et al. (2018) shows that students engaged in immersive language learning environments, such as exchange programs or interactive media, demonstrate significant improvements in their ability to understand and use complex grammatical structures. Engagement with various forms of language in real social situations facilitates a more instinctive internalization of grammatical rules. In this context, students not only memorize rules but also actively engage with the language in real communication scenarios, which accelerates their understanding of syntactic structures and their ability to form sentences fluently.

Furthermore, this enhancement demonstrates how clear input and a nurturing environment greatly aid in students' language development. It advocates for Krashen's Input Hypothesis (1985), highlighting the significance of linguistic input slightly above the students' existing level ( $i+1$ ) in promoting language growth. When learners are in a setting where they frequently hear and utilize the language, they slowly internalize new structures and patterns of the language. In addition, scaffolding through modeling by teachers and peers allows students to acquire language structures in a gradual and structured manner, thus improving their forms of speech (Vygotsky, 1978).

#### *Meaningful and Contextual Learning Strategies*

An effective English-speaking atmosphere is consistently reinforced by relevant and suitable educational methods. Strategies for learning that involve activities, like storytelling, games, singing, and drama, have shown to be effective in improving students' speaking abilities. Bland (2019) asserts that children's learning (children's literature) is intertwined with creative activities like language games and narrative methods. These methods are both fun and effective at offering high-quality language input in a natural way and in contexts recognizable to children, while also increasing student involvement (see table 5). A study by Hamidovna & Yusupaliyevna (2023) shows that the use of interactive techniques such as tongue twisters, engaging videos, and conversation games can significantly enhance vocabulary acquisition while also boosting children's communication skills and self-esteem. These techniques create real-life scenarios that encourage language use in a fun and natural environment. In bilingual education for young children, game-based methods and engaging activities have proven their ability to encourage active student participation.

Table 5. Finding of interactive learning strategies

Prior Studies	Findings
Hamidovna & Yusupaliyevna (2023)	Integrating interactive techniques can signifancly enhance students' skills, especially in language acquisition while also can enhance their self-esteem.

Hikmawan et al. (2023) found that incorporating traditional games into English lessons significantly reduced speaking anxiety and increased student motivation. As a result, an approach that focuses on communicative activities enhances language skills while promoting a supportive learning environment. Alongside game-oriented methods, bilingual environments that promote verbal communication have also shown to be highly effective in improving language abilities. Wulansari & Hardianto (2025) determined that techniques like storytelling, gamification, and roleplay can improve vocabulary growth and speaking fluency in bilingual classrooms for elementary students through a systematic review. Being exposed to two languages in various social

settings allows students to interact naturally with both their teachers and classmates. Methods like Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) are particularly significant in this context as both underscore the value of genuine tasks and significant interaction in language learning. A learning atmosphere that offers a secure setting for speaking practice helps children feel more assured and familiar with using the target language in their everyday activities.

A successful bilingual setting promotes the concurrent development of children's linguistic skills and social identity. The research conducted by Ollerhead & Pennington (2024) utilized a multilingual storytelling approach that was found to improve literacy and vocabulary abilities while also boosting students' sense of identity and self-esteem. Kids acquire new vocabulary while learning to articulate their thoughts and emotions in various languages, which enhances the significance and context of the learning experience. Integrating technology, games, and storytelling in a bilingual setting allows children to engage in genuine and imaginative ways. This aligns with Vygotsky's sociocultural theory, highlighting the significance of social engagement in language growth, wherein children develop skills through cooperation and active involvement in relevant situations.

In line with this, within Krashen's theoretical framework, this highlights the importance of providing stimulating language input that is tailored to children's needs. From Vygotsky's perspective, these strategies facilitate child-focused learning experiences that are rooted in their social and cognitive growth.

## Discussion

Research findings consistently confirm the main theoretical framework that guides the language acquisition process during early childhood. The results show a strong correlation with three core theories. Krashen's Input Hypothesis and Affective Filter (1985) suggests that the increase in motivation and decrease in anxiety recorded in various studies support the idea that high motivation and strong self-confidence reduce students' "affective filter," thereby facilitating better reception of language input. In a supportive and relaxed environment, learners are more receptive to comprehensible language input. The language growth recorded in those studies also reinforces Krashen's Input Hypothesis, particularly regarding the importance of providing language input slightly above the existing proficiency level ( $i+1$ ). When students consistently listen to and use the target language in a diverse linguistic environment, they gradually absorb new language structures and patterns organically.

Secondly, Vygotsky's sociocultural theory (1978) highlights that social interaction and support from the environment, particularly from teachers and peers, significantly impact language development. Social engagement has been shown to boost children's motivation and confidence, particularly within the Zone of Proximal Development (ZPD), the space where children can accomplish tasks with assistance from adults or more skilled peers. Research from multiple studies suggests that engaging with peers and teachers offers genuine assistance in the child's Zone of Proximal Development (ZPD), fostering their skill growth and motivation. In addition, offering support or learning assistance through modeling by teachers and peers helps students gradually and systematically understand the structure of the language, which in turn enhances their language production skills. Support from others helps to lower emotional obstacles and enhance confidence in using the target language for communication.

Thirdly, Long's Interaction Hypothesis (1996) proposes that language learning happens via mutual interaction, highlighting the significance of cooperative and engaging settings. Results emphasizing the significance of social interaction reinforce Long's perspective that meaning negotiation and genuine interaction establish optimal conditions for acquiring a second language. The research examined consistently indicates that interactive activities like group play, storytelling, and collaborative projects offer chances for authentic language interaction, which enhances the efficacy of language learning.

These findings lead to several significant educational implications for instructing children in English. Initially, educators must create an interactive and nurturing classroom atmosphere that minimizes anxiety and promotes active involvement from students. Utilizing game-based learning, role-playing, and group projects is essential for establishing an ideal language learning atmosphere. Secondly, methods of peer learning must be methodically incorporated into the development of curricula. More advanced students can act as valuable learning aids for their classmates who are in the beginning phases, if directed appropriately. Third, strategies for managing anxiety should also be

emphasized by transforming language tasks into enjoyable activities rather than formal assessments, thus lowering psychological barriers to participation. Ultimately, the significance of contextual learning highlights the necessity of linking language learning resources to real-world experiences and children's interests, ensuring that the learning journey appears relevant and purposeful. This method establishes a solid base for fostering natural and thorough language growth during early childhood.

## CONCLUSION

This research aims to explore the impact of an English-speaking environment on the speaking skills of young learner student using library research methods. The aim is to collect, evaluate, and synthesize existing empirical and theoretical literature to understand how such an environment fosters language development in young learner student, particularly in the context of bilingual education. Using the library research approach described by Creswell (2014), this study conducts a systematic review of the academic literature, identifying emerging themes and linking them to key theories in second language acquisition. Creswell (2014) claims that library research allows researchers to build a strong conceptual foundation by thoroughly examining documented materials, which is highly beneficial for educational research that includes qualitative investigations and thematic synthesis.

The results of this research highlight five key areas in which an English-speaking environment supports young learners: heightened motivation and self-assurance, decreased anxiety in speaking, improved social interaction, better language skills (particularly in pronunciation, fluency, and grammar), and the use of relevant, contextual learning techniques. These results are heavily backed by Krashen's Input and Affective Filter Hypotheses (1985), Vygotsky's Sociocultural Theory (1978), and Long's Interaction Hypothesis (1996). Krashen's theories illustrate how a nurturing and stimulating atmosphere reduces learners' affective filters, thereby fostering receptivity to comprehensible input. Vygotsky's focus on the Zone of Proximal Development (ZPD) and scaffolding highlights the significance of social assistance and teamwork in enhancing children's confidence and skills. At the same time, Long's theory reinforces the notion that language learning is most successful when students participate in interactive exchanges that require genuine negotiation of meaning.

This study confirms that an engaging and socially interactive English language environment is not only an additional element but also a fundamental basis for language acquisition. Building an emotionally safe and language-rich classroom, incorporating peer learning, and using age-appropriate communication techniques such as games, role-playing, and storytelling are not only effective but also very important. These techniques help young learners view language as a practical, enjoyable, and socially beneficial resource. The combination of emotional, social, and linguistic engagement is fundamental for effective bilingual language learning during early childhood.

Regarding pedagogical implications, teachers are encouraged to create an engaging and student-centered classroom environment that promotes communication, reduces anxiety, and offers relevant contexts for language application. Effective methods such as incorporating task-based learning, encouraging collaboration among peers, and providing positive feedback can greatly enhance students' speaking performance. Additionally, curriculum developers must ensure that language acquisition is integrated into authentic situations and tailored to the developmental needs of young learners.

It is advised that future study look into longitudinal studies that look at the long-term effects of constant exposure to an English-speaking environment on language ability. The function of institutional support and teacher training in preserving a productive multilingual learning environment might potentially be the subject of future research. Researchers and educators may strive toward a more effective and fair English education for young learners in a bilingual setting by consistently investigating these factors.

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