AN INVESTIGATION OF FACTORS AFFECTING ENGLISH TEACHING FOR YOUNG LEARNERS OF EFL STUDENTS

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Abstract:
Currently, English is used widely in modern life, including education, business, and international relations. As a result, persons attempting to enhance their English skills have a variety of goals. The researcher's goal in this study is to investigate English major students' perspectives on teaching English to young learners. Additionally, the project exposed factors of teaching effectiveness such as teachers' manners, instructional techniques, and challenges in the classroom regularly. This research consists of 62 EFL students at Tra Vinh University who had completed teaching methodology courses and practicum experience and 8 teachers at Sunrise Center. The data were gathered through a questionnaire and interview session. The outcomes indicate that teaching techniques are a significant factor in teaching English to young learners. Moreover, teachers' manners toward students can impact students' language learning outcomes. Last but not least, this study identified several challenges that appear in English classrooms frequently, including a lack of motivation, short attention spans, and obstacles in communicating in English confidently. These findings can inform EFL teachers and curriculum designs to provide learners with quality learning outcomes.

Keywords: teaching English, young learners, factors, challenge

1. Introduction

Putra and Nopember (2020) pointed out that in this world, many languages are used, even one country can have up to 2 languages. And nowadays in the world, many languages are also used by several people. Those languages utilized by multiple people are considered the English language.

Mahu (2012) also supported and stated that the English language has been the common language of the world for decades. Currently, it is not possible to find a nation where learning English has not become a norm.

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English is now seen as an important educational tool, and it is taught in many primary schools and even pre-school programs. Generally, foreign languages are taught in primary schools, whereas a few kindergartens introduce preschool children to them. When children first learn a new foreign language, their reactions vary because it differs from their native language in numerous ways. In a foreign language, the structure, rules, and systems are often various. Some students adapt easily to the language, while others take longer and struggle from the outset.

TEYLs play an important role in modern life. By learning English, YLs can get acquainted with English to prepare for higher education and improve their self-confidence. Thus, the purpose of the bachelor thesis is to look at the factors that impact how YLs aged 5 to 10 learn English. Furthermore, the researcher intends to discover instructional practices that can assist and support YLs who are having difficulty in learning English.

The main objectives of this study are to discover the elements that influence English language instruction for YLs, as well as the challenges that EFL students encounter when teaching English to this demographic. The study focuses on conducting a questionnaire-based survey of volunteers from School of Foreign Languages (SFL) of Tra Vinh University (TVU), in which participants are asked to answer a series of questions. In addition, the researcher conducts brief interviews with the participants to learn about their opinions and attitudes regarding teaching English to children, as well as the obstacles that come with it.

This study seeks to give meaningful and valuable insights for both students and teachers by investigating EFL students' attitudes to the factors influencing English language education for YLs.

For students, the outcomes of this research will provide them with a greater understanding of the factors that impact English education for YLs, allowing them to examine and handle the associated issues more effectively. Furthermore, this understanding can help them develop a positive attitude towards teaching and become more proficient at finding and implementing solutions to frequent problems.

For teachers, the results of this study will offer valuable data that can help them gain a better understanding of students' attitudes toward TEYLs. This insight can help teachers focus on areas that need more attention and build more effective techniques to solve the issues that EFL students face while teaching English to this group. Teachers can improve the quality of English language education for YLs and help them achieve their language learning goals more effectively.

2. Literature review

2.1 Definition of YLs

The phrase "young learners" has been defined in a variety of contexts. According to Ellis (2004), "young learners" refers to anyone under the age range with significant differences in physical, emotional, social, and cognitive development among youngsters. Young

learners are seen in their first year of formal schooling or those who are between the ages of five and twelve, Philips (as cited in Nguyen & Nguyen, 2020, p. 2679); students are at the age of five to twelve to study a foreign or a second language (Cameron, 2001 & McKay, 2006). According to McKay (2006), young language learners between the ages of six and seven are ready for formal schooling in terms of acquiring a foreign or second language. Moreover, the term "young learners" refers to students aged 3 to 15, but it can be further divided into categories based on the development stages of students (Nunan, 2011).

2.2 Characteristics of YLs

YLs think and act in various ways. Thus, they behave and learn differently than adults. Therefore, teaching English to young learners brings several challenges most of which stem from the characteristics of young learners that are different from those of older learners (Cameron, 2001).

Young learners are curious, active, and interested in exploration from concrete to abstract things (Pinter, 2006). Children exhibit a natural inclination towards physical activity and dynamic engagement and often find stillness to be restrictive and uninviting. They eagerly seek out opportunities for playing and participation in enjoyable and amusing activities. Furthermore, they possess an inherent sense of curiosity about their surroundings, eagerly seeking to explore and understand the world around them, and hence are inclined to pose numerous inquiries. In his book "The Practice of English Language Teaching", Hammer (2007) points out the characteristics of young learners as those who have the tendency to learn from everything around them and they learn indirectly rather than directly. It means that they grasp what they learn better when they can see or hear it and have the opportunity to touch and interact with it.

YLs study at their own pace, we cannot push them to learn at an adult pace. According to Pinter (2006), every child is unique, and even in the same context, there are often significant differences between children within the same age range. This is because children learn at their own speed; they change quickly and develop new skills and abilities in spurts.

Regarding the characteristics of young learners, Shin (2006) identified the following characteristics of YLs in terms of attention span: "*For young students, from ages 5 to 10 especially, it is a good idea to move quickly from activity. Do not spend more 10 or 15 minutes on any one activity because children tend to become bored easily. When children get older, their ability to concentrate on lessons of them will increase for longer periods of time. So, for students ages 5-7, you should try to keep activities between 5 and 10 minutes long* (p.4)."

2.3 Factors affecting teaching English for YLs

To effectively cater to the needs and learning objectives of their students, language teachers must possess the ability to embrace novel ideas and exhibit adaptability. As such, teachers of YLs must be passionate and imbued with a strong sense of responsibility toward teaching English to their students. According to Nguyen and Rao (2013), specific

features of the learning context, such as teachers' characteristics, instruction time, curriculum and pedagogies, and language environment, have been identified as necessary conditions affecting young learners' English teaching and learning. Children, unlike adults, tend to have shorter attention spans and may lose focus after every 15-20 minutes. Hence, to keep young learners engaged in English lessons, teachers should exercise patience and employ a range of techniques in brief intervals to sustain their interest. Musthafa (2010) supported the use of various teaching techniques for short periods of time to avoid boredom on the part of learners. At the same time, keep the focus on the teaching items from one instructional move to another so that children's learning is ensured.

2.4 Teaching techniques

Harmer (2007) argued that a method is the practical realisation of an approach. The originators of the method have decided to identify types of activities, the roles of teachers and learners, the kind of helpful material and some model of syllabus organisation. Methods consist of different procedures and techniques as a part of their standard fare. Sri Wahyuni Bunga (2019) stated that for a particular teaching method to be appropriate and efficient it has to be about the characteristics of the learner and the type of learning it is supposed to bring about.

As elucidated in the previous discussion, a teaching method refers to the approach or tactics employed by a teacher in the classroom to impart knowledge to their students. There exist several methods for TEYLs.

2.4.1 Flashcards

According to Nugroho et al. (2012), flashcards have a great power in motivating and stimulating students. Komachali and Khodareza (2012) flashcards for EFL teaching or self-study have been used for years and are a useful tool for teachers and learners. Flash cards help young learners drill new letters, syllables, words, and other information

2.4.2 Songs

According to Thai and Nguyen (2018), this process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. Almutairi and Shukri (2016) supported that they feel that they are unable to follow the teacher's instruction in the target language because they sense insecurity and boredom. Songs can help children recall words and grasp grammar.

David (2017) stated that songs are perhaps supported by the memory-enhancing features of rhythm and sound. Learners' listening skills might help them become better listeners as they will be more actively engaged in the listening process, increasing their chances of gaining a new and solid knowledge of the target language (Harmer, 1998). If properly designed, implemented, and evaluated, songs can serve as effective tools for language teaching and learning (Džanić, 2016). In an English classroom, almost any song can be used. The pronunciation and rhythm lessons are the same as for children's songs

which may help learners develop a greater interest in many genres of songs (Gushendra, 2017).

2.4.3 Games

Lewis and Bedson (1999) stated that language games as fun task activities. The presence of a visible set of rules guides learners' actions, and learners can also employ their language skills strategically in cooperative games, where a group works together to achieve certain goals. Furthermore, games in class should be enjoyable and healthful to help young students strengthen their critical thinking skills. Games engage and challenge participants. Sometimes a game is fun; sometimes it is motivating; sometimes it is merely attention-focusing. A game is like an automotive transmission; it requires participants to engage their mental and physical gears (Rodgers, 1981). According to Callum (1980), there are also many other games such as vocabulary games, number games, structure games, spelling games, conversation games as well as writing games.

Researchers figured out a few games that help students review the lesson including:

1) Bingo: (Lewis & Bedson, 1999), the aim of the game is to get students to practice listening to new words and matching sounds with spelling;
2) Slap the board: (Lewis & Bedson, 1999), the aim of this game is to get students to practice listening to new words;
3) Hangman: Wright et al. (1984), the aim of this game is to get pupils to practice spelling new words
4) Matching: (Lewis & Bedson, 1999), the purpose of the game is to get pupils to match the new vocabulary with definitions or pictures or words into a sentence.

2.4.4 Real objects

According to Acharya (2008), it motivates students and raises interest in the objects or items. It also breaks the monotony and mental fatigue using real objects. It does not bring only a single meaning but also brings more than one meaning which is automatically associated with it.

Acharya (2008) also stated that it is not only useful for teaching vocabulary but also other skills of language that can be taught effectively through using real objects or using realia techniques. The importance of using real objects in teaching vocabulary is given:

1) Real objects bring the real environment to the classroom;
2) It brings many associated meanings at the same time as teaching one item;
3) It creates interest in the students and motivates them to learn;
4) It breaks the monotony and mental fatigue upon students;
5) It helps to retain learning for long-lasting;
6) It is also useful to teach other skills of language such as listening speaking reading and writing;
7) It helps to learn spelling, meaning, pronunciation, and use of words, easily.

2.4.5 Practice

Practicing is considered an activity that helps students review lessons and remember them longer. Young learners work hard to make sense of what teachers ask them to do and come to tasks with their own understanding of the purpose and expectations of adults (Cameron, 2001). Teachers can use flashcards, games, songs, and real objects to review YLs knowledge and help them remember the lesson longer. It also helps the teacher to observe which students are weak in class.

2.5 Difficulties in teaching English for YLs.

Teaching English in primary schools includes one thing that needs to be underlined. That is because it involves young practitioners with unique characteristics.

Several characteristics of young learners are egocentric, imaginative and active, self-centered, get bored easily, and find difficulties differentiating the concrete and abstract things; they also have a low concentration level, prefer to do their tasks by themselves, and love to learn new things (Cahyati & Madya, 2019). As a result, educators may confront numerous problems when TEYLs.

2.5.1 Students struggle with speaking

YLs between the ages of 4 and 6 may not have fully developed their first language skills, which can make it difficult for them to effectively communicate with their teacher. Ur (1996) shared that several factors caused difficulty in speaking as follows:

1) Inhibition. Learners are worried about making mistakes in speaking, fearful of criticism from partners, or having simply shyness.
2) Nothing to say. Learners have no motivation to express themselves.
3) Low or uneven participation. Classes are large so each time only one learner can participate to speak and the tendency for a few learners are dominate
4) Mother-tongue use. Students often tend to share the same mother tongue in the class because of is easier and because students feel familiar if they are speaking their mother tongue.

Rabab'ah (2005) pointed out that many factors cause difficulties in speaking English among EFL learners. Some of these factors are affecting to the learners such as teaching strategies, curriculum, and environment. Many learners, for example, lack the appropriate vocabulary to convey their meaning, and as a result, they are unable to maintain contact.

2.5.2 Students have a short attention span

The attention span of children is significantly shorter than that of adult learners. While adults can focus for extended periods of time, children can only hold their attention for approximately 15 to 20 minutes. This has important implications for teaching methods and strategies. In Musthafa's study (2010) this means that teachers of English should use various teaching techniques for shorter periods of time to avoid boredom on the part of students, while, at the same time, should pay close attention to teaching contents being

targeted for each session. In classroom activities, using total physical response (TPR) by Asher (1977) is a great way to teach English, especially for very YLs. The aforementioned method is beneficial for keeping children engaged in the learning process while simultaneously associating language with physical movement. Given that YLs have short attention spans and are easily distracted, shorter activities ranging from 5 to 10 minutes are more effective in engaging them in learning. Additionally, since YLs possess high energy levels but limited concentration abilities, involving them in physical activities within a concrete environment is preferable.

The aforementioned method is beneficial for keeping children engaged in the learning process while simultaneously associating language with physical movement. According to Scott and Ytreberg (1990), there should be various activities having a balance among them. It is proposed that each activity focuses on a distinct ability while alternating between individual, couple, group, and whole-class activities. Uysal and Yavuz (2015) supported that it is also wise to let children learn from each other by integrating pupil-pupil interaction into the activities in addition to teacher-pupil interaction. Finally, Scott and Ytreberg (1990) indicated that teachers should balance between quiet and noisy activities to make both a peaceful and dynamic learning environment.

2.5.3 Study environment

One of the external problems is a lack of teaching resources. Cahyati and Madya (2019) stated that it creates another problem; textbooks play an important role in supporting students to acquire knowledge of English. Besides knowing children's characteristics, using appropriate instructional media is one of the key principles in creating effective instruction (Reiser & Dick, 1996). (1) Coursebook: Coursebook is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide for learners by the teacher. (2) Boards: Boards refer to chalkboard or blackboard, whiteboard and interactive whiteboard (IWB). Similar to pictures, boards also are utilized for multiple purposes. Harmer (2007) describes that teachers can use boards as notepad, explanation aid, picture frame, public workbook, gameboard and noticeboard. (3) Computer-based presentation technology.

2.5.4 Students' self-motivation

According to Cahyati and Madya (2019), it is difficult to motivate children to learn the language, because they have different motivations. Some of them may struggle to understand English, while others may not. Self-confidence is one of the keys to motivating students to learn. Self-confidence is considered one of the keys to motivating to increasing students' learning. As students encounter difficulties in following the lesson, they can lower their self-confidence. It is expected that learning English at an early age can be one of the efforts to improve their self-confidence. Students' anxiety and nervousness can significantly hinder their progress in learning the target language. Such experiences can make them feel stressed and reluctant to learn new things. Therefore,

teachers need to avoid putting them in uncomfortable or embarrassing situations that may exacerbate their anxiety.

Harmer (2007) notes that students are often reluctant to speak because they are too shy to express themselves in front of others, particularly when they are being asked to give personal information or opinions. To enhance students' language skills, teachers must provide them with appropriate language for expressing their opinions. Ultimately, developing self-confidence is a crucial factor in improving students' proficiency levels. Al-Sobhi and Preece (2018), supported that self-confident students can learn better because they are brave and believe in their abilities.

2.6 Related studies

Other similar studies, according to the researcher, will serve to further solidify the factors influencing and difficulties in English teaching to YLs.

Fojkar et al. (2013) investigated the use of narratives in the training of English as a foreign language to YLs in a study. The purpose of this study was to determine the opinions of primary school English language instructors in Slovenia toward the use of narratives in teaching English to children aged eight to nine (particularly, third and fourth grades). The survey included 50 female teachers who were given a questionnaire with 19 items, 16 of which were closed-ended and three of which were open-ended. Concurrently, formal foreign language education begins for all kids in the fourth grade, with one to two English classes held each week, depending on the institution. The school survey focused on both urban and rural areas. The findings show that the participating teachers understand the importance of narratives in teaching English as a foreign language to YLs.

Kersten and Rohde (2013) published a study on English instruction for YLs. The goal of this study was to provide considerable data supporting the efficacy of second language training in kindergarten and primary school. The researchers looked at young children aged 3 to 10 years old in two different language learning and teaching settings: kindergarten and primary school. The article focuses on two programs that have been implemented in Germany. However, in the context of elementary school, where there is a set curriculum, careful selection of teaching concepts and methods is required. Explicit grammar training and a heavy emphasis on linguistic forms should be avoided in favor of a focus on overall language form. The article covers some general ideas, including concepts and strategies, that help teach YLs.

An in-depth study by Brining (2015) conducted a study to examine the obstacles that English as a foreign language (EFL) teachers have when educating YLs in international environments. The survey also sought to identify the instructors' training and development requirements and possibilities. The study took a phenomenological, constructivist approach, employing a mixed-methods survey that included self-report questionnaires with many items and semi-structured, face-to-face interviews. These methodologies were used to analyze the experiences and attitudes of 155 EFL instructors from various nationalities who taught out-of-school lessons in private language centers

in roughly forty nations. The sample comprised both native and non-native English speakers, recognizing that language centers may employ a diverse staff. Following a thorough pilot study, the questionnaire was used to identify general demographic trends in TEYLs, investigate teachers' experiences and attitudes toward TEYLs, assess their perspectives on training and ongoing professional development, and determine their career progression preferences. A total of 139 questionnaires were returned, with 16 interviews supplementing them. Finally, the findings imply that personalized training that focuses on the individual requirements of the instructors, educating them with both knowledge and abilities, could be an effective method to address these difficulties. Additionally, individualized chances for meaningful and engaging professional development should be made available to help them advance in their careers.

Based on the findings of Sevy-Biloon et al. (2020), the researcher is interested in understanding the elements that influence English teaching. These findings highlighted both beneficial and hindering factors in EFL (English as a Foreign Language) and ELT (English Language Teaching). The study used qualitative research methodologies such as public-school observations and round-table conversations with EFL public school teachers. The author concentrated on the positive and negative elements that influence language learning and instruction. To collect preliminary exploratory data, 15 of the 40 EFL public school instructors from various places were observed in their classrooms, offering a broad perspective of the classrooms. After all, observations were completed, they were reviewed, and main themes were found to serve as topics for each round table discussion, which included all 40 participating instructors. The debates focussed on EFL teachers' professional development or training, infrastructure, EFL perceptions and status, pedagogical issues, and educational policies affecting EFL. According to their perceptions, these areas were deemed to have the most significant impact on the participating teachers.

3. Methodology

3.1 Research design

The research's goal is to look into two issues with English language instruction for YLs in EFL contexts: the factors influencing English teaching, and the challenges faced by EFL students. To address these research questions: (1) What are the factors affecting English teaching for YLs of EFL students? and (2) What are the challenges of English teaching for YLs faced by EFL students? the researcher employed two research instruments: questionnaire and interview. The data collected from both research instruments were analyzed using SPSS software and recorded for individual responses.

3.2 Participants

The study included 62 EFL students from SFL of TVU who were all seniors at the time of the study. These participants had already completed teaching method courses and had experience in TEYLs during their practicum. Furthermore, the researcher selected 8 EFL

teachers at Sunrise Center to interview them to share their thoughts on TEYLs. Their expertise and experience make them valuable sources of information regarding the obstacles to TEYLs. All participants volunteered for the study, ensuring the honesty and authenticity of their opinions.

3.3 Instruments

A questionnaire and an interview were used as research instruments in this study. The questionnaire included 3 topics with 29 items that allowed participants to express their thoughts on instructors' responsibility for English language instruction, teaching approaches, and challenges in TEYLs. The five-point Likert scale was used, spanning from Strongly Disagree to Strongly Agree. The interview comprised five questions designed to elicit the participants' personal perspectives on various challenges of TEYLs. The Likert-scale questionnaire and interview questions were created to guarantee that the study issues were thoroughly addressed. The data collected from both research instruments were analyzed using SPSS software and recorded for individual responses.

3.4 Research procedures

Before collecting data, the researcher obtained permission from each participant to participate in the study. Participants were sent the questionnaire via Zalo and asked to complete it at their convenience. Once completed, the researcher selected 8 teachers for an interview, which was recorded with their consent. All responses were then processed and analyzed to gain insights into the attitudes and experiences of the participants. The participants were thanked for their cooperation, and a token of appreciation was promised upon their return to school.

3.5 Data processing method

To confirm the reliability of the responses, the researcher utilized SPSS software to examine the data acquired from the Likert-scale questionnaire. After determining the data's validity, the researcher computed the mean scores for each item and the overall mean score. For the interview data, the researcher took detailed notes on the main ideas expressed in each recording and used those notes to further analyze and interpret the results. This data processing procedure ensured the research findings' correctness and validity.

4. Findings and discussion

4.1 Findings
4.1.1 Questionnaire
This study shows that the result from the questionnaire helps answer the first research question: "What are the factors affecting English teaching for YLs of EFL students?" The finding of this research is presented in 4.1 sections. In particular, it will be the reliability

of the questionnaire, and the descriptive statistics of the factors affecting English teaching for YLs.

Table 4.1: The reliability statistics of participants to 29 items

Cronbach's Alpha	N of Items
.829	29

There is a total of 62 participants responded to the survey. The frequency and internal reliability coefficient were calculated using all of the data gathered from the questionnaires. The findings demonstrated that there are reliability factors affecting teaching English to YLs. The questionnaire achieved good reliability with a Cronbach's Alpha coefficient of .829 for a total of 29 items.

4.1.1.1 EFL students' attitudes towards teaching English for YLs

Table 4.2: EFL students' attitudes towards teaching English for YLs

Items	N	Minimum	Maximum	Mean	Std. Deviation
1. I feel teaching English for YLs is interesting.	62	1	5	4.56	.738
2. I think teaching English for YLs is a significant responsibility that requires seriousness and care.	62	3	5	4.68	.594
6. I don't feel active and motivated when I work with YLs.	62	1	5	2.42	1.362
7. I feel more confident when I teach English for YLs.	62	3	5	4.37	.683
Overall Mean score: 4.1210					

Note: The mean scores of each item about teachers' manners towards teaching English for YLs.

The Descriptive Statistics Method indicates that the average score for Teacher's attitudes toward English teaching for YLs is high (M = 4.1210), which suggests that the participants viewed the teacher's behavior as an effective approach to teaching English for YLs. Out of the ten items in this cluster, three received high levels of agreement among participants, while one item received the most disagreement. Specifically, EFL students strongly agree that "*I think teaching English for YLs is a significant responsibility that requires seriousness and care*" (M = 4.68). Research studies have demonstrated the crucial role of teachers in the language development of YLs, underscoring the importance of educators taking their responsibilities seriously and approaching teaching English to YLs with care. Teachers who have a good understanding of the characteristics of YLs are better equipped to teach them effectively.

Additionally, the survey revealed that the mean score for "*I feel teaching English for YLs is interesting*" was slightly lower (M = 4.56), indicating that teachers may need to work on fostering greater interest and enthusiasm in their students. Besides, the positive

attitude of the participants is also demonstrated through the mean score of "*I feel more confident when I teach English for YLs*" (M = 4.37). The survey also demonstrated a positive correlation between teacher's confidence in their teaching abilities and their level of interest and enthusiasm when teaching YLs. Teachers who are confident in their skills and knowledge tend to feel more comfortable in the classroom, which can lead to a more engaging and enjoyable teaching experience. Furthermore, teachers who effectively communicate and convey information to their students are more likely to find the experience of teaching YLs interesting and fulfilling. This, in turn, can foster a positive and supportive learning environment that promotes the growth and development of students. Therefore, it is essential for teachers to continually work on building their confidence and skills in teaching YLs to create a rewarding and engaging classroom experience.

Finally, it is worth noting that the mean score for *"I don't feel active and motivated when I work with YLs" was low* (M = 2.42), indicating that educators should strive to be positive and motivating in the classroom to prevent students from becoming bored or disengaged.

4.1.1.2 Teaching techniques for YLs of EFL students

Table 4.3: Teaching techniques for YLs of EFL students

Items	N	Minimum	Maximum	Mean	Std. Deviation
4. It is better for me to teach YLs through games.	62	2	5	4.61	.636
5. I prefer teaching English to YLs through real objects.	62	3	5	4.42	.641
9. I take note of some limitations of YLs during the English class to improve their weakness.	62	3	5	4.44	.692
10. I think there is no need to create activities to teach English for YLs, using textbooks is beneficial.	62	1	5	2.40	1.420
Overall Mean score: 4.1290					

Note: The mean scores of each item about techniques teaching English for YLs.

The researcher arrived at certain conclusions after analyzing the survey responses in this cluster. The overall mean score of the content related to techniques for TEYLs was highly positive (M = 4.1290), indicating that participants held techniques in high regard. Out of the 10 items in this cluster, 3 of them received a high level of agreement among participants. Notably, the greatest mean score was given to the item "*It is better for me to teach YLs through games*" (M = 4.61). The use of games in teaching English for YLs is considered an effective technique as it helps to maintain students' attention and can aid in better lesson retention. Another important finding was that 62 participants expressed a positive attitude towards techniques teaching by stating their belief that "*I take note some*

limitations of YLs during the English class to improve their weaknesses" (M = 4.44). This indicates that teachers should observe carefully to the individual characteristics and learning needs of YLs, and work towards helping them overcome their challenges and develop their language skills further.

Lastly, the survey responses also highlighted the importance of using real objects in teaching English to YLs. The mean score for the item "*I prefer teaching English for YLs through real objects*" was relatively high (M = 4.42). This approach is based on the idea that YLs learn best through hands-on experiences and visual aids and that using real objects can help them connect English words with real-world objects and experiences, which enhances their comprehension and retention of the language. To effectively teach English to YLs, teachers must employ creative methods such as educational games, utilizing songs' melodies and lyrics, and other engaging activities. The participants supported this notion by showing disagreement towards the statement in the cluster that stated *"I think there is no need to create activities to teach English for YLs, using textbooks is beneficial*" (M = 2.40). This suggests that participants believe that teaching YLs through solely relying on textbooks is not enough and that using creative approaches is more effective.

4.1.1.3 Challenges of English teaching for YLs faced by EFL students

Table 4.4: Challenges of English teaching for YLs faced by EFL students

| Items	N	Minimum	Maximum	Mean	Std. Deviation
1. I think that it is difficult to maintain YLs' attention and concentration during English lessons.	62	2	5	4.35	.704
6. I think that YLs may struggle with speaking, making it more challenging to convey English knowledge.	62	1	5	4.27	.728
7. YLs may lack self-motivation, requiring teachers to create teaching methods that engage and encourage their learning.	62	2	5	4.53	.593
9. I think that the classroom's atmosphere does not affect to YLs.	62	1	5	1.95	1.151
Overall Mean score: 3.7742					

Note: The mean scores of each item about challenges of English teaching for YLs faced by EFL students.

Upon analyzing the survey responses, the researcher has drawn certain conclusions. The overall mean score for the difficulties encountered in teaching English to YLs is significantly high (M = 3.7742), suggesting that these problems are highly regarded by the participants. Within this cluster of 9 items, 3 items showed high agreement among the participants. One of the significant difficulties is that many EFL students agree that "*YLs may lack self-motivation, requiring teachers to create teaching methods that engage and encourage their learning*" (M = 4.53). To motivate YLs, teachers may use various teaching methods such as interactive activities, games, and real-world examples that are relevant to the students' interests. Additionally, providing positive feedback and praise to YLs can

boost their self-confidence and motivation to learn English. For example, a friendly and encouraging classroom environment can inspire students to participate more actively and improve their learning outcomes. Another notable item that received a high agreement score is "*I think that it is difficult to maintain YLs' attention and concentration during English lessons*" (M = 4.35). YLs have a shorter attention span compared to older students, making it challenging for teachers to keep them engaged during English lessons. Since YLs may become frustrated or bored while learning a new language, teachers must present English lessons engagingly and interactively to promote student engagement. Moreover, EFL students agree that "*I think that YLs may struggle with speaking, making it more challenging to convey English knowledge*" (M = 4.27). This difficulty may arise due to YLs' limited vocabulary, lack of exposure to the language, and developmental stage. To overcome this challenge, teachers may need to use various techniques such as visual aids, games, and interactive activities to engage students and provide ample opportunities for practice and feedback. On the other hand, a hostile or unfriendly environment might make YLs feel uneasy and disengaged from the learning process. It was demonstrated through the mean score of "*I think that the classroom's atmosphere does not affect to YLs*" (M = 1.95). Teachers play a crucial role in creating a positive atmosphere in the classroom through their attitude, behavior, and teaching methods.

4.1.2 Interview question analysis

Figure 4.1: Teachers' opinion on challenges of teaching English to young learners
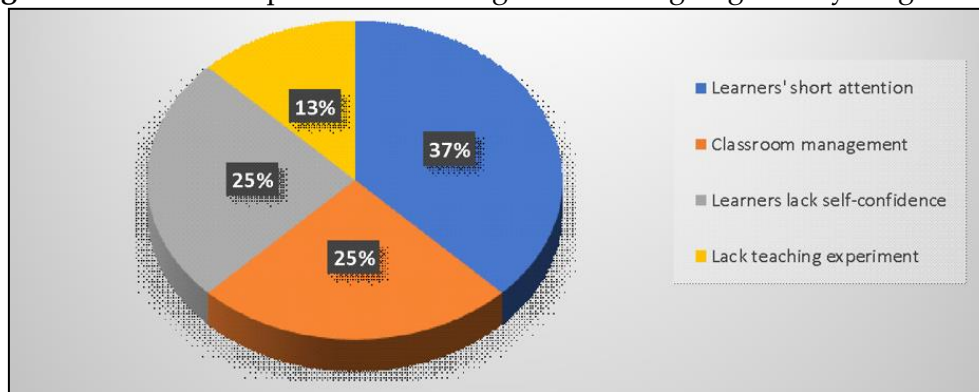
Following the completion of the questionnaire, the researcher selected 8 experienced teachers from the Sunrise Center to take part in the second phase of this research. The participants were interviewed through social media and were asked a series of 5 questions. The first question focused on how the participants maintained their interest in TEYLs. The second question aimed to investigate the teaching methods used by the participants. Additionally, the researcher sought recommendations from the participants on how to effectively teach English to YLs. The fourth question inquired about any obstacles the participants faced while TEYLs. Finally, the researcher asked

about the participants' attitudes, such as their level of self-confidence and willingness to teach.

Initially, the researcher presented qualitative data concerning the difficulties faced by teachers when TEYLs. Analysis of interview transcripts revealed that all eight teachers shared the belief that YLs have a short attention span and easily lose focus during lessons. Additionally, effective classroom management is a significant challenge for teachers when attempting to maintain control and focus in the classroom. Furthermore, YLs tend to lack self-motivation to speak English and often prefer their mother tongue. The following responses come from a teacher when asked about the obstacles of TEYLs in the interview and this information was translated into English by the researcher:

"For young children, their psychology is that they like to move, don't like to sit still, and especially young children have high concentration. Because children are not like adults, they cannot sit and listen to lectures for a long time. And so I also have to exercise with the kids. Make sure to keep your child's attention focused on you as his concentration only lasts about 30 minutes and he must have activities to help him complete the lesson according to the plan he has outlined."

Furthermore, another experienced teacher emphasized that classroom management is the most challenging aspect, given the diverse range of characteristics and learning abilities of YLs. This is the information of a teacher in the interview as follows:

"The biggest difficulty is the class management part, I am discussing how to maintain classroom order so that I can effectively deliver the lecture content and utilize the prepared lesson slides. To manage YLs, the first step is to establish clear rules and expectations in the initial lessons. This is important in setting the tone for the class. If the rules are properly set and followed, subsequent lessons will be smoother and more productive."

Lastly, another teacher highlighted that YLs often struggle with speaking and listening skills as English is their second language, leading to a lack of confidence in.

"When we teach YL a new language, they will not understand all of what we mean because they are not familiar with English and lack of vocabulary, leading to students feeling shy and not confident when speaking English. We can use simple sentences in class to help children understand what we mean. Moreover, children cannot focus on lessons for a long time, leading to teachers not being able to manage the classroom comprehensively for each student in the class. If the teacher had to control every student in the class, the teacher would be exhausted and unable to manage the lesson effectively."

4.2 Discussion

4.2.1 The factors affecting English teaching for YLs of EFL students

After conducting the research process, we have found many similarities and some differences when comparing the results from this research to other previous studies. There are plenty of factors affecting TEYLs, in this study, the researcher separated into 3 parts. First of all, the majority of factors affecting YLs to learn English is the responsibility of the teacher.

According to Kizi and Ugli (2020), teachers can play the role of instructor, tutor and sometimes become friends. So, this is a matter of establishment in which the teacher is active. In addition, participants also believed that TEYLs require the teacher to create more activities by using games to engage students and avoid getting bored in class. All of these claims line up with Derakhshan and Khatir (2015) stated that methods such as using games are very occasionally used to teach and learn vocabulary. They are only used for a limited time. Games can support teachers to produce useful and meaningful contexts in language learning. Finally, the survey shows that YLs lack self-motivation and require teachers to engage in teaching methods, and create a positive learning environment, which is backed by Dincer and Yesilyurt (2017), EFL teachers should aim to create a motivating, supportive learning atmosphere where students feel safe and participate naturally speaking activities and become more autonomous language learners. To create such an environment, teachers should first pay attention to the interests and needs, and at the same time organize teaching activities with students by creating opportunities for students.

4.2.2 The challenges of English teaching for YLs faced by EFL students

The researcher noticed the similarities between the study and other previous studies. To begin with, many teachers agreed that young learners have short attention spans during the lessons, this is supported by Musthafa (2010) short attention span has a great implication for teaching procedures. That means, instead of teachers spending a lot of time on one lesson are not interrupted, it is better for them to divide that time into smaller chunks of activity so that younger learners can engage differently, participating in smaller chunks of learning activities.

In addition, EFL teachers think that effective classroom management is also an important key to teaching English for YLs, which is teachers have to build a strong relationship with students first. According to Marzano and Marzano (2003), teacher-student relationships provide an essential foundation for effective classroom management—and classroom management is a key to high student achievement. They also added in their study that instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning. Lastly, EFL teachers said that very few YLs cannot understand English clearly and easily lose self-confidence. They suggested that teachers must give simple sentences to help them understand and encourage them to speak English.

Songsiri (2007) stated that the more teachers or people around students try to encourage and help them with any technique to reach their goals at their own pace, students develop more and more confidence and become independent and lifelong learners. Furthermore, qualitative data collected from the interview also indicated that teachers with experience reported that they had faced challenges in TEYLs such as students' short spans of attention, effective class management, and students' lack of self-confidence. Nevertheless, a few teachers also stated that they are not confident in teaching because lack of teaching experiments in the real world.

5. Conclusion

The purpose of this study is to look into two aspects: the elements that influence teaching English to YLs and the obstacles that come with it. The first research question has positive feedback. The teaching approaches are the most important aspect of TEYLs. It plays an essential role in helping teachers find the most effective way to teach English. Furthermore, the manners of teachers toward teaching techniques are also crucial. Teachers' responsibility is to have an excellent understanding of the YLs' characteristics. Lastly, the participants believed that they faced problems in TEYLs that helped them understand the learners better and develop their teaching skills.

In response to the second question, nearly all participants faced similar challenges, such as maintaining learners' attention, effective classroom management, and learners' lack of confidence in learning English. However, a few teachers agreed that they lacked confidence in teaching due to a lack of hands-on experience in real-world teaching.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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