

**МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ:
ТЕОРИЯ И ПРАКТИКА**

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The challenges in primary schools pupils have during second language acquisition process .

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Annotation: *This article discusses about the challenges pupils in primary schools have when learning English in educational settings. It explores the ways of solving them and giving motivation to pupils and it's effective sides for teaching. The author presents arguments supporting the process, overview real-world language use in curricula and highlights the impact of it for overall academic success. Additionally, the article acknowledges potential challenges and offers suggestions for overcoming them. Overall, it advocates for the significance of language instruction that refers to an approach in language teaching and learning that prioritizes the communication of meaning over the explicit focus on learning process of pupils at primary school that refers to an approach in language teaching and learning that emphasizes the explicit focus on linguistic forms such as grammar, vocabulary, pronunciation, and syntax.*

Keywords: Cognitive and Linguistic Development, Limited Memory Span, Cultural Differences, Teacher Challenges, Individual Learning Pace, CLT and TBLT.

INTRODUCTION

Elementary students face a unique set of challenges when learning English, often stemming from their developmental stage and limited exposure to the language : Young learners have a smaller vocabulary in their native language, making it harder to understand and express themselves in English. Mastering English sounds and

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pronunciation can be challenging, especially if it differs significantly from their native language. Remembering new words and grammatical structures can be difficult for young learners with shorter attention spans. Many elementary students lack real-world exposure to English outside the classroom, limiting their ability to apply what they learn. Understanding cultural nuances, idioms, and slang can be confusing for young learners who haven't been exposed to them. Maintaining focus for extended periods can be difficult, especially when dealing with new and unfamiliar concepts. Children often prefer play-based learning, making traditional grammar exercises less engaging. Young learners may be hesitant to speak English, fearing judgment or embarrassment. Students learn in different ways; some are visual learners, others auditory, and others kinesthetic. Adapting to each learning style can be challenging. Not all students learn at the same pace, requiring differentiated instruction and individualized support. Maintaining students' interest and keeping them actively involved requires creative and interactive teaching methods. Meeting the needs of all students, including those with learning disabilities or special needs, requires careful planning and individualized instruction. Communicating effectively with students who have limited English proficiency can pose challenges for teachers. Foster a classroom where mistakes are seen as opportunities for learning, and students feel comfortable taking risks. By addressing these challenges, teachers can create a positive and effective learning environment that helps elementary students develop a strong future foundation in English .

Background Information

Teaching English in rural areas presents another hurdle for English language teachers. Furthermore, this present study attempted to analyze the challenges of teaching English for young learners in Indonesian rural area. This study employed qualitative methodology and case study was used as a research

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design. Then, in this study, purposive sampling was adopted to select the participants. Furthermore, three elementary English teachers were participated as the participants in this study. In addition, the data were collected through semi-structured interview. Then, to validate the data this study used credibility, transferability, dependability, and confirmability. Furthermore, thematic analysis was used to analyse the data. This study discovered that there were five main challenges of teaching English in rural areas which were the status of English in curriculum, lack of qualified English teacher, insufficient of educational facilities, students' negative attitudes toward English and students' socio-economic background. Additionnally, the implications of this study was provided valuable information for further research and can be helpful to school's stakeholders to increase the quality of the education in the English language learning process, especially at the primary level of education. In this era of globalization, the English language is now extensively spoken throughout the world. The English language becomes the most spoken language around the world with 1,3 billion English users .

SLA stands for Second Language Acquisition, which refers to the process through which people learn a language in addition to their native language(s). It's a complex and dynamic process influenced by various factors such as age, motivation, exposure, and individual learning strategies. SLA typically involves several stages, including the initial exposure to the language, the development of basic language skills such as vocabulary and grammar, and the eventual attainment of fluency and proficiency. Input, or exposure to the language, plays a crucial role in SLA. This can come from various sources such as conversations, reading materials, media, and language classes. Interaction with native speakers and other learners also facilitates language acquisition by providing opportunities for meaningful communication.

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Every learner is unique, and factors such as age, aptitude, personality, and prior language learning experience can influence the rate and success of SLA. For example, younger learners often acquire languages more easily and quickly than adults, while motivation and learning strategies can significantly impact progress. Researchers have proposed various theoretical models to explain SLA, including behaviorist theories, which focus on imitation and reinforcement, cognitive theories, which emphasize the role of mental processes such as memory and problem-solving, and sociocultural theories, which highlight the importance of social interaction and cultural context in language learning. Learning and teaching second language acquisition. Lack of motivation and self-confidence, fear, hesitation, and limited vocabulary are some of the challenges faced by ESL learners. Hence, it is vital to determine the technology intervention used in teaching and developing speaking skills among these learners based on previous study. Addressing these challenges requires a multi-faceted approach:

1. Creating a fun and supportive learning environment
2. Using engaging and interactive teaching methods
3. Focusing on practical communication
4. Providing individualized support
5. Building on prior knowledge

Creating a fun and supportive learning environment for elementary students learning English is crucial for their success and enjoyment. Here are some strategies:

1. Build a Positive and Welcoming Atmosphere:

- **Humor and Laughter:** Incorporate humor into lessons and create a lighthearted atmosphere where students feel comfortable making mistakes.

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Engaging and interactive teaching methods are key to keeping elementary students motivated and actively involved in learning English. Here are some ideas to spark their curiosity and make learning fun:

1. Games and Activities:

- Vocabulary UnlimBoto: Create bingo cards with pictures or words. Call out words, and students mark them off. The first to get a bingo wins!
- Charades: Students act out words or phrases, and others guess. This encourages nonverbal communication and vocabulary development.
- Simon Says: A classic game that reinforces listening comprehension and following instructions.
- Storytelling with Props: Use puppets, stuffed animals, or other props to create stories and practice dialogue.
- Treasure Hunts: Hide clues around the classroom that lead to a prize, with instructions written in English.

2. Technology and Interactive Tools:

- Educational Apps and Games: Use apps like Duolingo, Quizlet, and ABCmouse to provide interactive and engaging activities.
- Interactive Whiteboards: Engage students with interactive whiteboard games, videos, and animations.
- Online Storytelling: Explore online platforms like YouTube Kids for educational videos and songs in English.

3. Songs and Music:

- Sing-along Time: Play popular children's songs in English and encourage students to sing along.

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- Action Songs: Use songs with actions like "Head, Shoulders, Knees, and Toes" or "The Wheels on the Bus" to reinforce vocabulary and movement.
- Create Your Own Songs: Work with students to compose simple songs about everyday topics or classroom themes.

4. Role-playing and Drama:

- Classroom Store: Set up a pretend store where students can buy and sell items, practicing their vocabulary and negotiation skills.
- Family Dinner: Role-play a family dinner scenario, with students taking on different roles and using conversational English.
- Storytelling and Acting: Have students act out short stories or scenes from books, practicing dialogue and expression.

5. Visual Aids and Multi-Sensory Learning:

- Flashcards and Picture Dictionaries: Use colorful visuals to introduce vocabulary, making learning more memorable.
- Storytelling with Pictures: Show pictures and ask students to tell a story, practicing their narrative skills.
- Hands-on Activities: Engage students in drawing, coloring, or crafting activities that relate to the lesson.

2. Make Learning Interactive and Engaging:

- Games and Activities: Use games like "Simon Says," "UnlimBoto," and "Charades" to reinforce vocabulary and grammar in a playful way.
- Role-playing: Create scenarios where students can practice dialogues and conversations in real-life situations.

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- Hands-on Learning: Incorporate activities like drawing, crafting, and cooking to engage multiple learning styles.

3. Use Visual Aids and Multi-Sensory Learning:

- Flashcards: Use colorful flashcards to introduce new vocabulary and concepts.

- Posters and Charts: Display posters and charts with key vocabulary words and grammar rules.

- Videos and Songs: Play age-appropriate videos and songs to introduce language in a fun and memorable way.

4. Encourage Collaboration and Peer Learning:

- Pair Work and Group Activities: Facilitate opportunities for students to learn from and support each other.

- Language Buddies: Pair students with different language levels to practice speaking and listening. By creating a fun, supportive, and interactive learning environment, every teacher can empower elementary students to embrace the challenge of learning English with enthusiasm and confidence.

A number of challenges emerged as affecting large numbers of teachers in different educational contexts, namely, teaching speaking, motivation, differentiating learning, teaching large classes, discipline, teaching writing, and teaching grammar. Importantly, some of these challenges have not been highlighted in the literature on young learner teaching to date. Other challenges are more localised, such as developing teachers' English competence. The article argues that teacher education should focus less on introducing teachers to general approaches to English language teaching and more on supporting teachers to meet the challenges that they have identified. As we have noted, more and more children are learning English from an early age, and research in the area has begun to grow. Very often,

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such research is based on methods used with adults . Pinter and Zandian's (ibid.) groundbreaking work suggests the need to introduce 'child perspectives' into research, shifting the focus to children's concerns and agendas (op.cit.: 65) and seeing them as 'co-researchers', acknowledging that children are 'capable of providing useful and reliable insights into their own lives' as well as being 'resourceful and knowledgeable, especially concerning their own experiences' (op.cit.: 66). Child-centred researchers such as Pinter and Zandian (op.cit.) and [Kuchah \(2013\)](#) suggest using participatory activities such as drawings, photographs, music, and storytelling for data collection. A number of innovative approaches can be found in this Special Issue. For example Jin, Liang, Jiang, Zhang, Yuan, and Xie (p. 286) elicited metaphors from children as a way of understanding their motivations for learning English, while López-Gopar (p. 310) used multimodalities and narratives to research the introduction of children's indigenous languages into the English classroom. One consequence of early language learning policies is the shortage of primary school teachers with an English specialism. As a result, homeroom teachers, who may only speak limited English, are often required to take English lessons. Alternatively, English teachers from higher levels such as secondary school, or 'native' English teachers, who often work peripatetically, have been employed. [Hu \(2007\)](#), for example, describes how the Chinese government has attempted to address the shortage by recommending the following measures:

- primary school teachers of other subjects who had some English background should be trained to teach English;
- English teachers should teach across a number of schools;
- retired English teachers from both primary and secondary schools should be employed; and

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- class advisors or teachers of other subjects should be used to organize students for activities such as watching English videos or listening to cassettes.

However, none of these groups of teachers is fully and appropriately trained (i.e. trained to teach primary level or trained to teach English or both), a situation that is common in many contexts

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