

Teaching English to young English young learners in primary school is a gratifying endeavor that demands patience, ingenuity, and a fervor for pedagogy. Teachers can enhance the learning experience for their English young learners by employing a blend of music and interactive activities. Prior to selecting learning strategies aimed at enhancing students' self-esteem, it is crucial to take into account several factors, including the subject matter, its adaptability to diverse learning approaches, the students' age and educational level, and the teaching environment (Butler, 2015; Leong & Ahmadi, 2017; Zein et al., 2020). Incorporating songs and activities into English instruction for primary school English young learners can yield advantages such as fostering a favourable classroom atmosphere, improving linguistic abilities, and encouraging active participation in the learning process. Through the careful selection of pedagogical approaches and instructional resources, educators have the ability to establish a highly efficient educational setting that fosters the acquisition of proficient linguistic abilities in English young learners.

Introduction The discipline of Teaching English for Young Learners (TEYL) is experiencing tremendous growth worldwide, with English instruction becoming more prevalent at the primary levels. By exposing English young learners to the English language at a young age, educators can facilitate the cultivation of robust language abilities that will greatly benefit them in their academic and professional trajectories. An effective listening strategy that can be utilised is engaging in narrative listening, which holds importance in an individual's cognitive and experiential development, akin to the faculties of vision and locomotion. The study examines the advantages and disadvantages of these two methods in enhancing language proficiency and establishing an immersive educational setting. The study provides guidelines for educators and highlights the importance of creating a favorable classroom atmosphere. Teaching English to young learners in elementary school is a gratifying endeavour that demands patience, ingenuity, and a fervour for education (Imaniah & Nargis, 2017). The teacher should employ captivating and dynamic instructional techniques that accommodate the distinct requirements and preferences of the students. Integrating games, songs, stories, and interactive activities not only enhances the enjoyment of the learning process but also facilitates improved retention of language topics. This is due to the exceptional capacity of young learners to assimilate knowledge, and the collaborative efforts of parents and instructors to enhance their cognitive performance. This article will specifically address the four essential competencies required for teaching English, namely: auditory comprehension, oral communication, textual interpretation, and written expression. Teaching English to young learners necessitates a teacher to exhibit ingenuity and flexibility in their methodology (Alsyouf & Al Kayed, 2021). Nevertheless, it is crucial for educators to meticulously choose suitable material and guarantee a regulated atmosphere within the classroom. Various instructional methods, such as using music or interactive activities, can be employed in the classroom. The objective of this study is to investigate the efficacy of utilizing songs and games as pedagogical approaches in the training of English to primary school children. Listening is a fundamental skill that is crucial for acquiring knowledge in all topics within the elementary curriculum. Learners' active engagement during the listening process, rather than passively waiting until the finish, effectively sustains their interest and mitigates the risk of boredom. The findings suggest that both songs and games might be efficacious in instructing English, while they have distinct benefits and drawbacks. Teachers can enhance students' performance and

engagement by offering a clear understanding of the upcoming auditory content and the corresponding expectations. Observational data was obtained from two distinct schools and their respective courses