



Challenges Faced by English Language Teachers in Teaching Young Learners

Afaf Khalifa Grabeel

Department of English, Faculty of Education

University of Zawia

E. mail. a.grabeel@zu.edu.ly

تاريخ الاستلام: 2026/4/01 - تاريخ المراجعة: 2026/05/2 - تاريخ القبول: 2026/05/14 - تاريخ للنشر: 2026/06/01

Abstract

Teaching English to young learners has become an important area in modern education because English is considered a global language used in communication, education, science, and technology. However, teaching young learners is not an easy task because children have unique psychological, emotional, cognitive, and social characteristics that require special teaching methods and strategies. Many English language teachers face several challenges while teaching young learners, especially in developing countries where educational resources and teacher training opportunities may be limited.

This research paper aims to explore the major difficulties faced by English language teachers in teaching young learners. The study discusses classroom management problems, lack of teaching resources, differences in learners' abilities, low motivation, limited teacher training, curriculum-related issues, and parental involvement. The paper also highlights the importance of using effective teaching strategies and modern educational approaches to improve English language learning among young learners.

The study adopts a descriptive analytical approach through reviewing educational literature related to teaching English to children. The findings indicate that successful English language teaching for young learners depends on teacher preparation, suitable teaching materials, supportive learning environments, and the use of interactive methods that encourage participation and communication.

Keywords: young learners, English language teaching, classroom management, teaching difficulties, language learning, educational challenges.

Introduction

English language teaching has gained increasing importance in recent decades because English has become the international language of communication, education, business, and technology. Many countries have introduced English language instruction at early educational stages in order to help children acquire language skills from a young age. Young learners are often believed to have a greater ability to learn languages naturally compared to older learners. Therefore, educational institutions place great emphasis on teaching English during primary school years.

Despite the importance of teaching English to children, English language teachers face many challenges in the classroom. Young learners differ significantly from adult learners in terms of attention span, motivation, emotional development, learning styles, and behavior. Teachers must therefore use special teaching strategies that match children's developmental characteristics and educational needs.

Teaching young learners requires patience, creativity, flexibility, and professional competence. Teachers are expected to create enjoyable learning environments while simultaneously achieving educational objectives. However, many teachers struggle with classroom discipline, lack of resources, overcrowded classrooms, unsuitable curricula, and limited professional training. In the Libyan educational context, English language teachers often face additional difficulties related to limited technological resources, traditional teaching methods, and

insufficient teacher preparation programs. These challenges may negatively affect the quality of English language instruction and learners' language achievement.

This paper examines the major difficulties faced by English language teachers in teaching young learners and discusses possible solutions and recommendations to improve the teaching and learning process.

Research Hypotheses

The study is based on the following hypotheses:

1. English language teachers face multiple difficulties while teaching young learners.
2. Classroom management problems negatively affect the teaching and learning process.
3. Lack of professional training reduces teachers' effectiveness in teaching young learners.
4. The use of communicative and interactive teaching methods improves learners' motivation and participation.
5. Educational resources and parental support positively influence English language learning.

Delimitations of the Study

This study is limited to discussing the difficulties faced by English language teachers in teaching young learners at the primary education level. The study mainly focuses on educational, psychological, methodological, and classroom-related challenges.

The research also focuses on the context of English as a foreign language, particularly within developing educational systems such as Libya. The study relies on educational literature, academic references, and previous studies related to teaching English to young learners

Limitations of the Study

Like many educational studies, this research has several limitations. First, the study depends mainly on theoretical and descriptive analysis rather than field data collection. Second, the research focuses on general educational challenges and may not cover all classroom situations experienced by teachers. In addition, educational conditions differ from one school to another, which means that some difficulties may vary depending on classroom size, available resources, teacher experience, and learners' backgrounds.

Despite these limitations, the study provides valuable insights into the major challenges faced by English language teachers and offers practical recommendations for improving teaching quality.

Statement of the Problem

Teaching English to young learners is a complex educational process that requires specialized knowledge and skills. Many teachers encounter serious difficulties while teaching children because young learners need engaging activities, continuous motivation, and effective classroom management. In many schools, teachers are expected to teach English without receiving sufficient professional preparation or appropriate teaching materials.

The problem of this study lies in identifying the main difficulties faced by English language teachers in teaching young learners and understanding how these difficulties affect the teaching process and learners' achievement.

Research Questions

This study attempts to answer the following questions:

1. What are the major difficulties faced by English language teachers in teaching young learners?
2. How do classroom conditions affect English language teaching for children?
3. What role does teacher training play in improving teaching effectiveness?
4. How can modern teaching methods help teachers overcome classroom challenges?
- 5-What recommendations can improve English language teaching for young learners?

Research Objectives

The objectives of this research are:

- 1.To identify the main difficulties faced by English language teachers in teaching young learners.
- 2.To explain the impact of classroom management and learner behavior on the teaching process.
- 3.To discuss the role of teaching resources and teacher training.
- 4.To explore effective strategies for teaching English to young learners.
- 5.To provide recommendations for improving English language education.

Significance of the Study

This study is important because it addresses one of the major educational issues in English language teaching. The findings may help teachers, curriculum designers, educational supervisors, and policymakers understand the challenges faced by English language teachers in primary schools.

The study may also contribute to improving teacher training programs and developing more effective teaching strategies for young learners. Furthermore, the research highlights the importance of creating supportive educational environments that encourage children to learn English in enjoyable and meaningful ways.

Definition of Terms

Young Learners

Young learners are children between the ages of approximately 5 and 12 years who are learning English as a foreign or second language.

English Language Teaching (ELT)

English Language Teaching refers to the process of teaching English language skills including listening, speaking, reading, and writing.

Classroom Management

Classroom management refers to the strategies and techniques used by teachers to maintain discipline, organization, and productive learning environments.

Teaching Difficulties

Teaching difficulties are the problems and challenges that teachers experience during the teaching and learning process.

Methodology

Research Design

This study uses the descriptive analytical method because it focuses on describing and analyzing the difficulties faced by English language teachers in teaching young learners.

Data Collection

The study is based on reviewing books, academic articles, educational journals, and previous studies related to English language teaching for young learners.

Sources of Data

The researcher used both primary and secondary educational sources, including:

- Educational books.
- Academic journals.
- Research articles.
- Previous studies.
- Educational reports.

Method of Analysis

The collected information was analyzed descriptively in order to identify the major teaching difficulties and possible solutions.

Theoretical Background

The Nature of Young Learners

Young learners represent a unique group of language learners because their cognitive, emotional, psychological, and social development differs greatly from that of adolescents and

adults. Children are naturally curious and enthusiastic, and they often learn through exploration, imitation, and interaction with their surroundings. In language learning contexts, children usually respond positively to activities that involve movement, creativity, imagination, and communication.

Educational psychologists emphasize that children learn more effectively when they feel emotionally secure and motivated. Therefore, language teachers must create classroom environments that support children's confidence and participation. Young learners are not able to concentrate for long periods, and this means that teachers need to vary activities regularly during lessons. Researchers also explain that children acquire language better through meaningful exposure rather than direct grammar instruction. Young learners benefit from hearing language repeatedly in authentic and enjoyable situations. Songs, games, stories, visual materials, and role-playing activities therefore play an important role in language instruction. Furthermore, children are strongly influenced by their teachers' personalities and teaching styles. Friendly and supportive teachers can motivate learners and reduce anxiety, whereas negative classroom experiences may decrease children's willingness to participate.

The Importance of Early English Language Learning

The growing importance of English in modern society has encouraged many educational systems to introduce English instruction during the early years of education. English is widely used in international communication, science, higher education, business, and technology. As a result, many parents and educational institutions believe that learning English at an early age provides children with future educational and professional opportunities.

Research studies suggest that early language learning may improve pronunciation and listening abilities because children are more sensitive to language sounds than adults. Young learners may also develop positive attitudes toward language learning when English is introduced through enjoyable and interactive methods.

Moreover, early exposure to English may enhance children's cultural awareness and communication skills. Language learning allows children to become familiar with different cultures and ways of thinking, which contributes to developing tolerance and global understanding. However, early language learning can only be successful when suitable educational conditions are available. Schools need qualified teachers, appropriate curricula, and supportive learning environments.

Literature Review

Introduction to Teaching Young Learners

Teaching young learners has become an important field in language education. Researchers emphasize that children learn languages differently from adults. Young learners are active, curious, imaginative, and emotionally sensitive (Pinter, 2017). They learn effectively through games, songs, stories, movement, and interactive activities (Scott & Ytreberg, 1990).

According to educational researchers, successful teaching of young learners requires creating positive learning environments where children feel safe, motivated, and encouraged to participate. Teachers must use child-centered approaches that focus on communication and interaction rather than memorization.

Characteristics of Young Learners

Young learners possess several characteristics that influence the teaching process. First, children have short attention spans, which means teachers must frequently change classroom activities to maintain learners' interest. Second, children are energetic and active, making classroom management an important challenge. Additionally, young learners depend heavily on visual and auditory learning. They learn better through pictures, songs, gestures, and stories. They also need emotional support and encouragement from teachers because negative classroom experiences may reduce their confidence and motivation. Another important characteristic is that children learn languages naturally when they are exposed to meaningful

communication. Therefore, teachers should create interactive classrooms that allow children to use English in authentic situations.

The Importance of English Language Teaching for Young Learners

Teaching English at an early age offers many advantages. Children who begin learning English early may develop better pronunciation and listening skills. Early language learning can also increase learners' cultural awareness and communication abilities. Furthermore, English language proficiency provides educational and professional opportunities in the future. Many educational systems therefore prioritize English instruction in primary schools. However, achieving successful English language learning among young learners requires qualified teachers, suitable curricula, and supportive educational environments.

The Role of the Teacher in Teaching Young Learners

The teacher plays a central role in the success of English language learning among young learners. Unlike adult learners, children depend heavily on the teacher for guidance, encouragement, emotional support, and classroom organization. Therefore, the teacher is not only a source of knowledge but also a motivator, facilitator, classroom manager, and role model. An effective English language teacher for young learners should possess several important qualities. First, the teacher must demonstrate patience and flexibility because children may become distracted, noisy, or emotionally sensitive during lessons. Teachers should understand that children learn at different speeds and in different ways.

Second, teachers need strong communication skills. Young learners often have limited language proficiency, so teachers should use simple language, gestures, facial expressions, and visual aids to facilitate understanding. Nonverbal communication is especially important in primary classrooms because children rely heavily on visual and physical cues.

Third, creativity is essential in teaching young learners. Traditional teaching methods that depend mainly on memorization and grammar explanation may not be effective with children. Teachers should therefore create enjoyable learning environments through games, storytelling, songs, role-playing activities, and educational projects. Furthermore, teachers should build positive relationships with learners. Children who feel respected, appreciated, and emotionally secure are more likely to participate actively in classroom activities. Positive teacher-student relationships also reduce learners' anxiety and increase self-confidence.

Another important responsibility of teachers is adapting instruction according to learners' needs and abilities. Some learners may struggle with pronunciation, vocabulary, or classroom participation. Teachers should therefore provide additional support and encouragement when necessary. Teachers also play an important role in developing learners' motivation. Young learners are often motivated by praise, rewards, enjoyable activities, and opportunities for participation. Positive reinforcement can therefore encourage learners to engage more actively in language learning.

Finally, teachers should continuously improve their professional skills through reading, training programs, workshops, and educational research. Professional development enables teachers to apply modern teaching approaches and respond effectively to classroom challenges.

Challenges in the Libyan Educational Context

The Libyan educational system has experienced many challenges during recent years due to social, economic, and institutional factors. These conditions have directly affected the quality of English language teaching in schools, particularly at the primary education level. Many English language teachers in Libya work in classrooms that suffer from overcrowding, limited technological resources, and insufficient educational materials. In some schools, teachers rely mainly on traditional teaching methods because interactive teaching tools and modern educational technologies are unavailable. As a result, young learners may become less motivated and less engaged during English lessons. Another major issue is the limited availability of professional development programs for English language teachers. Some

teachers graduate from university without receiving specialized preparation in teaching young learners. Consequently, they may face difficulties in classroom management, lesson planning, and using communicative teaching methods. Furthermore, the English language curriculum in some Libyan schools may not always correspond to learners' developmental levels and educational needs. Certain textbooks contain difficult vocabulary and grammar structures that may not suit young learners. Teachers therefore face pressure to complete the curriculum despite learners' varying abilities and learning speeds.

Large class sizes also create significant obstacles. In overcrowded classrooms, teachers find it difficult to monitor learners, provide individual support, or organize interactive activities effectively. This situation often reduces learners' opportunities to practice speaking and communication skills.

Additionally, many schools lack language laboratories, audio-visual materials, and internet access, all of which are important for effective language learning. The absence of such resources limits teachers' ability to create interactive and motivating lessons. Parental involvement in English language learning also varies considerably. Some parents may not possess sufficient English language knowledge to support their children at home. Others may underestimate the importance of English language learning during primary education. Despite these difficulties, many Libyan English language teachers continue to make great efforts to improve the teaching and learning process. Teachers often use creative classroom activities and personal initiatives to motivate learners and overcome educational limitations. Educational reform efforts should therefore focus on improving teacher training programs, updating curricula, supplying schools with educational technology, and creating supportive learning environments for both teachers and learners.

Psychological and Educational Challenges in Teaching Young Learners

Teaching young learners involves several psychological and educational challenges that directly influence the teaching and learning process. Children's emotional and cognitive development affects how they understand information, interact with others, and respond to classroom activities.

One important psychological challenge is learners' limited attention span. Young children cannot maintain concentration for long periods, especially when lessons are repetitive or teacher-centered. Teachers therefore need to organize lessons into short and varied activities to maintain learners' interest.

Another challenge is learners' fear of making mistakes. Some children may feel anxious when speaking English in front of classmates. Fear of criticism or failure can reduce participation and negatively affect language development. Teachers should therefore create supportive classroom environments where mistakes are viewed as natural parts of learning.

Additionally, children's emotional states strongly influence learning. Learners who experience stress, family problems, or negative classroom experiences may show reduced motivation and participation. Teachers should therefore pay attention to learners' emotional well-being and provide encouragement and emotional support. Educationally, teachers often struggle to balance classroom discipline with creating enjoyable learning experiences. Excessive discipline may discourage learners, while weak classroom control may lead to chaos and reduced learning effectiveness.

Another educational challenge relates to mixed-ability classrooms. In many schools, classrooms contain learners with different language levels, learning styles, and educational backgrounds. Teachers may therefore find it difficult to prepare lessons that suit all learners equally. Moreover, assessing young learners can be challenging because traditional written examinations may not accurately reflect children's language abilities. Young learners often perform better in oral communication and interactive activities than in formal tests. Teachers

should therefore use alternative assessment methods such as observation, oral activities, classroom participation, projects, and portfolios to evaluate learners' progress.

Classroom Management Challenges

Classroom management is considered one of the most difficult aspects of teaching young learners. Children may become noisy, distracted, or uncooperative during lessons. Teachers often struggle to maintain learners' attention and discipline.

Overcrowded classrooms make classroom management even more difficult because teachers cannot effectively monitor all learners. In some schools, limited classroom space and lack of teaching aids increase behavioral problems. Teachers must therefore use effective classroom management techniques such as organizing classroom routines, using positive reinforcement, establishing clear rules, and providing engaging activities (Harmer, 2007).

Lack of Teaching Resources

Many English language teachers face shortages of teaching materials and technological resources. Some schools lack audio equipment, visual aids, internet access, language laboratories, and interactive learning tools.

Without suitable teaching resources, teachers may rely heavily on traditional teaching methods such as translation and memorization. This may reduce learners' motivation and limit opportunities for meaningful communication. Educational technology can significantly improve language learning through videos, games, digital stories, and online activities (Shin & Crandall, 2014). Therefore, schools should provide teachers with adequate educational resources.

Limited Teacher Training

Professional training is essential for effective English language teaching. Many teachers, however, do not receive sufficient preparation for teaching young learners. Teaching children requires specialized skills in classroom management, lesson planning, activity design, and child psychology. Teachers who lack training may experience stress and frustration in the classroom. Continuous professional development programs can help teachers improve their teaching strategies and adapt to modern educational approaches (Richards & Rodgers, 2014).

Learners' Differences and Individual Needs

Young learners differ in intelligence, learning styles, language abilities, interests, and motivation levels. Some learners acquire language quickly, while others need additional support and practice. Teachers may find it difficult to address all learners' needs within the same classroom. Fast learners may become bored, whereas weaker learners may lose confidence. Differentiated instruction is therefore important in teaching young learners. Teachers should use various teaching strategies and activities to meet learners' individual differences.

Motivation Problems

Motivation plays a crucial role in language learning success. Young learners may lose interest in learning English if lessons are repetitive, difficult, or teacher-centered.

Teachers should therefore create enjoyable and meaningful learning experiences (Moon, 2005). Games, songs, storytelling, role-playing, and group activities can increase learners' motivation and participation. Positive teacher-student relationships also contribute to learners' emotional security and confidence.

Curriculum-Related Problems

In some educational systems, English language curricula are not suitable for young learners' developmental levels. Textbooks may contain difficult vocabulary, grammar-focused exercises, or culturally unfamiliar content. Teachers may also experience pressure to complete the curriculum within limited time periods. As a result, they may focus on memorization rather than communication and language practice. Curriculum designers should therefore consider

children's cognitive and emotional characteristics when developing English language materials.

Parental Involvement

Parents play an important role in supporting children's language learning. However, some parents may not provide adequate support because of limited English proficiency, lack of awareness, or educational difficulties. Positive parental involvement can improve learners' motivation and achievement (Williams & Burden, 1997). Teachers and schools should therefore encourage communication between parents and educators.

The Importance of Communicative Teaching Methods

Modern educational approaches emphasize the importance of communicative teaching methods in language learning. Communicative language teaching focuses on using language for real communication rather than memorizing grammar rules or vocabulary lists. Young learners benefit greatly from communicative activities because children learn more effectively through interaction and meaningful use of language. Classroom activities such as pair work, group discussions, storytelling, games, and role-playing encourage learners to use English naturally. Communicative teaching methods also increase learners' confidence because children practice language in supportive and interactive situations. Learners become more willing to speak and participate when lessons are enjoyable and meaningful.

In addition, communicative activities develop several language skills simultaneously. For example, storytelling activities improve listening, speaking, vocabulary, pronunciation, and imagination. However, applying communicative teaching methods may present challenges for teachers. Large classrooms, limited lesson time, lack of resources, and curriculum pressure may reduce opportunities for interactive learning.

Despite these challenges, communicative teaching remains one of the most effective approaches for teaching young learners because it creates active learning environments and encourages meaningful language use.

Previous Studies

Several previous studies have examined the challenges faced by English language teachers in teaching young learners. These studies provide important insights into the educational, psychological, and methodological difficulties associated with teaching children.

A study conducted by Cameron (2001) emphasized that young learners require special teaching approaches that differ from methods used with adult learners. The researcher explained that children learn languages more effectively through interaction, communication, and meaningful activities rather than through memorization and direct grammar instruction. This idea is directly related to the current study because many teachers face difficulties when they rely on traditional teaching methods that do not suit children's developmental characteristics.

Similarly, Scott and Ytreberg (1990) argued that young learners possess short attention spans and high energy levels, which create classroom management challenges for teachers. Their study highlighted the importance of using varied classroom activities such as songs, stories, games, and visual aids to maintain learners' attention and motivation. These findings support the current study's argument that classroom management is one of the major difficulties faced by English language teachers.

In another study, Harmer (2007) discussed the importance of teacher preparation and professional competence in English language teaching. The study showed that teachers who receive proper training are more capable of dealing with classroom challenges and applying effective teaching strategies. This finding is strongly connected to the present study because lack of professional training remains one of the major obstacles in teaching young learners.

Moon (2005) also examined the role of motivation in language learning among children. The researcher found that learners become more motivated when teachers use enjoyable and communicative activities. This supports the current research, which emphasizes the importance

of creating positive learning environments that encourage participation and reduce anxiety. Moreover, Shin and Crandall (2014) explained that many schools suffer from limited teaching resources and overcrowded classrooms, particularly in developing educational systems. According to their study, such problems reduce teaching effectiveness and make it difficult for teachers to provide individual attention to learners. These findings are closely related to the Libyan educational context discussed in this research.

Another important study by Pinter (2017) focused on learners' individual differences and their impact on language learning. The study demonstrated that children differ in learning styles, language abilities, motivation, and interests. Therefore, teachers should apply differentiated instruction and flexible teaching methods. This idea supports the present study's conclusion that teachers need specialized skills to address learners' varying educational needs.

The previous studies reviewed in this section reveal that teaching English to young learners is a multidimensional process influenced by several factors including teacher preparation, classroom management, educational resources, motivation, curriculum design, and learners' psychological characteristics. These studies collectively support the importance of the current research and provide a theoretical foundation for analyzing the difficulties faced by English language teachers.

Discussion

Teaching young learners requires combining educational knowledge with practical teaching skills. Teachers are not only responsible for delivering information but also for creating positive learning experiences that motivate children and encourage participation.

One of the major difficulties faced by teachers is maintaining classroom discipline. Young learners are naturally active and energetic, which may create challenges during lessons. Teachers therefore need effective classroom management skills. Another challenge is the lack of educational resources. In many schools, teachers do not have access to modern teaching aids or technological tools. This situation limits teachers' ability to use interactive teaching methods. Teacher training is another important issue. Many teachers are assigned to teach young learners without specialized preparation. Professional development programs are therefore essential for improving teaching quality.

The study also shows that learner motivation greatly affects language learning success. Teachers who use games, songs, stories, and communicative activities can increase learners' interest and participation. Moreover, curriculum-related issues remain a significant problem. Some curricula focus heavily on grammar and memorization instead of communication and interaction. Effective curricula should match children's developmental characteristics and learning needs.

Finally, cooperation between schools and parents can positively influence children's language learning. Parents who encourage and support their children contribute to better learning outcomes.

Findings

After reviewing educational literature and analyzing the major difficulties faced by English language teachers in teaching young learners, the study reached several important findings.

First, classroom management remains one of the most significant challenges faced by teachers. Young learners are naturally active and energetic, which often creates difficulties in maintaining discipline and organization during lessons. Teachers frequently struggle to manage noise, movement, and learners' varying attention levels.

Second, the study found that lack of educational resources negatively affects the quality of English language teaching. Many schools suffer from shortages of technological tools, visual materials, language laboratories, and interactive learning aids. Consequently, teachers may rely heavily on traditional teaching methods that reduce learners' motivation and participation.

Third, insufficient professional training represents another major challenge. Many English language teachers do not receive specialized preparation in teaching young learners. This lack of training affects teachers' classroom management skills, lesson planning abilities, and understanding of children's psychological and educational needs.

Fourth, the findings indicate that learners' individual differences create additional difficulties in the classroom. Young learners differ in intelligence, learning styles, motivation, language abilities, and social backgrounds. Teachers therefore face challenges in meeting all learners' needs equally.

Fifth, learner motivation strongly influences language learning success. Children respond positively to enjoyable and interactive activities such as games, songs, storytelling, and role-playing. However, boring or repetitive teaching methods may reduce learners' enthusiasm and participation.

Sixth, the study revealed that some English language curricula are not fully suitable for young learners' developmental characteristics. Certain textbooks focus heavily on grammar and memorization instead of communication and practical language use.

Finally, the research found that parental support and positive school environments contribute significantly to improving children's language learning experiences. Learners who receive encouragement from both teachers and parents often demonstrate greater confidence and achievement in English language learning.

Recommendations

Based on the findings of the study, several recommendations can be proposed to improve English language teaching for young learners.

1. Educational authorities should organize continuous professional development programs for English language teachers. These programs should focus on classroom management, communicative teaching methods, child psychology, and lesson planning.
2. Schools should provide modern educational resources and technological tools such as projectors, computers, audio materials, educational games, and internet access to support interactive learning.
3. Curriculum designers should develop child-centered English language curricula that focus on communication, creativity, and meaningful language use instead of memorization.
4. Teachers should use interactive teaching strategies including games, storytelling, songs, roleplaying, pair work, and group activities to increase learners' motivation and participation.
5. Educational institutions should reduce classroom overcrowding whenever possible in order to improve classroom management and provide individual support for learners.
6. Teachers should apply differentiated instruction strategies to address learners' individual differences and educational needs.
7. Parents should be encouraged to participate actively in their children's English language learning by supporting reading activities, educational games, and positive learning habits at home.
8. Assessment methods should focus on practical language use and communication skills rather than relying only on written examinations and memorization.
9. Educational policymakers should support educational research related to teaching English to young learners in order to identify classroom problems and improve teaching quality.
10. Schools should create positive and supportive learning environments that help children feel confident, motivated, and emotionally secure during language learning.

Conclusion

Teaching English to young learners is a challenging but highly important educational task (Cameron, 2001). English language teachers face many difficulties related to classroom management, learner behavior, lack of resources, insufficient training, motivation problems, and curriculum limitations.

Despite these challenges, effective English language teaching can be achieved through proper teacher preparation, supportive educational environments, modern teaching methods, and appropriate educational resources. Young learners need enjoyable, interactive, and communicative learning experiences that match their developmental characteristics. Educational institutions should therefore support teachers through professional development programs, improved curricula, and better classroom conditions. Cooperation between teachers, schools, parents, and policymakers is essential for improving English language education and helping children develop successful language learning experiences.

References

- 1- Brewster, J., Ellis, G., & Girard, D. (2014). Teaching English to young learners. Pearson Education.
- 2- Cameron, L. (2001). Teaching languages to young learners. Cambridge University Press.
- 3- Ellis, G., & Brewster, J. (2014). Tell it again! The storytelling handbook for primary English language teachers. British Council.
- 4- Harmer, J. (2007). The practice of English language teaching (4th ed.). Pearson Longman.
- 5- Moon, J. (2005). Children learning English. Macmillan Education.
- 6- Nunan, D. (2011). Teaching English to young learners. Anaheim University Press.
- 7- Pinter, A. (2017). Teaching young language learners (2nd ed.). Oxford University Press.
- 8- Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.
- 9- Scott, W. A., & Ytreberg, L. H. (1990). Teaching English to children. Longman.
- 10- Shin, J. K., & Crandall, J. (2014). Teaching young learners English: From theory to practice. National Geographic Learning.
- 11- Slattery, M., & Willis, J. (2001). English for primary teachers: A handbook of activities and classroom language. Oxford University Press.
- 12- Ur, P. (2012). A course in English language teaching (2nd ed.). Cambridge University Press.
- 13- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
- 14- Williams, M., & Burden, R. L. (1997). Psychology for language teachers. Cambridge University Press.
- 15- Wood, D. (2018). Fundamentals of formulaic language: An introduction. Bloomsbury Publishing.