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ЗАКАРПАТТЯ**

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## INTRODUCTION

Language learning plays a vital role in the educational development of students, especially in their formative years. In Transcarpathia, like many other regions, language learning in elementary classes presents unique challenges. Understanding these difficulties and their underlying factors is crucial for improving the quality of language instruction and enhancing students' language proficiency. This thesis aims to investigate the difficulties encountered by elementary students in language learning in Transcarpathian schools.

The purpose of the thesis is twofold: firstly, to explore the theoretical aspects related to language learning difficulties in elementary classes, and secondly, to conduct a research study to identify the specific challenges faced by elementary students in Transcarpathia.

The subject of the thesis is the difficulties encountered by elementary students in language learning. The object of the study is the elementary classes in Transcarpathian schools, focusing on students aged 6 to 16 years.

The research will employ a combination of qualitative and quantitative methods to gather data. These tools may include surveys, interviews, classroom observations, and analysis of student work samples. The theoretical part of the paper will involve an extensive review of relevant literature, academic sources, and educational policies related to language learning difficulties in elementary education.

The theoretical part of the thesis will provide an in-depth understanding of the factors influencing language learning difficulties in elementary classes. It will explore theoretical frameworks, pedagogical approaches, and best practices in addressing these challenges. The synthesis of existing literature will contribute to the theoretical knowledge base on language learning difficulties and inform future research and instructional practices.

The practical part of the thesis will present the findings of the research study conducted in Transcarpathian schools. It will offer insights into the specific difficulties faced by elementary students in language learning, identify common patterns or themes, and propose practical strategies to address these challenges. The practical recommendations can be used by teachers, school administrators, and curriculum developers to improve language instruction and enhance students' language learning experiences in Transcarpathia.

The thesis consists of two main parts: the theoretical part and the research part. The theoretical part provides a comprehensive overview of language learning difficulties in elementary education, drawing upon relevant theories, research studies, and pedagogical approaches. The research part presents the methodology, data analysis, and findings of the empirical research conducted in Transcarpathian schools, offering practical insights into the specific difficulties experienced by elementary students in language learning.

By investigating the difficulties in language learning in elementary classes in Transcarpathia, this thesis aims to contribute to the understanding of effective language instruction and provide practical recommendations for improving language learning outcomes in the region.

## **PART 1. CHARACTERISTICS OF LANGUAGE ACQUISITION BY YOUNG LANGUAGE LEARNERS**

In the first part of the thesis provides an insight into the nature and importance of the language. This section focuses on characteristics and theoretical overview of the language acquisition of young learners. It also gives an overview of the various English language arts.

### **1.1 The Nature and Importance of Language**

Language is a complex system of words, their meanings, and grammatical relationships between them. Language is what we speak, what we use to write. We also think with the help of language. With the help of words, people can name anything in the world: any objects, actions, colors, abstract concepts. And most importantly, speakers of the same language call it all the same and therefore understand each other. And it can be translated into another language, and thus even people speaking different languages can communicate. Scientists believe that our ancient ancestors once communicated without the help of language. They used gestures and sounds to convey information. This is possible only for the simplest messages. And language greatly expands our communication possibilities. With the help of language, you can describe what is impossible to show without it. And you can write down important knowledge to pass it on to new generations. Scientific and technological progress would be impossible without accumulated and recorded knowledge (K. Petrova., 2020).

Language helps us to exchange thoughts and feelings, learn about the world and make scientific discoveries. Language is what distinguishes humans from animals. Our entire culture is built on language and without language it would not be as we know it.

Henry Sweet, an English phonetician and language scholar, stated: “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.”

A number of considerations (marked in italics below) enter into a proper understanding of language as a subject:

*Every physiologically and mentally typical person acquires in childhood the ability to make use, as both sender and receiver, of a system of communication that comprises a circumscribed set of symbols (e.g., sounds, gestures, or written or typed characters) (L. Juan., 2022).*

This set of symbols is used to represent sounds that the throat and mouth make when particular organs move. These signs in signed languages might take the form of gestures, facial emotions, or hand- or body-movements. Through the employment of these symbols, people are



able to convey information, express their sentiments and emotions, control the actions of others, and act in various degrees of friendliness or animosity against those who use a sizable number of the same symbols.

The nature of language can depend on different views. It is worth paying attention to various aspects.

1) Language is learned: Learning a language is not a process that happens naturally. It is a behavior, but it is different from children's naturally occurring behaviors like walking and crawling. Language practice and impersonation. Work is necessary for language to exist.

2) Language and society's culture are intertwined: A language's culture is entwined with the culture of the society to which it belongs. The culture of the population naturally has an impact on the language. Each language develops from its culture. Language and the culture in which it is spoken have a close relationship. In view of such civilisation and culture, it only makes sense.

3) Language is species-specific: Every species has its own dialect. Only humans are endowed with the ability to speak. Of certainly, other species communicate, but only people have the ability to use language.

4) Language is consistent throughout animal species and is standardized by species. All human children are capable of learning any language with ease if given the right conditions.

5) Language is a system: Sounds, grammatical structures, and vocabulary make up the language system. Each language has a unique system. Learning new vocabulary, grammar rules, and sounds are all necessary for someone who wants to learn a new language. The sound system changes from language to language depending on the civilization to which it belongs. Every language has an own vocabulary structure. As a result, every language is ordered.

6) A system of systems is language: Grammatical and phonological systems are present in all languages. A language has several different subsystems.

7) Language is a set of symbols: To express ideas, symbols are used in every language. The numerous words used in a language serve as its symbols. They back specific causes. The language will work correctly if both the speaker and the listener for whom they are intended are familiar with its symbols.

8) Language symbols are vocal: Different symbols are used in a single language. These symbols speak. A linguistic system is not an independent entity either. It is primarily used in speech. The basic signs of each language are only transmitted through speech. There are other symbols that fall outside the category of linguistic symbols. Examples of visible symbols include gestures and signal flags, whereas auditory symbols include the sound of bells ringing and drumming. They don't speak to one another. Language sounds are produced by vocal organs.

Writing and reading are unquestionably important. But speech is the most basic type of language. A language without communication is unthinkable.

9) Language is a matter of skill: Language learning is a skill area. Like to cycling and swimming, it is a skill. Rules alone cannot instruct us in cycling or swimming. We shall learn it by doing. The same is true for picking up a new language through regular use. In order to improve your basic linguistic abilities—listening, speaking, reading, and writing—a lot of practice is required.

10) Language is for communication: Language is the best means of self-expression and exchange of ideas. Humans primarily express their ideas, thoughts, feelings, and emotions through language. In this way, language creates a link between the past, present, and future.

11) Subject to a certain set of rules: Every language is bound by its own norms. For instance, English is a S.V.O. language. The subject comes first when building a sentence, then the verb, and finally the object.

12) Language Symbols Are Arbitrary In this context, "arbitrary symbols" refers to language items that have no discernible relationship to the concept they represent for. A guy is typically referred to as a male. There is no visual similarity between the "man" symbol and the actual guy. Its name was not chosen based on any logical or scientific principles. In truth, we refer to males as "men" because they have given their permission for us to do so.

13) Languages are distinct from one another: Each language operates in a particular way, making it distinctive. Each language has an own set of words, sounds, and structural elements (M. Yaacoub., 2017).

Analyzing all of the above, we can group them into different schools. Yes, the nature of language can depend on different views and perspectives. There are different schools of thought and disciplines that offer distinct perspectives on the nature of language. Here are some examples:

**Linguistics:** Linguistics is the scientific study of language, its structure, and its use. Linguists view language as a complex system of symbols that people use to communicate with one another. They analyze the structure of language, including its grammar, syntax, phonology, and semantics, and explore how language varies across different cultures and contexts.

**Philosophy:** Philosophers are interested in the nature of language as a tool for communication and a means of understanding the world. They explore the relationship between language and thought, and debate the nature of meaning, truth, and reference. Philosophers are also concerned with the ethical and political implications of language use.

**Psychology:** Psychologists study language as a cognitive process, exploring how people acquire, produce, and comprehend language. They investigate the neural and cognitive

mechanisms that underlie language processing, and explore the relationship between language and other cognitive abilities, such as memory, attention, and perception.

**Anthropology:** Anthropologists study language as a cultural phenomenon, exploring how language is used in different social and cultural contexts. They investigate the role of language in identity formation, power dynamics, and social organization, and explore how language use varies across different cultural groups and contexts (Maisarah Maisarah., 2024).

Overall, the nature of language can depend on the perspective of the observer and the field of study. However, all views acknowledge that language is a complex and dynamic phenomenon that plays a crucial role in human communication, cognition, and culture.

## **1.2 Characteristics of young learners**

The introduction to the characteristics of young learners is crucial in understanding the unique aspects of this demographic group. Young learners are typically defined as children ages 3 to 10 who are in the early stages of their educational journey. During this formative period, children develop rapidly in various domains such as cognitive, physical, social, and emotional. Understanding these developmental milestones is essential for educators to create effective learning experiences tailored to the needs of young learners. Research has shown that young children learn best through exploration, play, and hands-on experiences, making a case for an active and engaging educational approach. By examining the characteristics and needs of young learners, educators can design curriculum and instructional strategies that support their development and foster a love for learning.

Cognitive development in young learners is a multifaceted process that can be influenced by various factors, including bilingualism and exposure to artificial intelligence (AI). Research suggests that bilingual students demonstrate enhanced performance on language aptitude tests, indicating a potential relationship between language proficiency and cognitive abilities (M. Suárez et al., 2023). Furthermore, the incorporation of AI learning activities in K-12 education is crucial to fostering a generation of technology-literate individuals. Understanding young learners' self-efficacy, interest, and attitudes towards AI is essential for designing effective curricula that promote cognitive growth and critical thinking skills. As young students navigate the complexities of AI and language acquisition, educators must consider the impact of these experiences on their cognitive development. By addressing these factors in educational settings, we can better support the cognitive growth of young learners and cultivate their intellectual capabilities for the future.

Social and emotional characteristics play a crucial role in the development and learning process of young learners. Children exhibit a wide range of emotions and social behaviors that significantly impact their ability to engage in the educational setting. Understanding the principles of language acquisition, as highlighted in the research by (Nigora Bakhtiyarovna Avezova, 2022), is essential in addressing the unique social and emotional needs of young learners. Teachers need to create a supportive environment that promotes self-actualization, cooperation, and empathy among students, as emphasized in the study by (I. Samoylyukevych et al., 2021). By nurturing emotional intelligence through tailored activities and exercises, educators can enhance cognitive, motivational, and social functions in young learners, thus fostering a conducive learning atmosphere. Recognizing and addressing the emotional and social aspects of young learners is key to effectively engaging them in the English language learning process, ultimately contributing to their overall academic success and well-being.

Physical development and motor skills play a crucial role in the holistic development of young learners. Studies such as those by Bean and Haldane (2021) and Santos et al. (2020) emphasize the significance of utilizing engaging methods, such as nursery rhymes, to foster physical-motor skills and promote social, emotional, and intellectual growth in early childhood education. Incorporating nursery rhymes as teaching tools can contribute to the physical development of young learners by encouraging movement and coordination while simultaneously enhancing their linguistic abilities through engaging activities. Furthermore, the innovative approach of mental training, as explored by Ribeiro and Pereira (2018), highlights the potential benefits of integrating cognitive processes and sensory experiences to facilitate the development of motor skills in young violinists. By combining traditional methods with modern techniques, educators can effectively nurture physical development and motor skills in young learners, creating a holistic learning environment that prioritizes their overall growth and well-being.

Language development in young learners is a multifaceted process that plays a crucial role in their overall cognitive and academic growth. Incorporating craft projects within language learning curricula can significantly enhance language acquisition among elementary school students, providing them with meaningful opportunities to expand their vocabulary and communication skills. Research indicates that well-structured and effectively implemented craft projects can serve as a valuable tool for motivating young learners to engage actively in language learning activities (F. Shiobara, 2022). Furthermore, understanding the varied learning strategies and preferences of young learners, particularly in vocabulary acquisition, is essential for educators to design differentiated approaches tailored to the needs of different learners, taking into account gender differences in strategy preferences (Catherine Wong Hui Tiing et al., 2021).

By recognizing and addressing these factors, educators can create a supportive environment that nurtures language development in young learners, fostering their linguistic abilities in a holistic manner.

Learning Styles and Preferences of Young Learners play a crucial role in shaping effective English language teaching strategies, especially for novice educators working with young learners. Expert English teachers have been shown to successfully utilize motivational strategies and cater to diverse learning styles to engage students in the classroom (Eun-Young Jeon, 2023). By incorporating media such as picture storybooks, animation videos, interactive games, songs, and real-world objects, educators can enhance the learning experience for young learners while addressing their varying preferences and styles of learning (Sushy Teko Patanduk et al., 2023). Understanding and adapting to these distinctive learning styles not only foster motivation but also encourage active participation, comprehension, and enjoyment in the language learning process. Thus, a comprehensive approach that considers individual preferences and styles can lead to a more successful and engaging English language learning environment for young learners.

One crucial aspect of understanding the characteristics of young learners is their attention span and focus, which significantly impact their language acquisition and cognitive development. Research indicates that young individuals, particularly college students, who exhibit a propensity for gaming addiction also demonstrate short attention spans and a tendency for sensation-seeking behaviors (Mona Saleh Alanazi, 2023). This correlation suggests that the allure of gaming may divert attention and hinder focus, potentially affecting other areas of learning. Moreover, traditional language teaching methods that do not prioritize communicative abilities and fail to provide engaging activities may contribute to limited attention spans in language learning among younger learners (L. Juan, 2022). Incorporating immersive and practical language acquisition methods, such as those found in daily family interactions, may enhance young learners' focus by connecting language learning to their interests and daily experiences. Understanding and addressing attention span and focus issues in young learners are vital for optimizing their learning experiences and outcomes.

In exploring the crucial attributes of creativity and imagination in young learners, it is evident that fostering these skills plays a pivotal role in preparing students for a rapidly evolving world. As highlighted in the study by (Tat Putjorn et al., 2023), the integration of generative AI literacy can empower individuals to engage intelligently and responsibly with creative technologies, enabling them to unlock new avenues of artistic expression and idea generation. Additionally, the research by (M. J. Schroder, 2018) underscores the significance of 'little c' creativity and 'possibility thinking' in shaping young learners' creative attributes, emphasizing the

role of schools and creative adults in nurturing students' play, imagination, and problem-solving skills. By incorporating these insights, educators can guide young learners towards developing a mindset that embraces experimentation, collaboration, and critical thinking, ultimately equipping them with essential skills to thrive in an AI-dominated future and cultivate innovative solutions to complex challenges.

Cultural and linguistic diversity among young learners is a crucial aspect influencing their language acquisition and overall educational development. Through innovative technology such as AI-powered language learning applications, as examined in (Balachandran Vadivel et al., 2023), educators can effectively address the multifaceted challenges of accommodating diverse cultural and linguistic backgrounds in the learning process. These tools not only enhance linguistic skills but also promote cultural understanding, ultimately facilitating language proficiency among young students from various cultural backgrounds. Additionally, the study discussed in (Carlo T. Nabo et al., 2023) sheds light on how the sociocultural relatedness between languages can ease the learning process, emphasizing the importance of recognizing and leveraging these connections in educational settings. Understanding and valuing cultural and linguistic diversity among young learners can enrich their educational experiences, foster inclusivity, and promote effective language acquisition strategies tailored to individual needs and backgrounds.

In the context of the characteristics of young learners, the incorporation of technology and digital literacy is crucial to prepare them as future-ready individuals. As highlighted in the research conducted with pre-service primary school teachers in Hong Kong (Lucas Kohnke et al., 2023), integrating technology into the classroom is paramount for addressing future digital literacy needs. The study emphasizes the importance of equipping students with critical thinking and problem-solving skills alongside technological proficiency to thrive in an ever-evolving landscape. Furthermore, the findings (M. Halimi et al., 2022) suggest that online learning can enhance the quality of education by fostering 21st-century competencies, such as digital citizenship, in students. By empowering young learners with digital skills and an understanding of civic responsibilities in the digital era, educators can help cultivate well-rounded individuals capable of thriving in a technologically advanced society. This integration of technology and digital literacy into the learning environment not only enhances academic outcomes but also prepares young learners for the challenges of the future.

Classroom strategies for engaging young learners are crucial in fostering their language development and educational growth. Positive reinforcement, such as praise and encouraging words, plays a significant role in motivating children and enhancing their engagement in the learning process (Maisarah Maisarah, 2024). By employing positive expressions effectively,

educators can not only promote active participation but also contribute to emotional well-being and positive behavior among young learners. Additionally, interventions like Project BRIDGE have shown promising results in addressing the underrepresentation of English learners in gifted education by implementing rigorous academic content and supportive instructional practices (Jenny Yang et al., 2023). These initiatives emphasize the importance of establishing high expectations, promoting critical and creative thinking, and providing language support to create an inclusive and engaging classroom environment for all young learners. Effective classroom strategies that integrate positive reinforcement and tailored interventions are essential in maximizing the potential of young learners and nurturing their academic success.

In conclusion, the characteristics of young learners play a crucial role in shaping their educational experiences and outcomes. Through exploring factors such as cognitive development, socio-emotional growth, and learning styles, educators can tailor instructional strategies to meet the diverse needs of young learners. By understanding the unique traits and preferences of this age group, teachers can create a more engaging and supportive learning environment that fosters curiosity, creativity, and critical thinking skills. Additionally, considering the potential challenges and barriers that young learners may face, such as attention span limitations or language acquisition difficulties, can help educators design interventions that address these issues effectively. Ultimately, by recognizing and leveraging the characteristics of young learners, educators can optimize the learning process and facilitate positive academic and personal growth in their students.

### **1.3 Theoretical overview of language acquisition of young learners**

In recent years, there has been a growing interest in implementing effective methods for teaching foreign languages in elementary school classrooms. With globalization on the rise, the ability to communicate in multiple languages is becoming increasingly essential in today's interconnected world. Therefore, it is crucial to provide young learners with the necessary tools and strategies to succeed in language acquisition from an early age. This essay will explore various methods in teaching foreign languages in elementary classes, focusing on the Total Physical Response (TPR) approach. By incorporating TPR, which emphasizes the use of movement and gestures to aid language learning, educators can create a dynamic and engaging learning environment for students. Through an in-depth analysis of different teaching methods, this essay aims to provide insight into the most effective techniques for teaching foreign languages in elementary settings. Language acquisition in young learners is a complex process that involves the development of

linguistic skills from infancy through childhood. The ability to learn language is a unique characteristic of humans that sets us apart from other species. Understanding how children acquire language has been a topic of interest for linguists, psychologists, and educators for many years. This research aims to provide a theoretical overview of the principles and mechanisms involved in the language acquisition process of young learners. By investigating various linguistic theories and empirical evidence, we will explore the different stages of language development, the role of input and interaction in language learning, and the factors that influence language acquisition in children. Through this examination, we hope to gain a better understanding of how language is acquired by young learners and how educators can support and enhance this natural process effectively.

In exploring the theoretical frameworks in language acquisition, it is imperative to consider the evolving landscape of language learning paradigms and the influential factors shaping young learners' proficiency. Building upon foundational theories delineated by prominent linguists such as B.F. Skinner(1957) and Noam Chomsky (1959), contemporary research endeavors to elucidate the stage-wise progression inherent in achieving linguistic competence. As highlighted in (Hafiz Abdul Majid Masood et al., 2022), the acquisition of language is a nuanced process requiring systematic advancement through distinct milestones to attain proficiency in both speech and script. Furthermore, (Balachandran Vadivel et al., 2023) underscores the pivotal role of technology, specifically AI-powered language learning applications, in supplementing traditional theoretical frameworks and enhancing language acquisition among young students. The integration of these innovative tools within educational curricula can provide valuable insights into optimizing language learning processes and fostering a comprehensive understanding of linguistic skills and cultural nuances. By critically analyzing the interplay between theoretical frameworks and technological advancements, this research aims to offer a nuanced perspective on the theoretical underpinnings of language acquisition in young learners.

The acquisition of language in young learners is a multifaceted process influenced by various internal and external factors. Research on vocabulary acquisition among young learners highlights critical factors such as age, experience, learning style, motivation, instruction, and access to native speakers (Ida Ayu Made Yuni Andari, 2023). These factors interact to shape the language development of children, reflecting the importance of both individual characteristics and environmental influences. Additionally, the study on second language acquisition (SLA) emphasizes the significant impact of internal motivation and quality of instruction on the language learning process (Celiacika Gustisiwi Puteri et al., 2023). Educators play a crucial role in facilitating effective language acquisition, underscoring the importance of supportive teaching



methodologies. Understanding the interplay between internal factors, like motivation and learning styles, and external factors, including instructional quality and environmental support, is essential for enhancing language acquisition in young learners and optimizing their linguistic development. A comprehensive examination of these factors provides a foundational understanding of the theoretical underpinnings guiding language acquisition in early childhood.

In exploring strategies for facilitating language acquisition in young learners, it is imperative to consider innovative approaches such as Project-Based Learning (PBL) and vocabulary teaching techniques. PBL, as highlighted in (Didit Kurniadi et al., 2023), has shown significant promise in enhancing language proficiency and nurturing critical thinking abilities in young learners. By combining quantitative language tests with qualitative student and teacher insights, PBL emerges as an effective instructional strategy that promotes comprehensive language development. Furthermore, the utilization of techniques like the presentation-practice route, as discussed in (Rimajon Sotlikova, 2023), underscores the importance of employing context, visual aids, and interactive activities to foster vocabulary acquisition. These strategies not only equip learners with essential linguistic tools but also enhance their cognitive competencies, contributing to a well-rounded language acquisition process for young learners. Thus, integrating these innovative strategies can serve as a cornerstone for an effective theoretical framework in understanding and facilitating language acquisition among young learners.

Challenges and implications in language acquisition for young learners are multifaceted and crucial to consider in the theoretical overview. Young language learners often face difficulties in phonological development, lexical acquisition, and grammatical structures due to their cognitive immaturity and limited exposure to the target language. These challenges can lead to potential setbacks in their linguistic growth and overall academic performance. Additionally, the socio-cultural context in which young learners are immersed plays a significant role in shaping their language acquisition process. Factors such as family dynamics, educational resources, and societal expectations can greatly impact the effectiveness of language learning experiences for young learners. Therefore, educators and researchers must address these challenges and implications thoughtfully to develop effective strategies that enhance language acquisition outcomes for this vulnerable population (Janice Bland, 2015-09-24).

Language acquisition is a complex process that begins at birth and continues throughout life. However, the early years of a child's life are crucial for the development of language skills. In this theoretical overview, we will explore the major theories of language acquisition and their relevance to young learners.

**Behaviorism:** The behaviorist theory of language acquisition posits that language is learned through imitation, reinforcement, and association. According to this theory, children learn language by repeating sounds and words they hear from their environment and receiving positive reinforcement when they produce correct language forms. Behaviorism does not fully explain the complexity of language acquisition, as children are able to produce novel sentences that they have never heard before.

**Nativism:** The nativist theory of language acquisition suggests that language is innate and hardwired into the human brain. This theory argues that children are born with an innate language acquisition device (LAD) that allows them to learn language effortlessly. This theory explains why children can learn language so quickly and easily, but it does not fully account for the role of environmental factors in language acquisition.

**Cognitive:** The cognitive theory of language acquisition posits that language is learned through cognitive processes such as attention, memory, and problem-solving. According to this theory, children use their cognitive abilities to form mental representations of language and to make sense of the language they hear around them. This theory emphasizes the role of interaction and exposure to language in language acquisition.

**Social Interaction:** The social interaction theory of language acquisition suggests that language is learned through social interaction and communication with others. According to this theory, children learn language through joint attention, imitation, and socialization. This theory emphasizes the importance of social interaction in language acquisition, and highlights the role of caregivers and peers in facilitating language development.

Overall, these theories provide different perspectives on the process of language acquisition. While each theory has its strengths and limitations, they all emphasize the importance of exposure to language, interaction, and cognitive processes in the development of language skills. Young learners benefit from a rich language environment that provides them with opportunities for interaction, exposure to different language forms, and cognitive challenges that support their language development. Theoretical overview of language acquisition in young learners reveals several key insights. First, the critical period hypothesis suggests that there is an optimal window of time during which language acquisition is most effective. Second, the input hypothesis highlights the importance of comprehensible input in language learning. Third, the interactionist perspective emphasizes the role of social interaction and communication in language development.

#### **1.4 The English Language Arts**

The English Language Arts, often referred to as ELA, is a term used to describe the subject area that encompasses reading, writing, speaking, and listening skills. It is a fundamental aspect of education, as it lays the foundation for communication and literacy.

In ELA, students learn how to read, interpret, analyze, and critique a variety of texts, including literature, poetry, and informational materials. They also learn how to write effectively in various genres, such as persuasive essays, research papers, and creative writing. In addition, ELA teaches students how to communicate effectively through speaking and listening, including public speaking, presentations, and debates.

ELA is an essential subject for students of all ages and is typically taught from early elementary school through high school. It is an integral part of the curriculum and is designed to prepare students for success in both their academic and personal lives. By mastering the skills taught in ELA, students are better equipped to communicate their ideas effectively, engage in critical thinking and analysis, and become informed and active members of their communities.

### **1.4.1 Listening and Speaking**

Listening and speaking are certainly important skills in mastering the English language, and can be considered an art in themselves. Here are some reasons why:

1) Listening requires focus and attention to detail. In order to truly understand what someone is saying in English, you need to be able to listen actively and pick up on all the nuances and subtleties of their speech. This requires both patience and practice.

2) Speaking requires creativity and self-expression. English is a very expressive language, and mastering it requires a willingness to experiment with different words, phrases, and sentence structures. The ability to speak well in English also requires an understanding of cultural norms and customs, and the ability to adapt your speech to different audiences and situations.

3) Both listening and speaking require a deep understanding of the English language. This includes knowledge of grammar, vocabulary, idioms, and pronunciation. Mastering these elements is essential to effective communication in English.

4) Finally, both listening and speaking require confidence and self-assurance. The ability to listen and speak with ease and fluidity comes from years of practice, and the willingness to make mistakes and learn from them.

In short, listening and speaking can indeed be considered an art when it comes to mastering the English language. By honing these skills and developing a deep understanding of the language, you can become a more effective communicator and unlock a world of opportunities in both your personal and professional life.

### **1.4.2 Reading and Writing**

Reading and writing are essential skills in the English language, and they can be considered an art form. They allow individuals to express themselves and communicate their thoughts, emotions, and ideas with others.

In terms of reading, it is an art to be able to interpret and comprehend written words and texts. A skilled reader can read between the lines, analyze the author's tone and style, and understand the deeper meaning of a piece of literature. Reading can be both enjoyable and educational, and it is a way for individuals to expand their knowledge and imagination.

Writing is also an art, as it requires skill and creativity to convey a message effectively through written words. A skilled writer can captivate an audience with their storytelling, convey complex ideas clearly and concisely, and evoke emotions through their words. Writing can be used for a variety of purposes, including entertainment, education, and communication.

In addition, the English language itself can be considered an art form. The way words are used, the rhythm and flow of sentences, and the structure of written pieces can all contribute to the beauty and artistry of the language.

Overall, reading and writing in the English language are both essential skills and forms of art that allow individuals to express themselves and connect with others.

### **1.4.3 Viewing and Representing**

Viewing and representing is an essential aspect of the English language arts. It involves the ability to analyze, interpret, and communicate meaning through a variety of different media, including literature, film, visual art, and other forms of communication.

At its core, viewing and representing requires individuals to engage with a text or work of art on a deep and critical level. This involves analyzing the language, themes, and literary devices used by the author, as well as considering the historical and cultural context in which the work was created.

In addition to analyzing written texts, viewing and representing also involves interpreting and understanding visual media, such as paintings, photographs, and film. This requires individuals to consider the composition, lighting, and other visual elements used by the artist or filmmaker to convey meaning.

Ultimately, the ability to view and represent is essential for anyone seeking to understand and communicate meaning effectively through language and other forms of media. Whether reading a novel, watching a film, or viewing a piece of artwork, individuals who possess strong viewing and representing skills are better equipped to engage with and understand the world around them.

## **PART 2 LANGUAGE TEACHING AND LEARNING IN THE ELEMENTARY CLASSES**

### **2.1 Methods in teaching foreign languages in the elementary classes**

Teaching foreign languages in elementary classes can be challenging, but with the right methods, it can be effective and enjoyable for the students. Here are some methods that can be used:

1) **Total Physical Response (TPR):** This method is based on the idea that language learning can be enhanced by using physical movement. The teacher gives commands in the target language, and the students respond with actions. For example, the teacher might say "stand up," and the students would stand up. This method can help students remember vocabulary and sentence structures.

2) **Storytelling:** Storytelling can be a fun and effective way to teach language. The teacher can read stories in the target language or create their own stories. Students can act out the stories or draw pictures to illustrate them. This method can help students learn vocabulary and sentence structures in context.

3) **Songs and Rhymes:** Music and rhymes can help students remember language structures and vocabulary. The teacher can teach songs and rhymes in the target language and have the students sing along. This method can be particularly effective for teaching pronunciation.

4) **Games:** Games can be a fun way to teach language. The teacher can create games that involve vocabulary and sentence structures. For example, the teacher could play "Simon Says" in the target language, or create a matching game with pictures and words.

5) **Role-Playing:** Role-playing can be a fun way for students to practice using language in context. The teacher can create scenarios that involve common situations, such as ordering food in a restaurant or asking for directions. Students can act out the scenarios in pairs or small groups.

In elementary education, the significance of teaching foreign languages is paramount in fostering a comprehensive approach to language acquisition from an early age. By integrating interactive teaching methods with authentic language materials, such as language picture books and real-life scenarios, educators can enhance students' motivation, language proficiency, and cultural understanding. Utilizing communicative language principles, students can engage in reading and listening activities that mirror real-world situations, allowing them to develop essential language skills alongside cultural awareness. The incorporation of Total Physical Response techniques further enriches the learning experience by encouraging students to actively

participate and immerse themselves in language learning. Through the use of innovative teaching methods in elementary language classes, students can cultivate a solid foundation in foreign language communication, setting the stage for lifelong language proficiency and intercultural competency.

In the realm of language education, exploring theoretical frameworks for teaching foreign languages is essential to inform effective methodologies, particularly in elementary classes. Drawing from the insights of (N. I. Yelahina et al., 2023), which emphasize the multifaceted approach to language education within German-speaking countries, educators can integrate diverse theoretical foundations such as communicative language teaching and intercultural competence. These frameworks not only cater to linguistic development but also nurture cultural understanding and cognitive skills. Furthermore, (K. Petrova, 2020) highlights the significance of incorporating interjections and onomatopoeia in language teaching to enhance communicative adequacy and expressiveness. By considering these theoretical perspectives, teachers in elementary language classes can create engaging lessons that foster not only language skills but also socio-cultural and discursive competence. Embracing these theoretical underpinnings alongside innovative approaches like Total Physical Response can enrich the learning experience for young language learners, laying a strong foundation for their linguistic development.

**Total Physical Response (TPR) method in language teaching** plays a crucial role in enhancing language acquisition, particularly in elementary classes. By incorporating TPR into language instruction, educators can create a dynamic learning environment where students actively engage in language learning through physical actions and responses. TPR allows for a multi-sensory experience, promoting better retention and understanding of foreign language concepts. Research has shown that the application of TPR not only improves students' language proficiency but also increases their motivation and participation in the learning process. Additionally, TPR is especially beneficial for students with diverse learning needs, such as deaf students, as it leverages visual and kinesthetic elements to facilitate language comprehension. By integrating TPR into language teaching methods, educators can cater to a variety of learning styles and effectively enhance students' language skills in elementary classes.

In the realm of foreign language education, **the Communicative Language Teaching (CLT) Approach** stands out as a pivotal method aimed at enhancing students' speaking abilities. Through its focus on real-life communication and interactive learning, CLT empowers students to engage actively in language use, fostering a dynamic learning environment conducive to linguistic proficiency. Research findings indicate that students posit a positive response to CLT, highlighting its efficacy in honing speaking skills. Moreover, educators employing CLT confront challenges such as limited student interaction and time constraints, necessitating innovative

strategies like fostering student engagement through discussions and adjusting lesson pacing for optimal comprehension. Integrating CLT into language instruction at the elementary level can yield substantial benefits, allowing students to develop practical communication skills essential for navigating global interactions. Ultimately, by embracing the principles of CLT, educators can cultivate a communicative competence that transcends traditional language learning paradigms, enriching students' linguistic aptitude and cultural awareness in a holistic educational approach.

The integration of **Task-Based Language Teaching (TBLT)** in elementary classes represents a dynamic approach to fostering language acquisition among young learners. By emphasizing practical, real-world tasks as the foundation of language instruction, TBLT not only enhances students' speaking skills but also cultivates a holistic learning environment conducive to language development. In the context of elementary education, where language learning lays the groundwork for future proficiency, the adoption of TBLT holds immense potential to engage students actively in the language-learning process. Drawing from insights on TBLT's effectiveness in tertiary education contexts (Md Rashed Khan Milon et al., 2023), where it has been lauded for its positive impact on language acquisition, the application of TBLT principles in elementary classes can significantly enrich students' language learning experiences. Furthermore, aligning TBLT practices with innovative assessment methods, as seen in the successful integration of divergent assessment in argumentative essay courses (Esmaeil Bagheridoust et al., 2023), can further enhance the quality of language instruction in elementary settings. Overall, implementing TBLT in elementary classes not only cultivates language skills but also instills a lifelong appreciation for language learning in young learners.

**Technology integration in foreign language instruction** holds significant potential for enhancing language acquisition in elementary classes. By incorporating advanced technological tools and AI-driven platforms, educators can create engaging and personalized learning experiences for students. Through the use of interactive language learning software and virtual tutoring systems, students can practice listening, speaking, reading, and writing skills in a dynamic and immersive environment. Additionally, the integration of technology in language instruction can offer opportunities for individualized feedback and tailored exercises, catering to the diverse needs of learners. As highlighted in recent scholarly studies (Mohanad G. Yaseen et al., 2023), the ethical and pedagogical implications of AI integration in language classrooms underscore the importance of ongoing training for educators and sustainable implementation strategies. A critical examination of technology integration in foreign language instruction, aligned with methodologies like Total Physical Response, can provide a foundation for effective language teaching in elementary classes, nurturing a communicative and interactive learning environment.



In teaching foreign languages in elementary classes, the incorporation of **multisensory approaches** holds significant value in enhancing language learning. By engaging multiple senses such as auditory, visual, and kinesthetic modalities, students can better assimilate and retain language concepts. As indicated in research studies (Lucie Van Bogaert et al., 2023), such multisensory methods, like French Cued Speech or Auditory Verbal Therapy, have shown promising results in improving speech perception in children with cochlear implants, underscoring the effectiveness of combining auditory and visual cues in language rehabilitation. Moreover, the utilization of remedial teaching techniques, as highlighted in (Г АБЕНОВА, 2023), further supports the idea of individualized support through multisensory instruction to address the diverse learning needs of students. By utilizing approaches such as Total Physical Response, differentiated instruction, and technology integration, educators in elementary language classrooms can create a rich and immersive learning environment that caters to the varied learning styles of students, ultimately fostering enhanced language proficiency and fluency.

In teaching foreign languages in elementary classes, the incorporation of **Differentiated Instruction for Diverse Learners** is essential to cater to the varied needs and abilities of students. Drawing from the insights of research on differentiated instruction in educational contexts as highlighted in studies such as (J. Milinga et al., 2022), it becomes evident that teachers play a crucial role in tailoring their instructional practices to address the diverse learning preferences and strengths of students. By implementing a 3-tiered teaching framework that includes capacity building differentiated pedagogy, Universal Design for Learning, and Differentiated Instruction, as suggested by findings such as (S. Bohjanen et al., 2022), educators can create inclusive and engaging learning environments for all learners, including those with exceptionalities or specific learning styles. Furthermore, integrating methodologies like Total Physical Response can enhance language acquisition by actively involving students in the learning process, aligning with the principles of Differentiated Instruction to foster comprehensive language development among diverse student populations. By embracing these principles in language instruction, educators can effectively meet the needs of all learners in elementary classes, promoting inclusivity and supporting academic success.

Assessment strategies in elementary language classes play a vital role in evaluating students' language proficiency and comprehension skills. Incorporating effective assessment methods is essential for gauging students' progress and understanding of foreign language concepts. Utilizing diverse approaches such as literature circles embedded with metacognitive strategies, as highlighted in (J. E. Casey et al., 2020), can enhance students' comprehension and engagement in language classes, particularly when dealing with English language learners (ELLs). Similarly, employing reading strategies like question/answer relationships and context-

clue analysis, as mentioned in (M. Yaacoub, 2017), can support students in comprehending science texts in Content-Based language Instruction (CBI) settings. By integrating these assessment strategies into elementary language classes, educators can better cater to students' varying learning needs and facilitate a more comprehensive language learning experience, aligning with the overarching goal of effective foreign language instruction in elementary settings.

Professional development for language teachers is integral in enhancing their teaching practices, especially in the context of foreign language instruction at the elementary level. As technology increasingly permeates education, teachers are urged to adapt, yet there remains a reluctance and uncertainty concerning its effective integration. The findings from (Lucas Kohnke, 2021) shed light on the mismatch between institutional values and teachers' perceptions of beneficial professional development activities. Encouragingly, the study indicates a keen interest among teachers for continuous growth through activities like sharing best practices within university settings. Moreover, insights from (Eva Kalinowski et al., 2019) underscore the effectiveness of well-designed professional development programs in transforming teachers' methods and ultimately benefitting students. By embracing collaborative practices and tailored training, language educators can better equip themselves to navigate the evolving landscape of language teaching in elementary classrooms, facilitating effective language acquisition through approaches such as Total Physical Response.

Overall, the key to teaching foreign languages in elementary classes is to make it fun and engaging for the students. Using a variety of methods can help keep students interested and motivated to learn. These theoretical frameworks provide a comprehensive understanding of how young learners acquire language skills. Moving forward, further research in this area could explore the impact of technology on language acquisition, the role of individual differences in learning styles, and the implications of language acquisition theories for educational practices with young learners. Ultimately, a better understanding of these theoretical perspectives can inform language teaching strategies and interventions aimed at fostering successful language development in young learners. When it comes to teaching foreign languages in elementary classes, it is essential to consider a variety of methods in order to cater to the diverse needs of students. The Total Physical Response method allows students to learn language through physical actions and repetition, making it an effective tool for young learners. The Communicative Language Teaching method focuses on real-life communication skills, encouraging students to engage in authentic interactions in the target language. Lastly, the Audio-Lingual method emphasizes repetition and drills to reinforce language patterns and structures. By incorporating elements of all three methods, teachers can create a dynamic and

comprehensive language learning experience for elementary students, helping them develop essential language skills in a supportive and engaging environment.

## **2.2 Key points in learning languages**

Language is a fundamental aspect of human communication and interaction, playing a crucial role in shaping our thoughts and worldview. The ability to learn languages is a valuable skill that opens up new opportunities for personal growth and cultural understanding. In today's globalized world, proficiency in multiple languages is increasingly important, both for professional success and for connecting with people from different backgrounds. This essay aims to explore key points in learning languages, from the cognitive benefits of bilingualism to the strategies that can enhance language acquisition. By understanding the principles and techniques that underpin language learning, individuals can effectively navigate the complexities of mastering a new language and harness the power of communication to bridge cultural divides (Mohanad G. Yaseen, Sara S. Alnakeeb., 2023).

In the realm of language acquisition, the significance of learning languages is increasingly apparent in our interconnected world. The integration of computers into language learning has revolutionized the process, offering learners diverse opportunities and resources. Computers play a crucial role in enhancing language acquisition by providing practical advantages while also presenting some challenges. Moreover, the surge in demand for online language learning platforms during the COVID-19 pandemic underscores the enduring relevance of language acquisition in today's society. This heightened interest reveals a collective desire to engage with other cultures and languages, demonstrating the intrinsic value that individuals place on language proficiency. As technology continues to shape language learning dynamics, embracing innovative tools can ultimately enrich the educational experience and foster a deeper understanding of linguistic diversity (Swan, M., 2005).

Effective language learning strategies play a pivotal role in language acquisition, especially in early language education. Research has shown that a combination of interactive approaches, such as augmented reality (AR) technology, can significantly enhance vocabulary retention and engagement among learners. By integrating AR applications with word spelling games, word knowledge activities, and location-based word exercises, educators can create dynamic and immersive learning experiences. Additionally, understanding students' diverse learning styles and language learning strategies, as influenced by factors like ethnicity, can further inform tailored instructional methods. Utilizing metacognitive and affective strategies,

teachers can facilitate a deeper understanding of language concepts and foster a conducive learning environment. By embracing innovative design strategies and incorporating sociotechnical factors into language learning pedagogy, educators can effectively equip students with the skills needed to succeed in language acquisition.

In mastering multiple languages, learners encounter a myriad of challenges that stem from linguistic diversity and resource availability. As highlighted by recent studies, low-resource languages present a unique hurdle in natural language processing tasks due to limited linguistic resources. The development of tools such as dictionaries and part-of-speech tagging models for languages like Albanian showcases the ongoing efforts to bridge this resource gap and facilitate effective communication. Additionally, the application of multilingual transformer models has demonstrated promising results in low-resource scenarios, emphasizing the potential for efficient learning with minimal labeled data. However, the transferability of high-resource language results to low-resource settings remains a complex issue, requiring careful consideration of factors such as model adaptability and training constraints. Addressing the challenges in learning languages entails not only technical advancements but also a nuanced understanding of the linguistic landscape to ensure inclusive language learning practices (Nunan, D., 2015).

Multilingualism, as evidenced in officially declared multilingual countries such as Canada, Belgium, and Switzerland, offers substantial benefits that transcend linguistic boundaries. The linguistic consequences of multilingualism include the development of a lingua franca and the creation of mixed languages within diverse linguistic milieus, promoting cross-cultural communication strategies and skills. However, the educational advantages of multilingualism are equally profound. By fostering cultural awareness, enhancing creativity, and adding academic value, multilingualism equips individuals with the tools to navigate diverse societal landscapes with ease and appreciation for local languages. These benefits not only enrich the educational experience but also contribute significantly to social integration and global competitiveness. In the overarching quest to understand the key points in learning languages, the cultivation of multilingualism emerges as a pivotal aspect that not only enhances language proficiency but also nurtures broader cognitive and societal benefits (Richards, J. C., & Rodgers, T. S., 2014).

In conclusion, mastering a new language involves a combination of various key points. First and foremost, motivation and dedication are essential for sustained language learning. Additionally, effective strategies such as immersion, practice, and exposure to authentic materials can significantly enhance language acquisition. Moreover, understanding the importance of cultural context and building vocabulary are crucial components of language proficiency. Utilizing technology and resources like language apps and online courses can also

aid in the learning process. By incorporating these key points into language learning, individuals can achieve fluency and proficiency in a new language. Ultimately, success in learning a new language is a dynamic and multifaceted journey that requires dedication, practice, and a strong understanding of linguistic and cultural nuances.

### **2.3 Difficulties in language teaching of young learners**

Language teaching for young learners presents a unique set of challenges for educators. In recent years, there has been an increasing focus on the importance of early language acquisition and the benefits it can provide for children's cognitive development. However, teaching young learners a new language is not without its difficulties. This research aims to explore the various obstacles that teachers face when trying to effectively teach languages to young learners. From issues related to age-appropriate instructional strategies to cultural and social factors that may impact language acquisition, there are numerous obstacles that can impede the learning process. By examining these challenges, educators can develop more effective teaching methods and strategies to ensure that young learners are able to successfully acquire new languages.

Cognitive development in young learners plays a fundamental role in the challenges encountered in language teaching. Understanding the cognitive processes of young bilingual students is crucial in designing effective language aptitude tests. As highlighted in the study by (M. Suárez et al., 2023), the performance of bilingual students on language aptitude tests such as the MLAT-ES and MLAT-EC is influenced by factors such as L1 preference and cognitive development stages. These findings underscore the significance of considering individual cognitive abilities and bilingual status in language assessment and instruction for young learners. Additionally, exploring young learners' attitudes and self-efficacy towards artificial intelligence (AI), as indicated in (Jessica Vandenberg et al., 2023), can provide insights into their cognitive perceptions and motivations. Engaging young students in AI learning activities could further enhance their cognitive development and language learning capabilities. Overall, a comprehensive understanding of cognitive development in young learners, informed by research on language aptitude and attitudes towards AI, is essential in addressing the complexities of language teaching to this demographic (Pinter, A., 2017).

In the realm of language teaching for young learners, the exploration of pedagogical approaches is indispensable in addressing the myriad challenges that educators face. Drawing insights from applied linguistics and language discourse analysis, educators can enrich their teaching practices by delving into the theoretical foundations that underpin language learning.

By recognizing the diverse linguistic and cultural backgrounds of students and integrating discourse and culturally responsive teaching methodologies, educators can create a more inclusive and effective learning environment. Furthermore, a didactic approach that integrates pedagogical principles from both pedagogy and literacy methodology can provide a solid framework for enhancing the educational trajectory of language teaching. Embracing such approaches not only improves language instruction but also fosters independent learning and critical thinking skills among young learners. As educators navigate the complexities of language teaching, the incorporation of innovative pedagogical strategies remains vital in overcoming the difficulties inherent in teaching languages to young learners (Richards, J. C., & Renandya, W. A., 2002).

Challenges in vocabulary acquisition present significant hurdles in the language teaching of young learners, particularly in specialized domains like English for Specific Purposes (ESP). Vietnamese non-English major university students face obstacles such as limited exposure to ESP terminology, difficulty in understanding and retaining specialized terms, and a lack of practical application opportunities. Similarly, Chinese university students encounter native language transfer issues in second language vocabulary acquisition, suggesting the need for effective teaching methods to mitigate these challenges, such as the application of the connectionist teaching model. Understanding the cognitive processes involved in native language transfer and providing adequate language input with timely grammar correction are crucial in enhancing vocabulary learning efficiency for young learners. These findings underscore the necessity for tailored teaching strategies and resources to address the unique difficulties posed by vocabulary acquisition in language education, particularly for younger learners navigating specialized linguistic domains (Richards, J. C., & Rodgers, T. S., 2014).

Effective strategies for overcoming language teaching difficulties among young learners are essential to ensure successful language acquisition. Understanding the challenges faced by students, such as the influence of their native language, limited exposure to the target language, and a lack of motivation, is crucial in designing tailored solutions. Utilizing innovative teaching methodologies, incorporating technology, and implementing student-centered approaches can address these obstacles effectively. As identified in the studies, strategies like vocabulary expansion, cultural context integration, and overcoming pronunciation challenges are key components in facilitating language learning. Additionally, providing access to e-learning facilities and resources can further enhance language proficiency and overcome barriers to language acquisition. By addressing these challenges through targeted strategies, educators can create a supportive learning environment that promotes linguistic development and proficiency among young learners (M. J. Schroder., 2018).

In conclusion, the difficulties in language teaching of young learners are multifaceted and require a nuanced approach to address effectively. The challenges experienced by teachers in this domain can be attributed to various factors such as children's cognitive development, limited attention span, and different learning styles. Despite these obstacles, it is essential for educators to implement age-appropriate strategies and methodologies that cater to the unique needs of young learners. By incorporating play-based activities, visual aids, and interactive games into language lessons, teachers can create an engaging and conducive learning environment for children. Additionally, fostering a supportive and encouraging atmosphere can help mitigate the challenges faced by young learners in language acquisition. Ultimately, a holistic approach that considers both the developmental stage of the child and effective teaching practices is crucial in overcoming the difficulties in language teaching of young learners.

#### **2.4 Difficulties in language learning for young learners**

There are several difficulties that young learners may face when learning a new language:

1) Lack of exposure: Young learners may not have enough exposure to the new language outside the classroom, which can slow down the learning process. Lack of exposure in language learning for young learners can have a negative impact on their ability to acquire language skills effectively. Children who are not exposed to a language regularly may struggle to learn and develop their language abilities, which can result in difficulties in communication, academic performance, and social interactions (Ur, P., 2012).

Exposure is a critical factor in language acquisition, especially for young learners. The more children are exposed to a language, the more opportunities they have to hear and practice the language, which helps them to develop their listening, speaking, reading, and writing skills.

One way to increase exposure to a language is through immersion programs, where children are placed in an environment where the target language is spoken regularly. Another approach is to incorporate language learning into daily activities and routines, such as reading books, watching videos, or playing games in the target language.

It's also essential to provide opportunities for children to interact with native speakers of the language, as this helps them to develop their communication skills and gain a deeper understanding of the language's culture and context. Overall, lack of exposure in language learning for young learners can hinder their language development, but with the right strategies and support, children can overcome these challenges and acquire language skills effectively.

2) Pronunciation: Young learners may struggle with pronunciation, especially if the sounds in the new language are very different from their native language. This can be particularly challenging for languages with tones or difficult sounds. Pronunciation is an important aspect of language learning for young learners. Developing good pronunciation skills early on can help children build a solid foundation for learning a new language and communicating effectively with native speakers.

Here are some tips for teaching pronunciation to young learners:

- Start with basic sounds: Begin by teaching the basic sounds of the language. This will help children become familiar with the sounds of the language and build their confidence.
- Use visual aids: Use visual aids such as pictures or diagrams to help children associate sounds with words. For example, you can use a picture of a cat to teach the sound "cat" in English.
- Use songs and rhymes: Singing songs and reciting rhymes can help children develop their pronunciation skills. The rhythm and melody of the songs can help children remember the sounds and intonation of words.
- Provide feedback: It is important to provide feedback to children when they are speaking. This can help them correct any mistakes and improve their pronunciation.
- Practice, practice, practice: Encourage children to practice speaking as much as possible. The more they practice, the more comfortable they will become with the language and the better their pronunciation will become (Brown, H. D., 2007).

Overall, teaching pronunciation to young learners requires patience, creativity, and a lot of practice. With the right approach, children can develop excellent pronunciation skills that will serve them well as they continue to learn and use the language.

3) Vocabulary: Young learners may have a limited vocabulary in their native language, which can make it difficult to learn new words in a different language. Additionally, some words may have different meanings in different contexts, which can be confusing. There are several difficulties that young learners may face when it comes to vocabulary acquisition in language learning. Some of these difficulties include:

- Limited exposure: Young learners may not have enough exposure to the target language, which can limit their vocabulary acquisition. This can be due to factors such as limited access to language resources or lack of opportunities to practice the language outside of the classroom.
- Cognitive development: Young learners may not have fully developed cognitive skills, such as memory, attention, and reasoning, which can make it difficult for them to retain new vocabulary words.



- **Pronunciation:** Young learners may struggle with pronouncing new vocabulary words correctly, which can make it harder for them to understand and be understood by others.

- **Lack of context:** Young learners may struggle to understand new vocabulary words if they don't have sufficient context. For example, they may not understand the meaning of a word if it is presented to them in isolation, without any accompanying visuals or examples.

- **Translation:** Young learners may rely too heavily on translation, which can limit their ability to think and communicate in the target language. Translation can also be problematic because it doesn't always capture the full meaning of a word (Septian Eka Pratiwi, P. Rochmahwati., 2021).

To address these difficulties, language teachers can use a variety of strategies such as providing ample exposure to the target language, using visuals and real-life examples to provide context, encouraging learners to use the language in context, and providing opportunities for learners to practice speaking and listening in the target language. It is also important to use age-appropriate materials and activities that are engaging and interactive, and to make sure that learners feel comfortable and confident in their ability to learn and use the target language.

4) **Grammar:** Young learners may struggle with the grammatical rules of the new language, especially if they are very different from those in their native language. This can be particularly challenging for languages with complex verb tenses or sentence structures. Grammar can be a challenging aspect of language learning for young learners. Here are some of the difficulties they may face:

- **Complex rules:** Grammar rules can be complex, and young learners may struggle to understand and apply them correctly. For example, understanding the difference between regular and irregular verbs, or knowing when to use the past tense, can be difficult.

- **Lack of context:** Young learners may struggle to understand the context in which different grammar structures are used. They may not have enough exposure to the language to fully understand how grammar works in different situations.

- **Limited vocabulary:** Young learners may not have a large enough vocabulary to use grammar structures correctly. For example, they may not know enough adjectives to describe nouns, or enough prepositions to show the relationship between objects.

- **Overgeneralization:** Young learners may overgeneralize grammar rules, using them incorrectly in situations where they don't apply. For example, they may apply the "s" ending to all verbs to make them plural, even when the correct form is irregular.

- **Lack of practice:** Finally, young learners may not have enough opportunities to practice using grammar structures in context. Without practice, they may struggle to internalize the rules and use them correctly in their own language production.

5) Motivation: Young learners may become easily discouraged if they do not see progress quickly, or if they do not enjoy the learning process. This can make it difficult for them to continue studying the new language. Lack of motivation can be a common issue among young learners when it comes to language learning. Here are some possible reasons for this and some strategies that can help increase motivation:

- **Lack of relevance:** Young learners may not see the relevance of learning a new language, especially if they don't have much exposure to the culture associated with the language. To increase relevance, teachers can find ways to link language learning to the students' interests and experiences, such as using examples related to their favorite sports or hobbies.

- **Boredom:** Young learners may become bored with repetitive drills and exercises. To keep learners engaged, teachers can use a variety of activities and materials, such as games, songs, and stories.

- **Frustration:** Young learners may become frustrated if they feel like they are not making progress or if they are struggling with difficult concepts. To address this, teachers can provide positive feedback and offer support and guidance when needed. It's important to create a safe and supportive learning environment where students feel comfortable asking for help.

- **Lack of confidence:** Young learners may lack confidence in their language abilities, especially if they are in the early stages of learning. To build confidence, teachers can provide opportunities for students to use the language in a low-pressure setting, such as pair work or small group activities. It is also important to provide positive feedback and recognize students' progress.

- **Lack of autonomy:** Young learners may feel like they have no control over their language learning. To increase autonomy, teachers can provide opportunities for students to make choices about what they learn and how they learn it. For example, teachers can offer a choice of activities or topics to study (Mona Saleh Alanazi., 2023).

It is important for teachers to be aware of their students' motivation levels and to address any issues that arise. By creating a positive and engaging learning environment, teachers can help young learners stay motivated and make progress in their language learning.

Overall, it is important to provide young learners with a supportive and engaging learning environment to help them overcome these difficulties and develop their language skills.

### **PART 3. EMPIRICAL RESEARCH**

The average number of hours that elementary school students in Ukraine dedicate to learning English per week is 3.5 hours. Based on the survey and analysis of teaching practices, it can be concluded that the most common English language textbooks used in Ukrainian elementary schools are "English " by Oksana Karpiuk, "Family and Friends", "Smart Junior".

The study is based on data collected through an online survey. The qualitative analysis revealed several key themes regarding the experiences of English language teachers in Transcarpathia. One prominent theme was the diversity of teaching methods. Participants described using a wide range of approaches, including the Communicative Language Teaching (CLT) method, the Direct Method, and gamification. This diversity reflects the teachers' efforts to cater to different learning styles and age groups.

The main research questions were:

- How often do you attend further training?
- Do you consider the continuing education opportunities available in Transcarpathia adequate for your professional development?
- How do you scaffold learning for young learners with varying language proficiency levels in the classroom?
- What are the most common difficulties encountered when teaching English to young learners?
- What are the most difficult to develop?

According to this research, we can describe the communicative orientation of a foreign language lesson. The focus on communicative activities in a foreign language lesson implies that the main objective of instruction is the development of four types of speech skills: listening, speaking, reading, and writing.

#### **3.1 Methodology**

In order to gain a deeper understanding of the challenges faced in elementary language learning in Transcarpathia, a research study was conducted among a group of 17 teachers. The study involved administering an online questionnaire through Google Forms (See Appendix 1), which allowed for easy data collection and analysis. The questionnaire was designed to assess various aspects of language learning, including difficulties encountered, preferred learning methods, and overall satisfaction with the learning process. By gathering information directly from the

teachers, the research aimed to uncover common obstacles and issues that hinder language acquisition at the elementary level. This data will serve as a valuable foundation for addressing the challenges and improving the effectiveness of language learning programs in Transcarpathia. Through this empirical research approach, we hope to shed light on the key issues surrounding elementary language learning and pave the way for future improvements in this crucial area.

### **3.2 The process of the research**

In order to explore the empirical research challenges in elementary language learning in Transcarpathia, a research study, which ended in March 2024 and was conducted with 17 teachers participating through an online Google questionnaire. The procedure involved administering a series of questions regarding their language learning experiences and difficulties faced during the learning process. The responses provided valuable insights into the various challenges encountered by elementary students in acquiring a new language in this specific region. From the data collected, trends and patterns emerged indicating common hurdles such as lack of resources, limited exposure to the target language, and difficulty in grasping complex grammar structures. This firsthand information was instrumental in understanding the unique obstacles faced by young learners in Transcarpathia, shedding light on areas that may require targeted intervention and support to enhance the effectiveness of language learning initiatives in elementary education settings.

### **3.3 Participants**

This research study investigating the empirical challenges faced in elementary language learning within Transcarpathia utilized an online Google questionnaire to gather data. Seventeen teachers participated in the study. They are from different schools. Some of them are finished the college of higher education or university and answered to show their learning style too.

100% of respondents are females. The majority of them work in secondary school (10 out of 17) and teach from almost one year to over 20.

### **3.4 Research instrument**

The survey aimed to gather information about the experiences and practices of English language teachers in Transcarpathia, Ukraine. The survey consisted of 20 questions, divided into three main sections:

**Section 1: General Participant Information (Questions 1-6)**

This section collected basic demographic information about the participants, including their gender, age, work experience, and type of school they work in.

**Section 2: Teaching and Learning Practices (Questions 7-15)**

This section explored the participants' teaching methods, materials, and assessment strategies. It also inquired about their experiences with different age groups and levels of learners.

**Section 3: Challenges and Difficulties (Questions 16-20)**

This section focused on the challenges and difficulties faced by English language teachers in Transcarpathia. Participants were asked to identify common problems, their perceived causes, and how they address these issues.

### **3.5 Findings of the research**

The survey revealed a diverse group of participants with varying levels of experience and teaching contexts.

Participants reported using a variety of teaching methods, but the Communicative Language Teaching (CLT) approach was most prevalent.

Teachers faced a range of challenges, including limited teaching time, young learners motivation, and difficulties with grammar and pronunciation instruction.

Participants expressed a strong commitment to professional development and a desire to improve their teaching practices.

Overall, the survey provided valuable insights into the experiences and perspectives of English language teachers in Transcarpathia. The findings can be used to inform teacher training programs, curriculum development, and policy decisions aimed at supporting effective English language instruction in the region.

Through the empirical research conducted on language acquisition in elementary students in Transcarpathia, it became evident that several key factors influence this process. Firstly, the socio-economic background of pupils was found to play a significant role. Students from disadvantaged backgrounds may have limited exposure to language-rich environments outside of school, impacting their proficiency in language acquisition. Additionally, the level of parental involvement was another crucial factor identified. Children with supportive and involved parents tend to excel in language learning due to consistent reinforcement at home. Furthermore, the

quality of teaching in schools also emerged as a critical factor affecting language acquisition. Classroom environments rich in language input and interactive learning activities were found to facilitate better language learning outcomes. By considering these factors, educators and policymakers can develop targeted interventions to improve language acquisition in elementary students in Transcarpathia. The research was conducted with a sample size of 17 teachers who answered an online questionnaire through Google Forms, providing valuable insights into the challenges and opportunities in elementary language learning.

### **3.5.1 Teaching methods, strategies and techniques in the elementary classes**

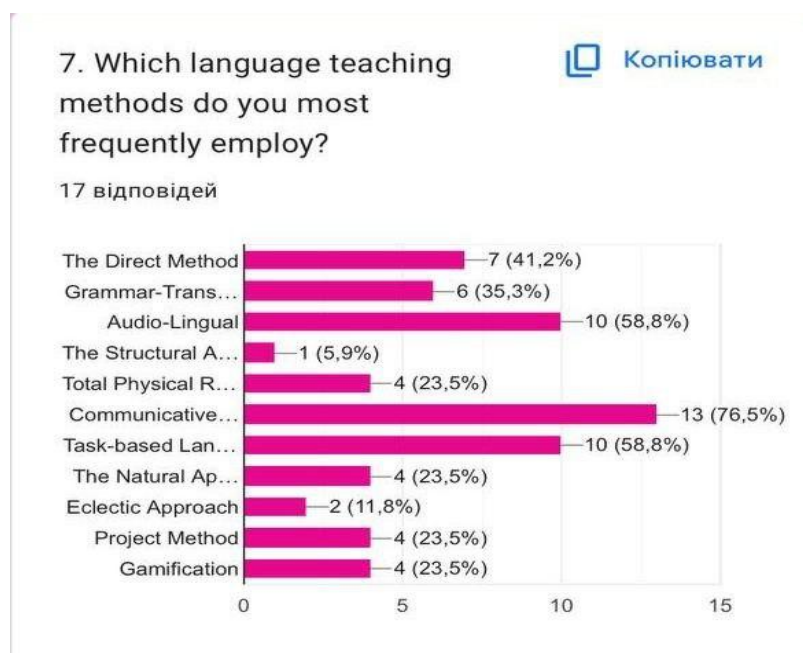
In elementary classrooms, where young minds are brimming with curiosity, engaging teaching methods are crucial. Play-based learning, where games and simulations spark exploration, is a cornerstone. Project-based learning fosters teamwork and problem-solving through collaborative projects. Thematic learning allows students to connect various subjects through a central theme, deepening their understanding.

Effective elementary teachers don't simply present information. Differentiation tailors instruction to individual student needs, while cooperative learning encourages teamwork and shared learning. Direct instruction empowers teachers to break down complex concepts for students.

Beyond traditional methods, a range of techniques enhance learning. Visual aids like pictures and diagrams make concepts clearer. Manipulatives, like blocks or puzzles, provide hands-on exploration. Technology integration allows for interactive learning and caters to different learning styles. Storytelling and songs capture student attention and introduce new ideas in a fun way. Movement and games add a kinesthetic element to learning, promoting engagement and retention. Finally, questioning and discussion encourage critical thinking, assess understanding, and allow students to delve deeper.

The ideal approach considers several factors. Learning objectives guide the choice of methods to achieve desired outcomes. Age, grade level, and student needs all play a part. Additionally, available resources influence the selection of effective techniques. By thoughtfully combining these methods, strategies, and techniques, elementary teachers can create a dynamic learning environment that fosters growth and success for all their young learners.

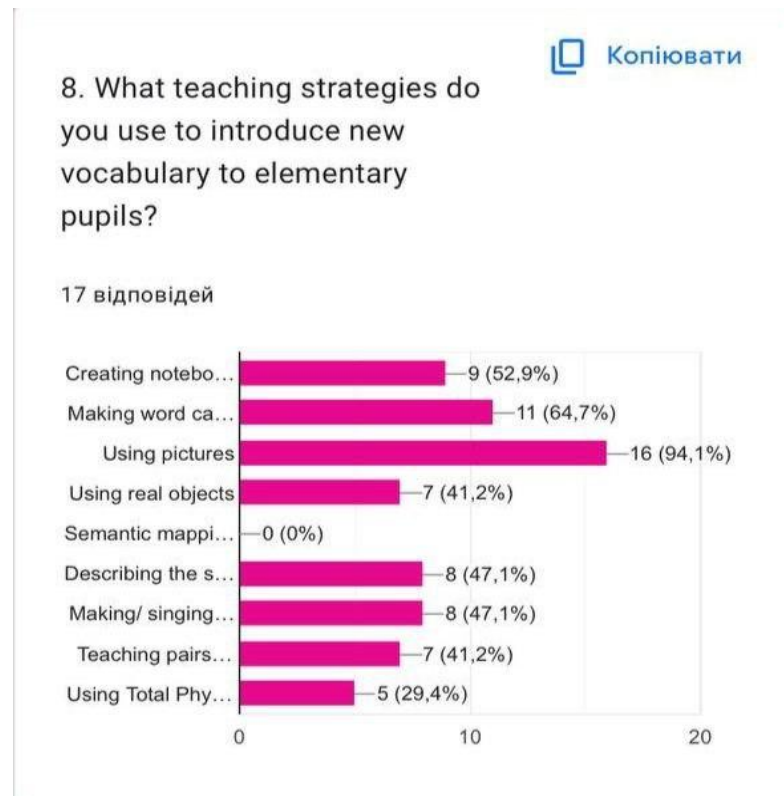
If we analyse the language teaching methods, the majority of teachers will prefer the Communicative Approach. It depends on the difficulties which connected with speaking part.



**Figure1. Language teaching methods**

According to the students' motivation to learning new vocabulary, teachers use pictures and making words cards.

Visual aids (pictures) are the most popular strategy, most likely because they help young learners connect words and meanings. Traditional methods such as making notebooks and word cards are also widely used, indicating a preference for tangible, written resources. More interactive and engaging methods, such as using real objects, describing scenes, creating songs, and TPR, are moderately used, implying that these strategies could be combined with others for a more comprehensive approach. Semantic mapping is not preferred, which may reflect its complexity or inappropriateness for the elementary level.



**Figure 2. Teaching strategies**

A vibrant elementary classroom setting, where students are actively engaged in various learning activities. The teacher, at the center of the room, orchestrates the learning process, utilizing a variety of teaching methods and strategies to cater to the diverse needs of her young learners.

**Engaged Students:** The students are actively participating in the learning activities, demonstrating their interest and engagement in the lesson. Their diverse postures and expressions suggest a range of learning styles and engagement levels.

**Variety of Teaching Methods:** The teacher employs a variety of teaching methods, evident from the use of visual aids (posters, charts), manipulatives (blocks, puzzles), and technology (laptop). This approach caters to different learning styles and promotes multisensory learning.

**Collaborative Learning:** Students are seen working together in groups, collaborating on projects or tasks. This fosters teamwork, communication, and peer learning.

**Teacher Guidance:** The teacher is actively guiding and supporting the students, providing assistance and feedback. This hands-on approach ensures that all students are able to learn effectively.

**Teaching Methods and Strategies:**

**Play-Based Learning:** The use of manipulatives and games suggests the incorporation of play-based learning, which is particularly effective for young learners as it sparks curiosity and encourages exploration.



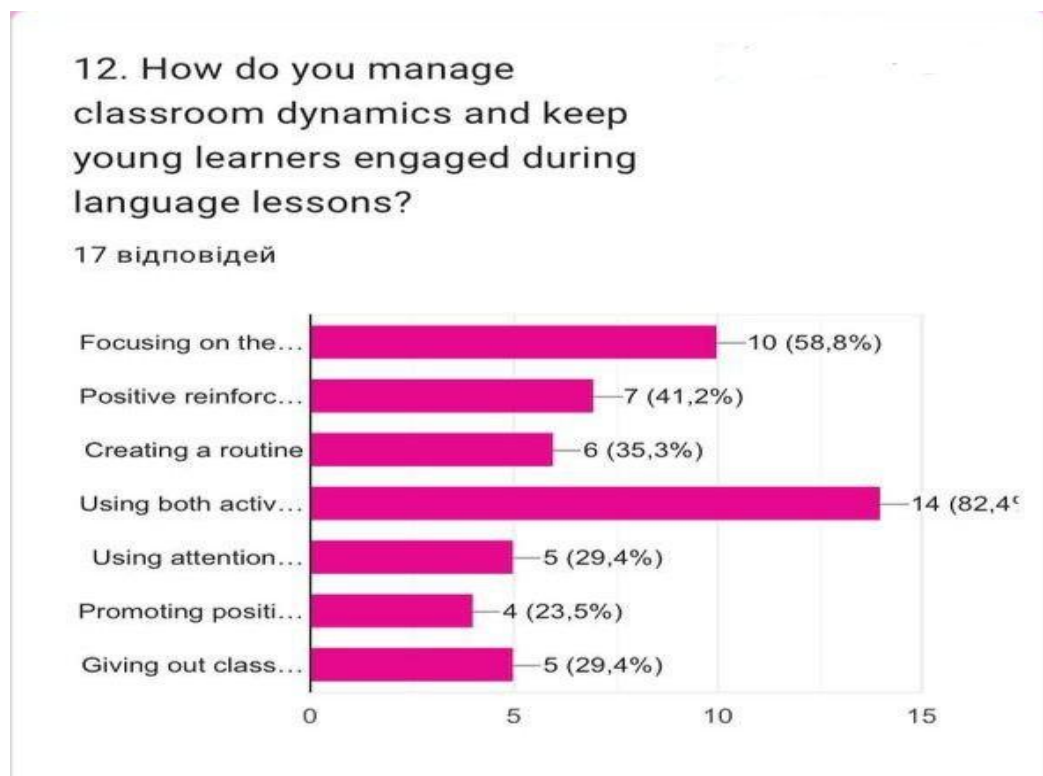
**Visual Aids:** The posters and charts displayed on the walls serve as visual aids, providing clear representations of concepts and enhancing understanding.

**Technology Integration:** The laptop visible in the image indicates the integration of technology, which can provide interactive learning experiences, differentiate instruction, and cater to diverse learning styles.

**Cooperative Learning:** The students working in groups represent the use of cooperative learning, which promotes teamwork, communication, and peer learning.

**Direct Instruction:** The teacher's guidance and support suggest the use of direct instruction, where the teacher explicitly explains concepts, models skills, and provides guided practice.

Overall, the image captures the essence of effective teaching in elementary education, highlighting the importance of engaging teaching methods, collaborative learning, and differentiated instruction to cater to the diverse needs of young learners.



**Figure 3. Classroom dynamics**

The research suggests a focus on engaging methods in elementary classrooms. The image likely depicts elements like:

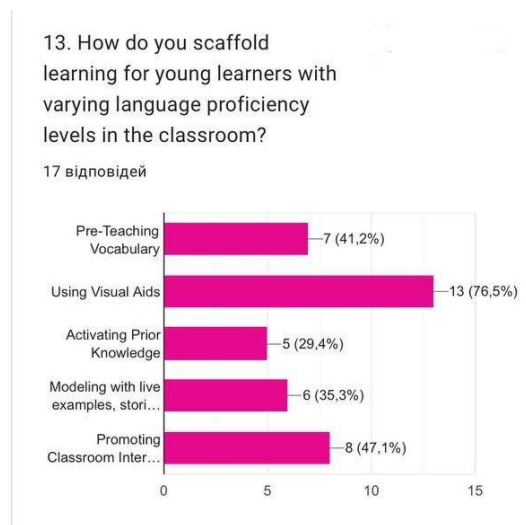
**Active and engaged students:** This reflects the importance of methods that spark curiosity and participation.

Variety of materials: This highlights the use of manipulatives, charts, and potentially technology to cater to different learning styles. Using visual ones are in priority.

Collaborative learning: Group work promotes teamwork, communication, and peer learning.

Teacher facilitation: The teacher guides and supports students, ensuring all learners can participate effectively.

This aligns with the research findings on teaching methods like play-based learning, visual aids, technology integration, and cooperative learning. Overall, the emphasis is on creating a dynamic learning environment that fosters engagement and caters to individual needs.



**Figure 4. Vocabulary teaching methods**

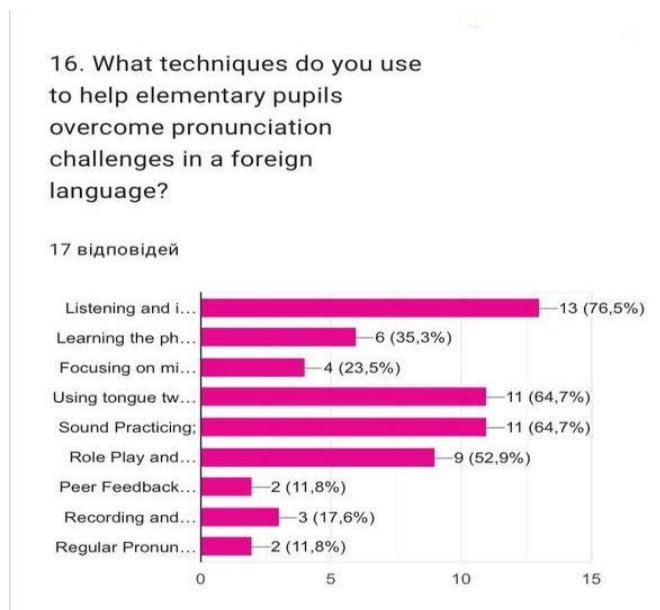
The focus in elementary classrooms seems to be on engaging methods. The image likely shows features like:

Active and involved students: This reflects the importance of methods that spark curiosity and participation.

A variety of materials: This highlights the use of manipulatives, charts, and potentially technology to cater to different learning styles.

Analysing the diagram, we can see that the results show the next. The most appropriate are listening, using tongue twisters and sound practicing.

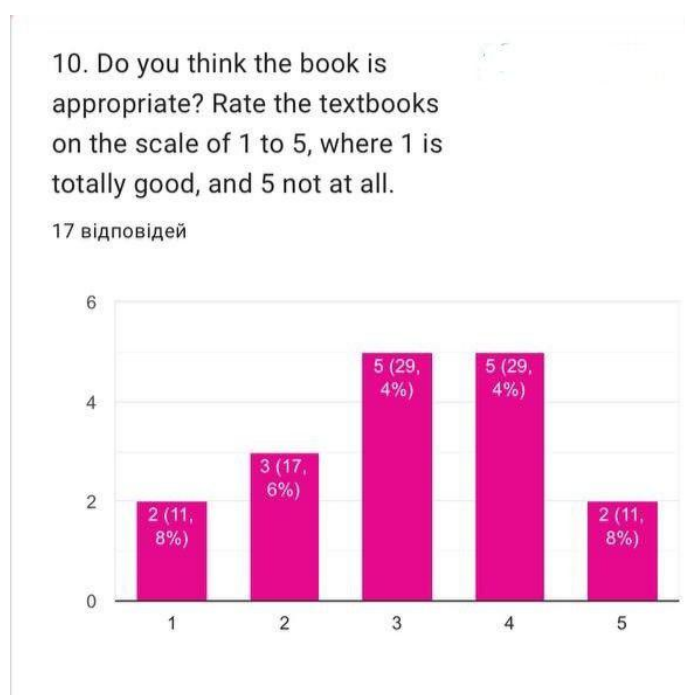
This aligns with the research findings on teaching methods like play-based learning and visual aids. Overall, the emphasis is on creating a stimulating learning environment that fosters engagement.



**Figure 5. Techniques to help pupils**

### 3.5.2 Educational Materials

One of the section mentioned the usage of textbooks in English. There are a lot of English textbooks. However, the most usable are English by Oksana Karpiuk, Smart Junior and Family and Friends. Here we can see the appropriatnace of these books. Especially, teachers do not overrate these books.



**Figure 6. Textbooks**

The diagram would likely depict elements like:

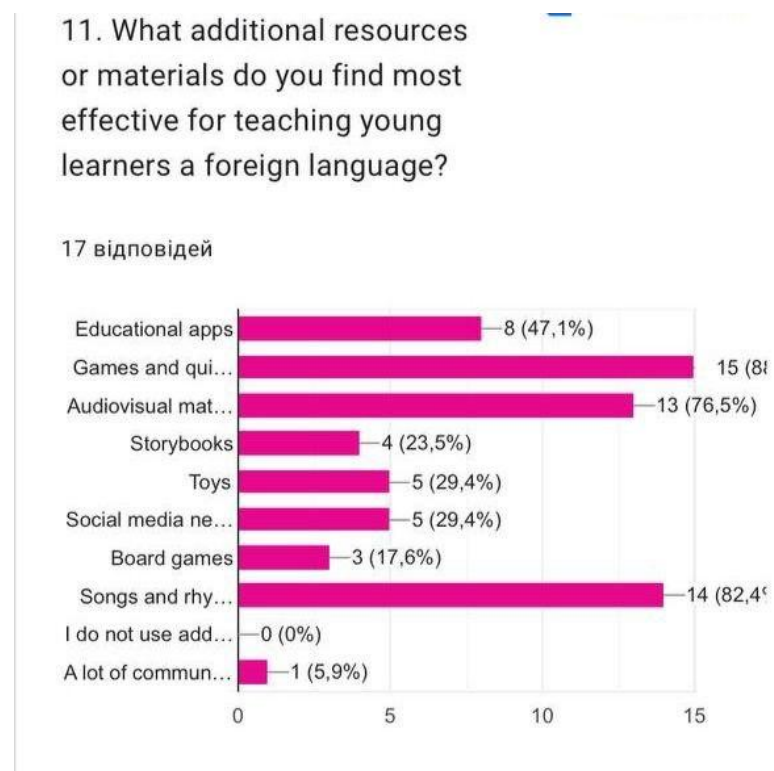
**Active and involved students:** This reflects the importance of methods that spark curiosity and participation.

**Variety of materials:** This highlights the use of manipulatives, charts, and potentially technology to cater to different learning styles.

**Collaborative learning:** Students working in groups fosters teamwork, communication, and peer learning (although this may not be directly visible in every classroom image).

**Teacher facilitation:** The teacher guides and supports students, ensuring all learners can participate effectively.

This aligns with the research findings on teaching methods like play-based learning, visual aids, technology integration, and cooperative learning. Overall, the emphasis is on creating a dynamic learning environment that fosters engagement and caters to individual needs.

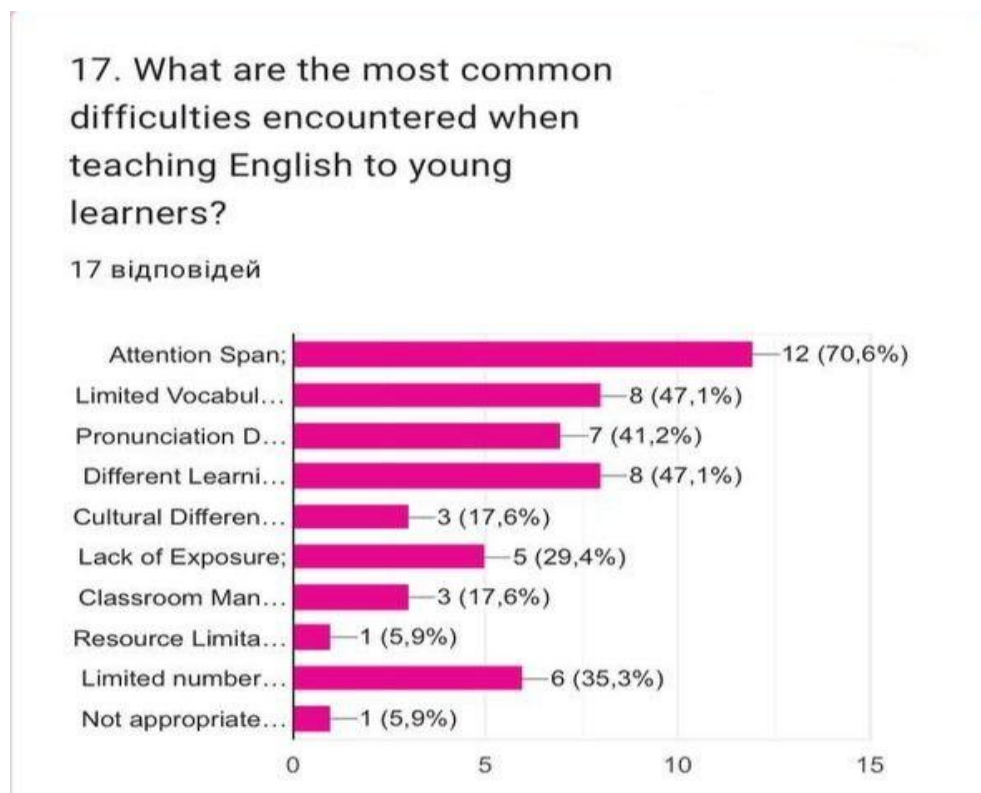


**Figure 7. Additional resources**

### 3.5.3 Difficulties in teaching EFL for young learners

The study conducted on elementary language learning in Transcarpathia involved 17 teachers who answered an online questionnaire via Google Forms. When it comes to strategies to

overcome challenges in language learning, several key approaches have been identified. Firstly, creating a conducive learning environment that fosters communication and interaction in the target language is essential. This includes engaging students in group activities, conversation practice, and cultural immersion experiences. Secondly, providing personalized feedback and guidance tailored to individual students' needs can greatly enhance language acquisition. This can involve one-on-one sessions with a language teacher, additional support materials, or targeted language exercises. The research shows that the most common difficulty is an attention span. Lastly, incorporating technology and online resources into language learning can offer new and interactive ways for students to practice language skills independently. By implementing these strategies, educators can help students navigate the challenges of language learning more effectively and achieve greater proficiency in their target language.

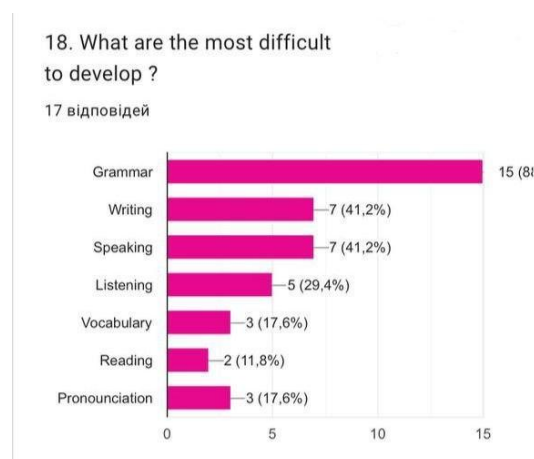


**Figure 8. The most common difficulties**

Through the research conducted on the challenges in elementary language learning in Transcarpathia, it became evident that there are significant obstacles that students face in their language acquisition journey. The procedure involved collecting data from 17 teachers who answered an online questionnaire via Google Forms, providing valuable insights into the struggles they encounter. From the analysis of the responses, it was found that the lack of

resources, such as textbooks and language materials, was a common issue affecting their learning process. Additionally, the limited exposure to native speakers and the absence of immersive language environments were identified as hindrances to language development. These findings emphasize the need for educational institutions and policymakers to address these challenges and provide adequate support to enhance language learning opportunities for students in Transcarpathia. In conclusion, the empirical research highlights the importance of addressing these obstacles to promote effective language acquisition among elementary students in the region.

Language learning is a complex process that presents many challenges for students, especially in elementary classes. In a recent empirical research study conducted in Transcarpathia, 17 teachers participated in an online survey using Google forms to provide insights into the difficulties they face when learning a new language. These teachers have been studying from books written by Oksana Karpiuk, which are commonly used in elementary language classes in the region. The results of the study shed light on the various obstacles that students encounter, such as vocabulary retention, pronunciation issues, grammar rules, and overall comprehension of the language. These findings have important implications for educators and curriculum developers in Transcarpathia, as they highlight the need for targeted language learning strategies and resources to better support students in overcoming these obstacles. By addressing these difficulties head-on, educators can create a more conducive learning environment that fosters language acquisition and fluency in elementary classes.



**Figure 9. The most difficult part to develop**

In a recent empirical research study involving 17 teachers from Transcarpathia, results have shed light on the challenges faced in language learning within these classes. The teachers, who predominantly used textbooks by Oksana Karpiuk for their language education, reported

various difficulties that hindered their learning progress. These challenges ranged from struggles with vocabulary retention and pronunciation to difficulties in understanding grammar rules and sentence structure. The implications of these findings are significant, as they suggest a need for targeted interventions and support strategies to enhance language learning outcomes in elementary schools in Transcarpathia. Addressing these obstacles through tailored teaching methodologies, additional resources, and individualized support could potentially improve students' language proficiency and overall academic performance. It is crucial to acknowledge and address these difficulties to ensure a more effective and inclusive language learning environment for all students.



**Figure 10. The quality of language teaching**

### 3.6 Results and implications

According to the result, it is possible to sum up, that all respondents are female. They work in a variety of settings: middle schools, elementary schools, language schools, private tutoring, and refugee shelters. Teaching experience in English varies from less than one year to 29 years.

Frequency of participation in trainings and webinars varies from rarely to annually. The availability of professional development opportunities in Transcarpathia is rated from "rarely available" to "fully available." Student age ranges from 6 to 18 years old, with the majority teaching children aged 8-9 years.

The most commonly used methods are Communicative Language Teaching (CLT), Direct Method, Audio-Lingual Method, Task-Based Learning, and Gamification. Use of

flashcards, pictures, scene descriptions, singing songs, using real objects, and Total Physical Response (TPR) techniques.

Various textbooks are used, such as "Smart Junior," "Fly High," "Team Together," "Murphy's Elementary School," and "Family and Friends." Ratings of textbook suitability range from 1 (fully satisfied) to 5 (dissatisfied). Additional resources are used as games and quizzes, audiovisual materials, books, toys, social media, songs, and rhymes.

Creating a positive atmosphere, using routines, combining active and quiet tasks, using attention-grabbers, and rewards. Use of visuals, pre-teaching of vocabulary, creating a supportive environment, gradually building student confidence. For motivating shy students it is possible creating opportunities for participation that match their comfort level, learning about their interests, active listening, encouraging feedback.

Assessment methods are observing students during class activities, group tasks, informal assessments (quizzes, games, short conversations), written assignments, role-playing, and presentations. Techniques for Improving Pronunciation are imitation, practicing sounds, using tongue twisters, role-playing, peer feedback.

Common Difficulties are student attention, limited vocabulary, classroom management, different learning paces, cultural differences, limited number of lessons.

The most difficult skills to develop are grammar, then writing, listening, pronunciation. Causes of difficulties are limited time for practice, grammar difficulties, insufficient student motivation, concentration problems.

Improving teaching quality depends on integration of technology, continuous professional development, creating a supportive environment, individualization of instruction, small group collaborative learning. These findings indicate the diversity of teaching methods, motivation strategies, and classroom management approaches, as well as the need for ongoing professional development to enhance teaching quality.

When delving into the realm of data analysis, one must first grasp the fundamental concepts and techniques that underpin this crucial process. Data analysis entails the systematic examination and interpretation of data to uncover patterns, trends, and insights that inform decision-making and problem-solving. At its core, data analysis involves various methods such as descriptive statistics, inferential statistics, and visualization techniques to draw meaningful conclusions from the raw information at hand. Descriptive statistics enable researchers to summarize and describe the main features of a dataset, while inferential statistics allow for making predictions or inferences about a larger population based on a sample. Moreover, visualization techniques, including graphs, charts, and diagrams, play a pivotal role in rendering data comprehensible and facilitating the communication of findings. By mastering these key



aspects of data analysis, individuals can harness the power of data to derive valuable insights and drive informed decisions across diverse fields and disciplines.

Data analysis is a fundamental process in research that involves interpreting, cleansing, transforming, and modeling raw data into meaningful insights. The main purpose of data analysis is to uncover patterns, trends, and relationships within the data that can help answer research questions or support decision-making. By employing various statistical techniques, data analysts can identify key findings, make predictions, and draw conclusions based on the analyzed data. Additionally, data analysis enables researchers to detect anomalies, validate hypotheses, and determine the significance of results. Overall, this analytical process serves as a crucial tool in extracting valuable information from complex datasets to inform research outcomes and drive informed decision-making. In essence, data analysis plays an indispensable role in converting data into actionable knowledge, thereby enhancing understanding and facilitating evidence-based conclusions.

Upon collecting data for the study, the next crucial step involves selecting appropriate methods of data analysis to derive meaningful insights. Various analytical techniques can be employed based on the type of data and research objectives. One common method is descriptive statistics, which offers a summary of the data through measures like mean, median, and standard deviation. This method provides a clear overview of the dataset, aiding in the identification of trends or patterns. Inferential statistics, on the other hand, allows for drawing conclusions or making predictions about a larger population based on a sample. Hypothesis testing is often utilized within inferential statistics to assess the significance of relationships or differences observed in the data. Beyond these traditional methods, modern approaches like regression analysis and machine learning algorithms offer more advanced capabilities in predicting outcomes or uncovering complex relationships within the data. By employing a combination of these methods, researchers can effectively analyze the collected data to generate reliable findings and actionable insights for further exploration and interpretation.

When delving into the realm of descriptive data analysis techniques, researchers harness various tools to explore and interpret data sets effectively. Histograms, scatter plots, and box plots are essential instruments in this analytical arsenal. Histograms provide a visual representation of the distribution of data, enabling researchers to identify patterns and anomalies in a dataset. Scatter plots elucidate the relationship between two variables, aiding in the detection of correlations or trends within the data. Box plots offer a concise summary of the distribution of a dataset, depicting key statistical measures such as median, quartiles, and outliers. By employing these descriptive data analysis techniques, researchers can extract valuable insights,

unveil hidden patterns, and make informed decisions based on a comprehensive understanding of the data at hand.

The empirical research conducted on the difficulties in language learning within elementary classes in Transcarpathia yielded insightful results regarding the challenges faced by young learners. Among the findings, it was evident that a majority of the students struggled with pronunciation and vocabulary retention. Additionally, the study revealed that a significant portion of the participants had difficulty grasping complex grammar rules and sentence structures. These results point towards a need for more targeted language instruction in elementary classrooms. The implications of these findings are far-reaching, emphasizing the importance of improving teaching methods and materials to better cater to the needs of young language learners. By addressing these challenges early on, educators can help students develop a strong foundation in language skills that will benefit them throughout their academic journey. This research underscores the significance of adapting language learning strategies to suit the unique requirements of elementary students in Transcarpathia.

The results of the empirical research on difficulties in language learning in elementary classes in Transcarpathia have shed light on the challenges faced by young learners in this region. From the responses of 17 teachers who participated in the study conducted through Google forms, it was evident that the lack of resources and outdated teaching materials, such as those by Oksana Karpiuk, significantly hindered their language acquisition. Furthermore, the implications of these findings point towards the urgent need for educational reform in Transcarpathia. The government and educational institutions must invest in updated materials, teacher training, and technology to enhance language teaching and learning in elementary schools. By addressing these key issues, students in Transcarpathia can have a more conducive learning environment that fosters their language skills effectively. Ultimately, this research provides a foundation for future improvements in language education in the region.

## CONCLUSION

In conclusion, this the thesis has explored the difficulties encountered by educators when teaching elementary students in Transcarpathian schools. Through a combination of theoretical analysis and empirical research, we have gained valuable insights into the challenges faced by young learners in their language acquisition journey.

The theoretical part of this paper has provided a comprehensive overview of language learning difficulties in elementary education. We have delved into relevant theories, pedagogical approaches, and best practices, shedding light on the factors that contribute to these difficulties. By synthesizing existing literature, we have built a strong theoretical foundation for understanding language learning challenges in the context of Transcarpathia.

Language learning is a fundamental aspect of education that greatly influences a child's ability to communicate, think critically, and develop intercultural understanding. In the region of Transcarpathia, where multiple languages are spoken, the challenges faced by elementary students in mastering language skills are particularly pronounced. Not only are children required to navigate the complexities of their native language, but they must also grapple with learning additional languages such as Ukrainian, Russian, Hungarian, Slovak, and Romanian. This diverse linguistic landscape presents unique obstacles for educators tasked with equipping students with the necessary language proficiency to succeed in academic and social settings. Consequently, a detailed examination of the difficulties encountered by elementary students in Transcarpathia is essential to better understand the complexities of language learning in a multicultural environment and to develop targeted interventions that address these challenges effectively.

Furthermore, the challenges faced by elementary students in language learning in Transcarpathia are further exacerbated by the lack of resources and support available to these young learners. Many schools in this region struggle with limited funding, which often results in outdated textbooks and a shortage of language teachers who are adequately trained in modern language teaching methods. As a result, students may not receive the necessary guidance and assistance to develop their language skills effectively. Additionally, the cultural and linguistic diversity in Transcarpathia can also pose a challenge for elementary students, as they may be exposed to multiple languages and dialects, which can be overwhelming for young learners. Without proper resources and support, these students may struggle to acquire and master a new language, hampering their overall academic success and future opportunities. It is crucial for educators and policymakers to address these issues and provide the necessary resources and

support to ensure that elementary students in Transcarpathia can effectively learn and communicate in a new language.

One major factor contributing to difficulties in language learning in elementary classes in Transcarpathia is the lack of qualified language teachers. Many rural schools in this region struggle to attract and retain skilled language educators due to low salaries and limited professional development opportunities. As a result, students may not receive the appropriate level of instruction needed to effectively learn languages. Additionally, the lack of resources such as textbooks, language labs, and educational materials further hinders the learning process for students. Without access to these tools, students may struggle to practice and reinforce language skills outside of the classroom. Ultimately, these challenges create barriers to language acquisition and may lead to lower proficiency levels among elementary school students in Transcarpathia. Addressing these issues through increased funding for teacher training and educational resources is crucial in improving language learning outcomes in the region.

In order to effectively address the language learning difficulties faced by elementary classes in Transcarpathia, several strategies can be implemented. First and foremost, it is crucial to provide professional development opportunities for teachers to enhance their knowledge and skills in language instruction. This can include workshops, seminars, and ongoing support to ensure that educators are equipped to effectively teach language to young learners. Additionally, incorporating multisensory and interactive activities into the curriculum can help engage students and make language learning more enjoyable and effective. Utilizing technology, such as educational apps and online resources, can also provide students with additional practice and reinforcement outside of the classroom. By implementing these strategies, educators in Transcarpathia can create a more conducive learning environment and support students in overcoming language learning difficulties in elementary classes.

In conclusion, the challenges of language learning in elementary classes in Transcarpathia are multifaceted and require a comprehensive approach to overcome. The lack of resources, such as textbooks and teaching materials in minority languages, poses a significant barrier to effective language acquisition. Furthermore, the limited proficiency of teachers in minority languages hinders students' ability to develop strong language skills. Addressing these challenges will require collaboration between education authorities, teachers, parents, and communities to develop strategies and initiatives that prioritize language learning in elementary schools. By investing in training programs for teachers, providing adequate resources, and fostering a supportive learning environment, we can create opportunities for students in Transcarpathia to cultivate their language skills and preserve their cultural heritage.

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## РЕЗЮМЕ

На завершення в дипломній роботі досліджено труднощі, з якими стикаються педагоги під час навчання учнів початкових класів у школах Закарпаття. Завдяки поєднанню теоретичного аналізу та емпіричних досліджень ми отримали цінну інформацію про виклики, з якими стикаються молодші учні на шляху до вивчення мови.

Теоретична частина цієї статті надала комплексний огляд труднощів вивчення мови в початковій школі. Ми заглибились у відповідні теорії, педагогічні підходи та передовий досвід, проливаючи світло на фактори, які сприяють цим труднощам. Синтезуючи існуючу літературу, ми створили міцну теоретичну основу для розуміння проблем вивчення мови в контексті Закарпаття.

Вивчення мови є фундаментальним аспектом освіти, який значною мірою впливає на здатність дитини спілкуватися, критично мислити та розвивати міжкультурне розуміння. У Закарпатській області, де розмовляють кількома мовами, труднощі, з якими стикаються учні початкових класів в оволодінні мовними навичками, є особливо виразними. Від дітей вимагається не тільки орієнтуватися в складнощах рідної мови, але й боротися з вивченням додаткових мов, таких як українська, російська, угорська, словацька та румунська. Цей різноманітний лінгвістичний ландшафт створює унікальні перешкоди для викладачів, які мають завдання надати студентам необхідний рівень володіння мовою, щоб досягти успіху в академічному та соціальному середовищі. Отже, детальний аналіз труднощів, з якими стикаються учні початкових класів на Закарпатті, важливий для кращого розуміння складнощів вивчення мови в полікультурному середовищі та розробки цільових втручань, які б ефективно вирішували ці проблеми.

Крім того, труднощі, з якими стикаються учні початкових класів у вивченні мови на Закарпатті, ще більше посилюються через брак ресурсів і підтримки, доступних для цих менших учнів. Багато шкіл у цьому регіоні стикаються з обмеженим фінансуванням, що часто призводить до застарілих підручників і нестачі вчителів, які мають належну підготовку щодо сучасних методів викладання мови. Як наслідок, учні можуть не отримати необхідного керівництва та допомоги для ефективного розвитку своїх мовних навичок. Без належних ресурсів і підтримки цим учням може бути важко оволодіти новою мовою, що перешкоджає їхньому загальному академічному успіху та майбутнім можливостям. Вкрай важливо, щоб освітяни та політики вирішували ці проблеми та надавали необхідні ресурси та підтримку для того, щоб учні початкових класів Закарпаття могли ефективно вивчати та спілкуватися новою мовою.

Одним із головних факторів, що спричиняє труднощі з вивченням мови в початкових класах на Закарпатті, є брак кваліфікованих вчителів мови. Багато сільських шкіл у цьому регіоні намагаються залучити й утримати кваліфікованих викладачів мови через низькі зарплати та обмежені можливості професійного розвитку. Як наслідок, учні можуть не отримати належного рівня навчання, необхідного для ефективного вивчення мов. Крім того, брак ресурсів, таких як підручники та навчальні матеріали, ще більше заважає процесу навчання студентів. Без доступу до цих інструментів учням може бути важко практикувати та закріплювати мовні навички поза аудиторією. Вирішення цих проблем шляхом збільшення фінансування підготовки вчителів та освітніх ресурсів має вирішальне значення для покращення результатів вивчення мов у регіоні.

Для ефективного вирішення труднощів вивчення мови, з якими стикаються початкові класи Закарпаття, можна реалізувати кілька стратегій. Перш за все, вкрай важливо надати вчителям можливості для професійного розвитку, щоб покращити їхні знання та навички з викладання мови. Це може включати воркшопи, семінари та постійну підтримку, щоб переконатися, що викладачі мають підготовку для ефективного навчання мови молодших учнів. Крім того, включення мультисенсорних та інтерактивних заходів у навчальну програму може допомогти залучити студентів і зробити вивчення мови більш приємним та ефективним. Використання технологій, таких як навчальні програми та онлайн-ресурси, також може надати студентам додаткову практику та закріплення за межами аудиторії. Впроваджуючи ці стратегії, освітяни Закарпаття можуть створити більш сприятливе навчальне середовище та підтримати учнів у подоланні труднощів вивчення мови в початкових класах.

Підсумовуючи, можна сказати, що проблеми вивчення мови в початкових класах Закарпаття багатогранні та потребують комплексного підходу до подолання. Відсутність ресурсів, таких як підручники та навчальні матеріали мовами меншин, створює значну перешкоду для ефективного засвоєння мови. Крім того, обмежений рівень володіння вчителями мовами меншин заважає студентам розвивати сильні мовні навички. Вирішення цих проблем вимагатиме співпраці між органами управління освітою, вчителями, батьками та громадами для розробки стратегій та ініціатив, які віддають перевагу вивченню мов у початкових школах. Інвестуючи в навчальні програми для вчителів, надаючи відповідні ресурси та сприяючи сприятливому навчальному середовищу, ми можемо створити можливості для студентів Закарпаття розвивати свої мовні навички та зберігати свою культурну спадщину.

## Appendix

### 1. Where do you teach?

Language school

Kindergarten

Secondary school

Individual classes

Other (please specify): \_\_\_\_\_

### 2. How many years have you been teaching English?

### 3. How often do you attend further training, or do you participate in foreign online webinars to get information about the latest educational methods and techniques?

Every year

Every two years

Every three years

Seldom

Never

### 4. Do you consider the continuing education opportunities available in Transcarpathia adequate for your professional development?

Yes, absolutely available

Yes, somewhat available

Seldom available

No, somewhat available

Not at all

### 5. What is the average age of your pupils:

4-5 years old

6-7 years old

8-9 years old

### 6. Which language teaching methods do you most frequently employ?

The Direct Method

Grammar-Translation

Audio-Lingual

The Structural Approach

Total Physical Response (TPR)

Communicative Language Teaching (CLT)

Task-based Language Learning

The Natural Approach

Eclectic Approach

**7. What teaching strategies do you use to introduce new vocabulary to elementary pupils?**

Creating notebooks/ vocabularies

Making word cards

Using pictures

Using real objects

Semantic mapping

Describing the scene in which the word could be used.

Making/ singing original songs

Teaching pairs of words at one time.

Using Total Physical Response technique that links a physical movement to English words

Other (please specify): \_\_\_\_\_

**8. Which textbook or educational materials do you use for teaching elementary pupils?**

**9. Do you think the book is appropriate? Rate the textbooks on the scale of 1 to 5, where 1 is totally good, and 5 not at all.**

1 2 3 4 5

**10. What additional resources or materials do you find most effective for teaching young learners a foreign language?**

Educational apps

Games and quizzes

Audiovisual materials

Storybooks

Toys

Social media networks

Board games

Songs and rhymes

Other (please specify): \_\_\_\_\_

**11. How do you manage classroom dynamics and keep young learners engaged during language lessons?**

Focusing on the strengths of each student

Positive reinforcement of behaviour

Creating a routine

Using both active and calm tasks

Using attention grabbers

Promoting positive behaviour as a whole class

Giving out class rewards

Other (please specify): \_\_\_\_\_

**12. How do you scaffold learning for students with varying language proficiency levels in the classroom?**

Pre-Teaching Vocabulary

Using Visual Aids

Activating Prior Knowledge

Modeling with live examples, stories the concept of the word

Promoting Classroom Interaction (asking students a question or providing them a prompt, then they have to discuss it with a partner)

Other (please specify): \_\_\_\_\_

**13. What strategies do you use to encourage shy or hesitant students to participate actively in language activities?**

Creating a supportive environment

Offering opportunities for participation that suits their comfort level

Building their confidence gradually

Getting to know their interests

Practicing active listening

Encouraging peer support and collaboration

Equipping students with coping strategies for anxiety

Encouraging feedback

Other (please specify): \_\_\_\_\_

**14. How do you assess elementary students' progress and proficiency in a foreign language?**

Class discussions, group activities

Implementing diverse tasks that simulate real-world language use (presentations, debates, and writing assignments)

Regularly observing students during class activities, interactions, and exercises.

Using informal assessments (quick quizzes, games, and short conversations)

Implementing formative assessments (mini-projects, presentations, and group activities)

Assign written tasks (simple essays, journal entries, or fill-in-the-blank exercises)

Incorporating listening comprehension tasks, role-plays, and oral presentations

Conducting regular meetings with parents (discussing students' progress, share feedback, and collaborate on strategies to support their language development)

Other (please specify): \_\_\_\_\_

**15. What techniques do you use to help elementary students overcome pronunciation challenges in a foreign language?**

Listening and imitating;

Learning the phonetic alphabet;

Focusing on minimal pairs;

Using tongue twisters;

Sound Practicing;

Role Play and Dialogues;

Peer Feedback and Group Activities;

Recording and Reflecting;

Regular Pronunciation Assessments;

Other (please specify): \_\_\_\_\_



**16. What are the most common difficulties encountered when teaching English to young students?**

Attention Span;

Limited Vocabulary;

Pronunciation Difficulties;

Different Learning Paces;

Cultural Differences;

Lack of Exposure;

Classroom Management;

Resource Limitations;

Other (please specify): \_\_\_\_\_

**17. What are the most difficult to develop ?**

Grammar

Writing

Speaking

Listening

Vocabulary

Reading

Pronunciation

**18. What difficulties arise with each skill?**

**19. How to improve the quality of language teaching in schools?**

Teacher training and professional development

Integration of technology

Small group activities and collaborative learning

Individualized instruction

Authentic materials and real-world contexts

Assessment and feedback

Continuous evaluation and improvement

Supportive learning environment

# Звіт про перевірку схожості тексту Oxsico

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