

Curriculum implementation is viewed as an important process in child learning development since it determines the success or failure of curriculum delivery. Despite the growing importance of Early Childhood Education, there are number of factors that have continued to influence its effective implementation especially on the language curriculum. The main purpose of this study was to determine the influence of selected factors on the implementation of the English language curriculum in Early Childhood Education in Meteitei Division. The study would be significant to justify rational for influence of selected factors to English language curriculum. Social development theory guided the study. The study used descriptive survey research design and targeted 52 pre-schools and 220 teachers from these schools. The sample size for this study was 30% of 220 giving a sample of 66 teachers. The research then employed simple random sampling technique to select the respondents from each zone in Meteitei Division. A check list for questionnaires and observation were used to collect data relevant to this study. Data keyed in to the computer using the statistical package for social sciences (SPSS version 20). Data collected was analyzed and computed using both descriptive and inferential statistics which included frequency counts, percentages to analyze the data. Further, multiple regression model was used to find the relationship that exists between the independent and dependent variables. The study found out the teacher's experience contributed 18.9% to the implementation of the language curriculum, teaching methods used contributed 40.0% to the implementation of the language curriculum, Teachings Aids contributed 57.8% to the implementation of language curriculum and teacher professional development contributed 41.5% to the implementation of the language curriculum. The regression model indicate that there was a significant relationship between Teacher's Experience and Implementation of English Language Curriculum in ECDE in learning institution ($p=0.019$), there was a significant relationship between Teaching Methods Used and the Implementation of English Language Curriculum in ECDE in learning institutions ($p=0.000$), there was a significant relationship between Teaching Aids and the Implementation of English Language Curriculum in ECDE in learning institutions($p=0.003$) and that there was a significant relationship between Teacher Professional Development and the Implementation of English Language Curriculum in ECDE in learning institutions ($p=0.032$). The study made the conclusion that there was a significant relationship between Teacher's Experience and the Implementation of English Language Curriculum in ECDE in learning institutions, there was a significant relationship between Teaching Methods Used and the implementation of English language curriculum in ECDE in learning institutions, there was a significant relationship between Teaching Aids and the Implementation of English Language Curriculum in ECDE in learning institutions and there was a significant relationship between Teaching Aids and the Implementation of English Language Curriculum in ECDE in learning institutions and that there was a significant relationship between Teacher Professional Development and the Implementation of English Language Curriculum in ECDE in learning institutions The study recommended that there is need for more Teachings Aids to be made available and to be used adequately by teachers and learners as Teaching Aids to be made available and to be used adequately by teachers and learners as Teaching Aids were shown to influence language curriculum implementation in ECDE centers.