

CHAPTER 2

LITERATURE REVIEW

This chapter briefly overviews a few theories underpinning the research. The theories touch on topics such as teaching English to young learners, the challenges of teaching English to young learners, and teaching strategies for young learners.

2.1 Teaching English to Young Learners

Teaching English to Young Learners is teachers exposed to the theory practice of teaching young learners. English for Young Learners is a design teaching English to the ages of five and twelve. Therefore, English courses are non-formal programs that give learners additional activities to help them improve their language skills. An English course will provide learners with several advantages and benefits, one of which is more chances to learn and practice the use of English both in speech and writing. The efforts to develop English skills for young learners must be carried out through a learning approach specific to their needs. Developing English skills through formal and non-formal education is critical (Irawan et al.,2023). Teachers must also teach approaches to teach reading, writing, speaking, and listening in relevant contexts. Teaching adults is entirely distinct from this. Young learners are capable of language learning and need attention due to their unique characteristics compared to adult learners (Oktaviani et al.,2022). Teachers must do several joyful and exciting activities and unconsciously get and use the language. To make sure that learning is maximised, teachers must have a thorough understanding of their learners. Teachers must know young learners' physical, emotional, intellectual, and educational characteristics and consider many factors when developing their opinions and viewpoints. Harmer (2007) stated that there are characteristics of young learners that set them above other adults identified as cited by Erlina et al., (2023):

1. They react to meaning even if they do not understand specific words.
2. They learn more often by indirect means.

3. They understand from explanations and experiences such as touching and interacting with others.
4. They need help understanding abstract ideas like grammar rules.
5. They typically show an enjoyment of learning and an interest in the world around them.
6. They need the teachers' continuous attention and approval.
7. They are enthusiastic about sharing about themselves and responding effectively while learning circles around them and their own experiences.
8. They are quickly bored and have a short attention span unless the activity interests them.

To sum up, young learners and adults have a few different traits. Young learners learn information quickly. However, they have limited attention spans and are often bored. Teachers must be models in the traits of young learners. It will be very beneficial to make the teaching and learning process more manageable.

In conclusion, there are principles that teachers should follow when teaching English to young learners. These include giving learners enjoyable, active roles in the learning process, assisting learners in learning, using language through collaboration, using multi-dimensional, thematically organised activities, providing comprehensible input with scaffolding, vocabulary learning, an activity approach, integrating language with content, validating, and integrating home language and cultures, and giving learners clear goals on performance feedback.

2.2 Challenges of Teaching English to Young Learners

The Cambridge Dictionary defines a challenge as requiring significant mental and physical effort. To effectively complete and consequently put one's knowledge and talents to the test. A challenge is a circumstance or problem that calls for a significant effort to resolve to get solutions. The teacher assumes the role of the instructor. Young learners will present a few challenges for the teacher in English courses, which can happen in various ways. For example, if the environment is unfriendly, it will be challenging for the teacher to maintain control over the learners. Therefore, teachers get things back to normal in the classroom.

According to Khulel (2021), challenges were observed in teaching English. He found that culture and an unfriendly atmosphere for learning languages impact language learners' abilities.

Nunan (2010), English teachers of young learners could encounter five significant challenges: cognitive development, motivation, attention, multilevel groups, and assessment as cited by Anggraini (2018).

1. The first challenge is the development of cognitive skills. Young learners are in the middle of their psychological and social development, which lasts from infancy to adulthood. Teachers should remember this when creating assignments and resources. He argues that teaching young learners using inductive methods and formal grammar would be undesirable. Instead, they should design assignments and learning materials that are appropriate for the learners' ability level.
2. The second challenge young learners' English teachers might face is motivation. It stresses how important it is to keep learners motivated. However, some elements have the power to affect learners' motivation. Relevance and objectivity are the two of them. Once learners know what is expected of them after learning a particular topic and what they may tie to the material, they will become very motivated. According to Dick, Carey, and Carey (2005), providing the learners with information about the instruction's goals will enable them to choose an efficient learning technique and assess the instruction's applicability. Consequently, to teach young learners, including English, teachers must be able to provide those two elements.
3. Getting the young learners' attention is the next challenging task. As young learners' periods are short, the first thing teachers should be able to accomplish is to get the learners' attention. Managing the learners' focus during the instruction is crucial if you want them to absorb it and put it into practice (Dick et al., 2015). Here, teachers must change the order of the activities. To keep the learners' interest. Thus, including different learning styles in the activities is probably a good idea.

4. A severe issue with teaching English to young learners is the challenge of multilevel groups. Teachers need to be able to deal with learners who have different motivations, learning styles, native languages, and proficiency levels.
5. Last but not least is regarding assessment, where Nunan reveals that it is necessary to assess learners to determine how well they have performed, with the assessment for the learning process being the most crucial since it is an essential aspect of the learning process. This is in line with what Halliwell (1992) states about the need for teachers to determine whether learners require direct feedback as part of the assessment. Instead of depending entirely on the assessment to test the learners, teachers must be able to help them improve their language skills.

Therefore, it is more challenging to teach English to young learners since their learning styles differ from those of adults. The teacher must be fluent in English, a mother to the learners, innovative, kind, attractive, and funny. Young learners' special requirements, interests, and skills distinguish them from adult learners (Halim et al., 2017).

In conclusion, Nunan (2010) identifies many significant challenges teachers of young learners face, including cognitive development, motivation, attention, multilevel groups, and evaluation. Teachers must modify their teaching practices to meet young learners' changing cognitive capacities and social development, prioritising flexible and engaging ways above strict instructional approaches. Motivation is critical, and teachers must develop relevance and clarity in learning goals to keep learners interested. Attracting and keeping learners' attention requires various interactive teaching strategies accommodating different learning styles. Handling multilevel groups requires appropriately accommodating diverse skill levels and learning preferences within a single classroom. Finally, employing good assessment techniques is critical for assessing the progress of learners and directing teaching modifications, emphasising continual feedback and assistance to improve language skill development. Nunan's thoughts emphasise the

multifaceted challenges in teaching English to young learners and encourage adaptive strategies for satisfying ' different educational requirements.

2.3 Teaching Strategies

In teaching English, teachers must overcome challenges during the learning process. Teachers create strategies for teaching English needs. Teaching English to young learners can be enjoyable and challenging. Furthermore, teaching English to young learners is different from teaching English to adults. According to Daniels (2022), teachers can help learners develop their English language skills and confidence through appropriate-for-age material, focusing on communication, making learning fun, using a variety of teaching approaches, and being patient and supportive. Teaching English to young learners can be a rewarding and enjoyable experience for teachers and learners. Here are some creative strategies for making learners' learning more engaging and comfortable (Taula'bi, 2022):

1. Use Storytelling in the Classroom: Learners enjoy stories, and Storytelling can be a practical approach to teaching English. You may create your own stories using learners' books or even have learners create their own English stories.
2. Include games in your English lessons: Learners enjoy playing games, and including games in your English lessons can be an excellent method to keep them involved and motivated. Word searches, hangman, and memory-matching games are all excellent ways to teach English vocabulary and grammar.
3. Use music and songs: Music and songs are great instruments for teaching English to young learners. You can use learners' songs to teach vocabulary and grammar and even have the learners create their English songs.
4. Use puppets and props: Using puppets and props in English courses can be fun and engage learners. Puppets can be used to act out stories, while flashcards and pictures can be used to teach vocabulary.
5. Use Technology: Learners adore Technology, and incorporating it into your English classes can be an excellent method of keeping them interested. You

can use instructional apps, videos, and interactive games to teach vocabulary and grammar.

6. Make it interactive: Learners understand best when actively engaged in the learning process. To this end, involve the learners in role-playing, group discussions, and other activities that require them to learn English.
7. Create an enjoyable learning environment: Finally, creating a positive learning environment is critical when teaching English to young learners. Encourage learners to speak English as often as possible, complement their achievements, and make learning enjoyable and stimulating.

2.4 Study of the Relevant Research

To support the relevant research study, the researcher presents three previous studies related to qualitative studies about the challenges teachers face while teaching English to young learners. These previous studies also show how the present study differs from the preceding research so that it produces new findings. Let us go to the first previous study, which was from a journal article by Oktavia et al. (2022). They joined courses from different elementary schools in Jambi. The result of this study identified two themes related to the challenges teachers face and the strategies they use while teaching language skills to young learners. Their teachers challenged young learners in this study to learn the four English language skills.

Given that their behaviour in the classroom is unpredictable, they were significantly challenged when teaching language skills and inspiring them to learn. This study found that four tactics were used to teach young learners English, including playing games, using songs, giving them much practice, and memorisation. In the second study, Hossain et al. (2015) researched the challenges of Teaching the English Language at primary-level schools in Bangladesh. The result of this study is mainly due to a lack of qualified teachers who are familiar with recent teaching techniques and approaches, as well as a dearth of classroom resources. Most learners in primary schools need to gain proficiency in the English language. Thus, teaching English in Bangladesh's primary schools is getting more

challenging. The third is a journal article by Shamsudin Abikar (2022) entitled Exploring Challenges Faced by a Teacher Teaching English in a Primary School in England. The study attempted to explain, from the perspective of a primary school teacher, the elements that either make it simpler or more challenging to teach English in the 21st century. This study shows that if teachers can manage four and seven skills, three are still considered challenging: students' inner motivation, lack of problem-solving in the English literacy program, and lack of resources. A relevant finding that differs from earlier research would result from the description of the research on the challenges that teachers face while teaching young learners in this study. The researcher described the challenges and applied strategies teachers faced while teaching English to young learners in English course.