

## EXPLORING CHALLENGES AND STRATEGIES IN TEACHING ENGLISH AS A SECOND LANGUAGE TO YOUNG LEARNERS

Aslan \*<sup>1</sup>

Institut Agama Islam Sultan Muhammad Syafuiddin Sambas  
[aslanalbanjaryo66@gmail.com](mailto:aslanalbanjaryo66@gmail.com)

Rasmita

Universitas putra Indonesia YPTK Padang  
[mizt.caem85@gmail.com](mailto:mizt.caem85@gmail.com)

### Abstract

Teaching English as a second language (ESL) to young learners presents a unique set of challenges and requires the use of effective and innovative strategies. Short attention spans, differences in learning pace and style, and the need to make learning relevant and engaging for children, are some of the key barriers faced by educators. Through this study, we explore various methods and approaches to overcome these challenges, including the use of props, games and other interactive activities that support visual, auditory and kinesthetic learning styles. The study also highlights the importance of differentiating teaching and adapting to each child's specific needs to maximise learning effectiveness. In addition, the establishment of a positive and supportive classroom environment, as well as classroom behaviour management, were seen as important factors in facilitating successful language learning. The conclusion of this study provides insights into effective strategies in educating young learners in ESL, demonstrating the importance of teaching approaches that are creative, flexible and responsive to individual needs.

**Keywords:** Challenges, Strategies, Teaching English, Young Learners.

### Introduction

In the context of globalisation and cross-cultural interaction, the ability to speak English as a second language has become an essential need. Proficiency in English not only enhances academic and professional opportunities, but also enables individuals to access a wide range of information and communication resources. This is especially relevant for young learners who in the future will interact in multicultural and multilingual environments. (Leo, 2021).

English is recognised as a global lingua franca that plays an important role in international communication, education, science and technology. In this context, children's mastery of English has become an urgent need that the education system must fulfil (Jiang et al., 2022). (Jiang et al., 2022). The ability to communicate in English opens a wide door for individuals to participate in global discussions, access vast sources of knowledge, and utilise career opportunities that can only be achieved

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<sup>1</sup> Correspondence author

through international networking. (Saputra, 2020). Thus, mastery of this language is not just an additional skill, but a fundamental necessity for anyone who wants to compete and contribute effectively in the global arena.

In addition, English as an international language also plays a critical role in personal and professional development. The ability to communicate effectively in English broadens the horizon of cultural understanding and perspective, allowing individuals to better appreciate and understand global diversity. In the professional field, mastery of English is often a prerequisite for obtaining the highest and most valued positions in many sectors. (Yeung & Yau, 2022).. Correspondingly, individuals who are proficient in English often have better access to educational resources, research materials, and can keep up with the latest developments in their respective fields. Thus, mastery of English is not only a means of communication, but also a key to unlocking one's full potential on the world stage (Wei et al., 2022). (Wei et al., 2024)..

Teaching English to young learners presents specific challenges that are different from teaching adults. Children have different needs, motivations and ways of learning. They tend to need a more interactive and fun learning environment to keep them engaged. In addition, age and cognitive maturity factors are important considerations in choosing an appropriate teaching method. (Rachmawati et al., 2020).

Not all educational institutions have a consistent curriculum or teaching methods that have been tested for their effectiveness in teaching a second language, especially to children. This often makes the learning process not optimal and the results achieved are not maximised. (Sitopu et al., 2024)..

Given the large variations in response and learning speed among young learners, flexible and adaptive teaching strategies are required. Teachers need to be equipped with empirically verified approaches and techniques to address such individual differences, as well as to increase motivation and language comprehension among children. (Guna et al., 2024); (Fawait et al., 2024); (Syakhrani & Aslan, 2024)..

From this background, this research argues the need to identify the challenges faced in teaching English as a second language to young learners and develop and test teaching strategies that can effectively address these challenges.

## **Research Methods**

The study in this research uses the literature research method. The literature research method is a systematic way of collecting, evaluating and analysing published written data to gain an in-depth understanding of a particular topic. This method is often used in a variety of disciplines, ranging from social sciences to natural sciences, and involves reviewing sources such as books, scientific journal articles, reports, theses, and digital materials. (Abdussamad, 2022); (Wekke, 2020).

## Results and Discussion

### Second Language Learning Theory

Second language acquisition is the process of learning a language other than one's first language. This process can take place in various settings, such as in the classroom, through immersion in a community that uses the language, or through independent practice. Some of the factors that influence success in second language learning include motivation, age, level of exposure to the target language, and cognitive factors such as memory and meta-linguistic awareness. In addition, educational methods, such as communicative approaches that emphasise speaking and interaction in real contexts, also have a major influence on learning effectiveness. (Wei et al., 2024)..

In the early stages of second language learning, the focus is usually placed on oral comprehension and production, building basic vocabulary and simple grammatical structures. Audiolingual approaches, task-based learning and direct teaching are some of the methodologies often applied to help beginners. In this phase, many learners exhibit the 'silent period' phenomenon, where they mainly listen to the second language and do not speak much. This is a normal part of the learning process, similar to the way children learn their first language through a lot of listening before starting to speak. (Sumar'in & Aslan, 2022)..

As learners move towards more advanced levels, they begin to focus on reading and writing skills, as well as expanding grammatical abilities and developing more complex communication strategies. They also begin to explore the cultural nuances associated with the second language, an important aspect that is often manifested in idioms, specialised expressions, and wider social contexts. (Sumardi & Nugrahanı, 2021). Social interaction with native speakers is becoming increasingly important for the ability to communicate effectively. Tools such as language learning technology, language exchange activities, and travelling to countries where the target language is spoken can greatly assist in the process of immersion and authentic practice. (Fauziah, 2023).

Furthermore, advances in technology and the internet have opened the floodgates for second language learning. Online resources such as language learning apps, online courses, language forums and social media allow learners to expose themselves to the target language in diverse contexts and real-life situations. In addition, videos, podcasts and other audio materials provide opportunities to listen to different dialects and speaking styles, enriching the learning experience. Virtual interaction with native speakers via communication platforms such as language exchanges or online tutors is also very helpful in honing language skills. With so many resources available, learning a second language is now more accessible to all. (Herouach et al., 2020).

Thus, second language learning is a complex and multifaceted process, which is influenced by various individual and environmental factors. Success in mastering a second language is not determined only by hours of study, but also by the quality and

involvement in the learning process. Strong motivation, appropriate learning methods, and sufficient exposure to the target language are the main keys to success. By utilising available technology and resources, second language learners can achieve good language acquisition and enrich their intercultural communication experience. Second language learning is not just about learning a new grammatical system or vocabulary, it is also about opening doors to valuable new cultural understandings, thoughts and perspectives.

### **English Language Teaching Strategies**

Effective English language teaching requires a creative and adaptive approach. Preferably, teaching strategies should be inclusive and support a variety of different learning styles. One effective strategy is the application of the communicative method, which encourages students to use English in real communication contexts. This strategy does not just focus on grammatical accuracy but rather on communication skills. Teachers can design activities such as role plays, group discussions, or simulations that motivate students to speak and interact in English. (Aizawa et al., 2023).

The use of technology is also an important part of English teaching strategies. Online learning platforms and mobile apps can be used to reinforce knowledge gained in the classroom. Videos, audiobooks and other multimedia resources are particularly useful for improving English listening and comprehension skills. Students can access these materials at any time, which helps them learn at their own pace and increases learning independence. (Faridah, 2022).

Implementing an interdisciplinary approach can also greatly enrich the English learning process. Integrating elements from other subjects such as history, science or art can help students make meaningful connections and deepen their understanding of English. For example, reading English literature that relates to a particular historical context or analysing science texts in English. This approach not only improves students' language skills but also their interdisciplinary understanding. (Tang, 2020).

Constructive and continuous feedback is also critical in English language teaching. Teachers need to provide constructive evaluation both orally and in writing to help students understand their shortcomings and recognise areas that need improvement. In addition, motivate students to self-reflect on their learning process and set realistic learning goals. Implementing student portfolios, where they can collect and reflect on their work, is a good way to see their progress over time. (Sarifa & Jabeen, 2024).

Furthermore, promoting collaboration between students is also important in improving English language acquisition. Working in teams or small groups allows students to learn from each other, share knowledge and learning strategies, and build effective communication. (Delana & Musico, 2024).. Collaborative activities such as group projects, case studies, or online forum-based discussions can improve social skills

while giving students the opportunity to practice English in more natural and less structured situations. This approach assists students in honing communicative skills, handling differences of opinion, and enhancing cross-cultural understanding (Krishnan et al., 2015). (Krishnan et al., 2020)..

In conclusion, effective English teaching requires a combination of communicative methods, technology utilisation, interdisciplinary approaches, constructive feedback, and collaboration between students. Adopting these strategies holistically will create a dynamic learning environment, support various learning styles, and motivate students to actively engage in the learning process. The key to the success of this strategy is the flexibility and readiness to adapt the teaching approach to the individual needs of students, so that each of them can reach their maximum potential in mastering English. Teachers must constantly seek innovation in teaching methodology and be willing to apply new techniques that can enhance students' learning experience. With a structured yet flexible approach, students not only learn the language but also how to use the language effectively in real-life contexts.

### **English Language Learning for Young Learners**

English language learning for young learners requires a different approach from adult education, with a focus on engagement, interactivity and fun. For children, the learning process should be designed to stimulate their curiosity and build confidence in using English. The use of games, songs and stories is a very effective way to introduce a new language. Language games can help children practise vocabulary, grammar and phrases in a fun and engaging context, thus reducing the fear of making mistakes and reinforcing learning through natural repetition. (Khakim & Septianto, 2021).

Integrating technology in the classroom also plays an important role in children's English education. Learning apps and online platforms allow young learners to engage in interactive and multimedia activities that enhance the learning process. Children can listen to correct pronunciation, follow interactive dialogues or participate in language games designed to develop listening, speaking, reading and writing skills. By using technology, teachers can provide richer and more engaging learning resources that will motivate children to become autonomous and motivated language learners. (Rus, 2020).

English language education for young learners should also include cultural elements and realia that help children understand the context of language use. Through exposure to the culture associated with English, such as festivals, customs and daily life in English-speaking countries, children will gain a deeper understanding and appreciation of the language. This not only broadens their worldview but also enriches language skills with relevant social and cultural contexts. (Galante, 2020).

Finally, it is crucial to advocate a positive and supportive learning environment where children feel safe to experiment with language and learn from mistakes.

Recognition of effort and achievement, no matter how small, can strengthen motivation and boost self-confidence (Baresh, 2022). This approach should be coupled with realistic expectations and patience, understanding that each child has a unique learning pace and style. By customising activities to meet individual needs and encouraging co-operation and peer interaction, teachers can help students develop English language skills in a positive and fun way. (Tinh et al., 2021).

Teaching English to young learners is often faced with a number of unique challenges. One of the main challenges is maintaining the concentration and attention of children who often have short attention spans. Unlike adults, children get bored easily with monotonous activities and need variety in teaching methods. Teachers need to be creative enough to design engaging and interactive learning activities that tap into different learning styles such as visual, auditory and kinesthetic. Another challenge is to make the subject matter relevant and understandable for children who may not yet have enough contextual understanding or world knowledge to permeate more abstract language concepts. (Ratnasari, 2020).

In addition, the challenge of teaching English to young learners also comes from the differences in learning speed and style between individuals. In one class, there will be children who quickly master the material while others take more time to understand the same lesson. This requires educators to implement differentiation in teaching, which may require more time for preparation. Teachers need to be sensitive and responsive to the specific needs of each child, often customising teaching approaches to suit those needs. In addition to academic challenges, teachers also need to be good at managing classroom dynamics and behaviour, given that young learners can exhibit a wide range of emotions and reactions to the learning process. (Nugroho et al., 2020).

## **Conclusion**

Teaching English as a second language to young learners requires a careful approach and personalised strategies to overcome unique challenges. One of the key takeaways is the importance of utilising creative and interactive teaching methods to maintain the attention and interest of children who have short attention spans. Effective strategies include the use of props, games, songs and stories that not only enrich the learning process but also make it more relevant and engaging for young learners. In addition, an approach that accommodates children's various learning styles can improve their understanding and retention of the material taught.

Furthermore, customising teaching approaches to suit individual differences in learning pace and style between learners is another key to meeting the challenges of teaching English as a second language. This includes the implementation of differentiation in teaching and learning that allows teachers to cater to the specific needs of each child. In addition, managing classroom dynamics and fostering a supportive and positive learning environment are also very important. By applying these

strategies, teachers can be more effective in helping young learners overcome barriers to language learning, ensuring a productive and enjoyable learning experience for them.

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