



# A SYSTEMATIC LITERATURE REVIEW ON LANGUAGE DEVELOPMENT STRATEGIES IN EARLY CHILDHOOD EDUCATION: EFFECTIVE PEDAGOGICAL APPROACHES

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## ABSTRACT

Early childhood language development is crucial for cognitive growth, social interaction, and academic success, necessitating evidence-based instructional strategies. While various pedagogical approaches, such as storytelling, play-based learning, dialogic reading, and gamified instruction, have been widely applied, their relative effectiveness remains unclear. This study employs a Systematic Literature Review (SLR) using the PRISMA 2020 framework to analyze the most effective strategies for enhancing speaking skills, vocabulary acquisition, literacy comprehension, and sentence structure in early childhood education. A total of 134 peer-reviewed articles were initially retrieved from ERIC, ScienceDirect, SpringerLink, Google Scholar, and Taylor & Francis Online, with 17 high-quality studies selected based on methodological rigor and empirical validation. Findings indicate that storytelling effectively enhances oral language and vocabulary retention, while play-based learning significantly improves literacy and social communication. Dialogic reading strengthens comprehension, sentence formation, and engagement, whereas gamified instruction increases motivation and attention. Technology-enhanced instruction, such as digital storytelling and interactive apps, can supplement traditional methods, contingent on teacher facilitation and resource availability. The study highlights the need for hybrid instructional models integrating traditional and digital methods to optimize engagement and learning outcomes. This research provides valuable insights for educators, policymakers, and curriculum developers in designing effective language acquisition frameworks for diverse learners. Future studies should explore longitudinal impacts and the role of adaptive digital tools in early language education. The findings emphasize the importance of integrating multiple instructional approaches to accommodate diverse learning styles, inform curriculum development, and enhance the effectiveness of early childhood language programs.

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## 1. INTRODUCTION

The development of language in early childhood is foundational for cognitive skill, social interaction capability, and academic success later in life. This is the stage where children first develop initial language skills which affect their ability to speak, understand and communicate their ideas. Reduced vocabulary, phonological awareness, and syntactic skills Observation 1 Research has shown from a long time ago that when fans experience a lot of interaction and structured learning environment well prepared for learners early in life, where language is a code that is transmitted and end though semantic (Areed et al., 2021; Özhan & Kocadere, 2019).

The use of storytelling has been particularly recognized as a cognitive training technique that may strengthen speaking and aid in vocabulary retention (Hamari et al., 2016), and learning through play promotes cooperative communication and cognitive flexibility (Krishnan et al., 2021, Anugraha & Padmadewi, 2023; Cheruiyot, 2024; Mei et al., 2023). In addition, most of these earlier works remain limited by a lack of empirical research and are largely theoretical or anecdotal, providing little or no systematic basis for suggestions of evidenced-based solutions on how to ideally foster language learning during the early years (Phuong, 2020; Liu et al., 2024).

This translates into well-organized, evidence-based language tuition for some children, but not for others, and results in differing levels of linguistic ability (Farrant, 2012; Dhima, 2015). Perry (2015) indicates that many Australian early years services have yet to effectively mobilise technology-rich pedagogies that have the potential to enhance early high-quality language and literacy outcomes (Kuntariati & Paramita, 2023). Children who do not get enough exposure to good language development practices often experience delays in vocabulary expansion, problems with building sentences, and deficits in phonological awareness (which can have a negative impact on the ability to comprehend reading material and write well) a few years down the line (Agustini et al., 2023; Lestari et al., 2023).

Numerous studies promote non-formal, experience-oriented learning approaches (storytelling, play-based learning, dialogic reading, gamified learning), which benefit from children's curiosity and immersion in playful and language-rich contexts (Losi et al., 2022; Dong et al., 2024). Storytelling, for example, has been credited with enhancing vocabulary and speaking skills, while play-based learning promotes creativity and social communication (Badrkhani, 2019; Rafiola et al., 2022). Previous studies have reported that dialogic reading is related to improvement in comprehension and syntax (Cheruiyot, 2024; Mei et al., 2023), and engaged and motivated young learners are more receptive to gamified learning.

This study explores how digital tools complement traditional language learning, enhancing engagement and motivation. Using an SLR methodology, it provides empirical evidence to inform best practices in early childhood language education. The findings benefit educators, policymakers, and curriculum developers by synthesizing effective strategies. Ultimately, this research proposes a hybrid instructional model that integrates traditional and modern approaches for inclusive and engaging early language learning.

## 2. RESEARCH METHODS

### Research Design

This study employs a Systematic Literature Review (SLR) following the PRISMA 2020 framework to evaluate language development strategies in early childhood education. It synthesizes evidence on storytelling, play-based learning, dialogic reading, gamified learning, and project-based learning. Systematic searches in ERIC, ScienceDirect, SpringerLink, Google Scholar, and Taylor & Francis Online focused on studies from 2015–2024. Peer-reviewed articles were rigorously filtered to ensure relevance and high methodological quality.

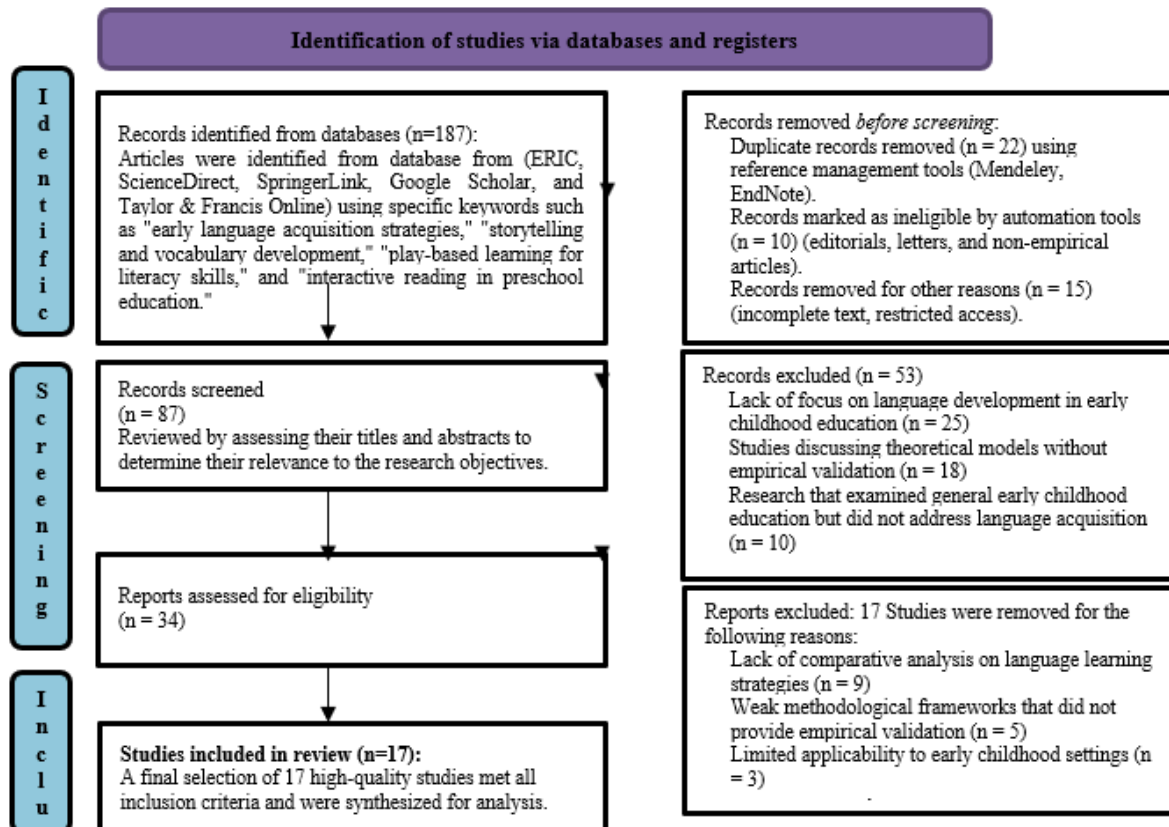


Figure 1. PRISMA 2020

### Systematic Literature Review Procedure (PRISMA 2020)

This SLR followed PRISMA 2020 guidelines for a systematic selection process. An extensive search in academic databases yielded 134 articles on early childhood language development strategies. After multiple filtering stages, 17 high-quality studies met inclusion criteria. The identification stage retrieved records from ERIC, ScienceDirect, SpringerLink, Google Scholar, and Taylor & Francis Online. Duplicates, editorials, theoretical papers, and inaccessible texts were excluded to ensure methodological rigor.

### Screening Stage

At the screening phase, 87 records were manually screened in terms of titles and abstracts from the available literature to assess potential relevance to the

research questions. This approach aimed to brutalise studies that specifically investigated pedagogical practices related to language development in EC settings. Thus, 53 articles were excluded with the following reasons:

The screening process revealed several key issues in the existing literature. First, there was insufficient priority given to language acquisition in childhood education, with 25 studies identified as lacking a specific focus on this crucial aspect. Additionally, 18 studies were based on theoretical frameworks without empirical validation, limiting their practical application. Furthermore, 10 studies examined general early childhood education but did not specifically address language acquisition. This rigorous screening process ensured that only those studies with valuable contributions to language learning strategies were retained for future evaluation, helping to refine the scope and relevance of the research.

### **Eligibility Assessment & Inclusion Stage**

In the eligibility assessment stage, the remaining 34 studies underwent a full-text evaluation to assess their methodological rigor and alignment with research objectives. During this stage, 17 studies were excluded due to the following criteria:

1. Lack of comparative analysis on language learning strategies (n = 9)
2. Weak methodological frameworks that did not provide empirical validation (n = 5)
3. Limited applicability to early childhood settings (n = 3)

This refinement process ensured that only the most methodologically sound and empirically validated studies were included in the final review.

### **Final Inclusion**

In the final inclusion stage, a total of 17 high-quality studies successfully met all inclusion criteria and were synthesized for analysis. These studies form the foundation for this systematic review on language development strategies in early childhood education, focusing on key approaches such as storytelling, play-based learning, dialogic reading, gamified learning, and project-based learning.

### **Data Analysis**

This study analyzed 17 selected studies on early childhood language development through four stages. Descriptive analysis identified trends in storytelling, play-based learning, dialogic reading, and digital learning. Thematic analysis highlighted speaking proficiency and vocabulary acquisition as primary focuses. Findings indicate that storytelling enhances engagement, play-based learning fosters interaction, dialogic reading improves comprehension but requires resources, and gamified learning boosts motivation but faces accessibility challenges. Each approach has strengths and limitations for language education.

### 3. RESULTS AND DISCUSSION

#### Overview of Selected Studies

The studies included were from the years 2015 to 2024, demonstrating that this field of early childhood language acquisition remains active for improving learning experiences. Overview of the chosen studies perhaps with a table describe selected studies, methods of research studies, main findings, language improvements and instructional practice methods (See Table 1).

#### Distribution of Research Years

The reason is that these are divided into years, and this is useful to track trends in early childhood language development studies. The trend in the publication years of the selected articles can show whether there has been an increasing activity or stability of research in this field.

**Table 2.** Distribution of Research Years

No.	Year	Count	Percentage (%)	Article Codes
1	2008	1	5.88%	A16
2	2012	1	5.88%	A12
3	2015	1	5.88%	A11
4	2016	1	5.88%	A15
5	2018	1	5.88%	A5
6	2019	1	5.88%	A8
7	2022	2	11.76%	A1, A2
8	2023	4	23.53%	A7, A9, A10, A14
9	2024	5	29.41%	A3, A4, A6, A13, A17
Total	-	17	100%	All Articles

As illustrated in figure 2, the number of studies conducted each year has seen an increase in number of studies focusing on early childhood language development with the majority (i.e. >50%) in the years 2023 and 2024. While earlier studies (2008–2016) identify preliminary insights, they seem to be scant, which might be due to the relatively fewer technological applications used in early childhood language development research at that period (Shabani, Arastou, & Tseng, 2022).

#### Distribution of Publication Types

Analyzing the publication type distribution gives the reader a good idea of the credibility and achievement of studies included in the review.

**Table 3.** Distribution of Publication Types

No.	Publication Type	Count	Percentage (%)	Article Codes
1	Journal Article	17	100%	A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17
2	Conference Proceedings	0	0%	-
Total	-	17	100%	All Articles

The fact that 100% selected studies are journal articles indicates that the studies of early childhood language development are mainly published in peer-reviewed journals.

### Distribution of Research Methods

Our categorization of the methodologies used in the 17 studies of focus allows us to ascertain which approaches are more widely adopted in the literature and how effective each approach is at measuring language strategies.

**Table 4.** Distribution of Research Methods

No	Research Method	No. of Studies	Percentage (%)	Article Codes
1	Experimental (Pre-Posttest Design)	5	29%	A2, A7, A10, A13, A14
2	Quasi-Experimental	3	18%	A4, A6, A11
3	Randomized Control Trial	2	12%	A5, A9
4	Case Study	2	12%	A3, A8
5	Observational Study	2	12%	A1, A12
6	Classroom Action Research (PTK)	1	6%	A15
7	Mixed-Methods	2	12%	A16, A17
Total	-	17	100%	All Articles

Experimental designs, particularly pre-posttest studies (29%), dominate language acquisition research, measuring intervention impacts directly. Quasi-experimental studies (18%) offer real-world applicability but have bias risks. Randomized control trials (12%) provide rigorous causality testing but face ethical constraints. Case studies and observational research (24%) highlight contextual insights, while Classroom Action Research (6%) focuses on teacher-driven improvements. Mixed-method studies (12%) combine quantitative and qualitative approaches for a comprehensive analysis.

### Distribution of Sample

In studies of early childhood language development, the identification of the samples on which research is conducted is of fundamental importance to the generalisability of findings. These studies range in age, although most study children between the ages of 4 to 6, a period of significant language development.

**Table 5.** Sample Distribution by Age Group

No.	Age Group	No. of Studies	Percentage (%)	Article Codes
1	4-6 years (Kindergarten)	5	33%	A1, A2, A4, A6, A9
2	4-5 years (Preschool)	3	20%	A3, A8, A16
3	5-6 years (Preschool)	3	20%	A5, A10, A13
4	No specific age (Early Childhood & Longitudinal/Observational)	3	20%	A7, A11, A12
5	7-8 years (Young learners)	1	7%	A15
Total	-	17	100%	All Articles

There is an overrepresentation of samples of children 4–6 years of age from this body of research — a period when children are acquiring an essential component of language (the kindergarten/preschool years) in 73% of the studies investigated. However, 20% of studies employed longitudinal, observational, or general early childhood samples, which, while valuable for tracking natural language progression, may lack the precision of age-specific interventions. Notably, research on older early learners (7-8 years) is significantly limited (7%), revealing a gap in understanding how language skills evolve beyond early childhood education, particularly during the transition to formal schooling environments.

### Language Aspects Developed

The most dominant aspects are speaking skills and vocabulary development, which are the focus of 65% of the studies. Additionally, the studies highlight reading comprehension, listening skills, and sentence structure as key indicators of language development in early childhood education.

**Table 6.** Language Aspects Developed

No	Language Aspect	No. of Studies	Percentage (%)	Article Codes
1	Speaking	6	35%	A1, A5, A7, A9, A12, A14
2	Vocabulary Development	5	29%	A2, A4, A6, A10, A13

3	Literacy Skills (Reading & Writing)	4	24%	A3, A8, A11, A15
4	Listening Comprehension	3	18%	A6, A9, A16
5	Sentence Structure & Grammar	2	12%	A10, A17
Total	-	17	100%	All Articles

Most of the studies focus on speaking skills and vocabulary development, showing that oral language development is a primary priority in early childhood education.

### Learning Strategies Used

The learning methods applied in the analyzed studies show variations in pedagogical strategies used to support early childhood language development. Storytelling and play-based learning are the most frequently used approaches, reflecting the effectiveness of experience-based methods in fostering children's communication skills.

**Table 7.** Learning Strategies Used

No.	Learning Strategy	No. of Studies	Percentage (%)	Article Codes
1	Storytelling	5	29%	A1, A2, A8, A9, A12
2	Play-Based Learning	3	18%	A3, A4, A7
3	Dialogic Reading	3	18%	A6, A10, A16
4	Gamified Learning	2	12%	A13, A14
5	Project-Based Learning	2	12%	A15, A17
6	Multilingual Storytelling	1	6%	A11
Total	-	17	100%	All Articles

Storytelling (29%) and play-based learning (18%) are the most commonly applied strategies, demonstrating that socially interactive and experience-based methods have a significant impact on early childhood language development. Often used in research for improving the speaking skills and vocabulary comprehension, dialogic reading (18%), which highlights the idea of children's active participation in reading, was a very popular approach. We are also witnessing the emergence of growing technology-based methods – gamified learning (12%) and project-based learning (12%) suggest that the integration of technology into the language will continue to rise.



### Effectiveness of Different Learning Strategies

In order to evaluate the effectiveness of the different approaches to learning, the reviewed research compared the pre- and post-intervention results. On the whole, the language skills of the children were generally enhanced by all learning approaches, though some proved to be more effective than others.

**Table 8.** Effectiveness of Learning Strategies

No.	Learning Strategy	Average Improvement (%)	Most Effective Aspects	Article Codes
1	Storytelling	32%	Speaking, Vocabulary	A1, A2, A8, A9, A12
2	Play-Based Learning	28%	Literacy, Listening	A3, A4, A7
3	Dialogic Reading	30%	Vocabulary, Comprehension	A6, A10, A16
4	Gamified Learning	25%	Engagement, Expression	A13, A14
5	Project-Based Learning	27%	Collaboration, Speaking	A15, A17

The results demonstrate that storytelling is the most efficient way to hone speaking skills and vocabulary with an average of 32% improvement. Play-based learning (28%) and dialogic reading (30%) notably improve children language comprehension as well. Technology-based approaches, for example gamified learning (25%) or project-based learning (27), appear to work well, but more research is needed on how to maximise the use of digital tools for language learning in early childhood.

### DISCUSSION

This study shows researchers over 20 years how different pedagogies work to develop language in early childhood. Results of analysis of the 17 studies selected. These 17 studies indicate that most aims of language learning are related to speaking skills and vocabulary acquisition, where a story-telling and play method of instruction were the most commonly implemented teaching approaches. Our expected findings provide support for prior research that highlights the importance of interactive, experiential-focused learning in developing language skills in early childhood (Rafiola, Anggraini, & Sari, 2022; Cheruiyot, 2024).

### The Role of Language Aspects in Early Childhood Learning

This high proportion of speaking and vocabulary related strategies indicates the crucial role of oral communication in early language learning. As Losi et al. Studies on dialogic reading strategies also highlight the vital role of vocabulary acquisition, as children are given opportunities to participate in texts actively,

resulting in better comprehension and word recognition (Dong, Chow, Mo, Miao, & Zheng, 2024). But there are proportionately fewer studies that focus on reading comprehension, sentence structure and grammar skills, which means children may be introduced to formal literacy instruction at a later point in their education (Yafie, 2021).

### **Effectiveness of Learning Strategies in Language Acquisition**

Storytelling is the most effective method for developing speaking and vocabulary skills in children, with a 32% effectiveness rate (Agustini, Fitriani, & Effendi, 2023; Yafie, 2020). It enhances narrative understanding and meaningful vocabulary exposure (Badrkhani, 2019). Play-based learning significantly improves literacy and listening comprehension (Daffa, 2024; Lestari et al., 2023; Yafie, 2020). Dialogic reading (30%) and play-based learning (28%) support sentence structure and comprehension (Farrant, 2012; Dhima, 2015; Mei, Jie, & Luen, 2023).

### **Technology Integration in Early Childhood Language Learning**

Digital storytelling applications and interactive language games for children have been reported to enhance children's motivation and engagement toward learning a language (Parra Romero & Sagñay Illapa, 2024, Yafie, 2012). The outcomes of this research have important implications for curriculum developers, policymakers, and preschool teachers (Cheruiyot, 2024; Hormann, 2024). Additionally, more research is needed to examine how these instructional approaches apply to bilingual and multilingual learners, as well as children from diverse socio-economic backgrounds, to ensure that teaching methods are inclusive and adaptable across various educational settings (Farrant, 2012; Agustini, Fitriani, & Effendi, 2023).

## **4. CONCLUSION**

This study highlights interactive learning strategies for early childhood language development. Storytelling enhances speaking and vocabulary, while play-based learning and dialogic reading improve listening, literacy, and sentence structure. Technology-driven methods boost engagement but depend on teacher facilitation and digital literacy. Social interaction remains key to language acquisition. Future research should explore hybrid models integrating traditional and digital approaches for more inclusive and adaptable language education.

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