

RESEARCH TITLE

Towards Effective Methods and Techniques for Teaching English to Young Learners: A Case Study of EFL Teachers in Private Schools in Khartoum State, Sudan

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Abstract

This study investigates the most effective methods and techniques as pedagogical process for teaching English language to EFL young learners. Despite the recognized teaching methods and teaching techniques, there are some EFL teachers encounter difficulties in teaching English language in young learners' classes. This Study adopts a quantitative descriptive design using a structured questionnaire administered to a sample of fifty participants their profession is teaching English language particularly to young learners. The findings of this study reveal that the majority of participants approved that the eclectic method and its techniques is an effective method for teaching English to young learners (TEYLs). However, the results also indicate that while teaching English to young learners required certain techniques, these are implemented in the eclectic method which it is considered as the best effective method compared to all others teaching methods. The study concludes that applying the eclectic method and its techniques in young learners' classes can significantly facilitate teachers' teaching process and avoid difficulties. Pedagogical effects and recommendations for future studies are discussed.

Key Words: TEYLs – eclectic method – EFL teachers- descriptive study.

نحو أساليب وتقنيات فعّالة لتدريس اللغة الإنجليزية للمتعلمين الصغار: دراسة حالة لمعلمي اللغة الإنجليزية كلغة أجنبية في المدارس الخاصة بولاية الخرطوم، السودان.

المستخلص

تبحث هذه الدراسة في أكثر الأساليب والتقنيات فاعلية بوصفها عملية تربوية لتدريس اللغة الإنجليزية للمتعلمين الصغار من متعلمي اللغة الإنجليزية كلغة أجنبية. وعلى الرغم من وجود أساليب وتقنيات تدريس معروفة، فإن بعض معلمي اللغة الإنجليزية كلغة أجنبية يواجهون صعوبات في تدريس اللغة الإنجليزية في صفوف المتعلمين الصغار. اعتمدت هذه الدراسة المنهج الوصفي الكمي، باستخدام استبانة منظمة وُزعت على عينة مكونة من خمسين مشاركاً يعملون في مجال تدريس اللغة الإنجليزية، ولا سيما للمتعلمين الصغار. وقد كشفت نتائج الدراسة أن غالبية المشاركين وافقوا على أن الطريقة الانتقائية وتقنياتها تُعد طريقة فعّالة لتدريس اللغة الإنجليزية للمتعلمين الصغار. كما أشارت النتائج إلى أنه على الرغم من أن تدريس اللغة الإنجليزية للمتعلمين الصغار يتطلب تقنيات معينة، فإن هذه التقنيات متضمنة في الطريقة الانتقائية، التي تُعد أكثر الطرق فاعلية مقارنة بطرائق التدريس الأخرى. وتخلص الدراسة إلى أن تطبيق الطريقة الانتقائية وتقنياتها في صفوف المتعلمين الصغار يمكن أن يُسهّل بدرجة كبيرة عملية التدريس لدى المعلمين، ويساعد على تجنب الصعوبات. كما تناقش الدراسة الآثار التربوية وتقدم توصيات للدراسات المستقبلية.

الكلمات المفتاحية: تدريس اللغة الإنجليزية للمتعلمين الصغار، الطريقة الانتقائية، معلمو اللغة الإنجليزية كلغة أجنبية، الدراسة الوصفية.

1. INTRODUCTION

Teaching English language to young learners (TEYLs) has become an interest in the educational field recently, particularly when the age of compulsory Education has become lower in many private schools in Sudan, such learners who are below grade six at basic school level. However, it is noticed that EFL teachers encounter some difficulties in teaching English to young learners, which is the most important factor concerning teaching practice because children's self-awareness of English is not developed to understand English subjects. Thus, teaching English to such age of learners is quite different from adults. In a great sense, the effective methods and techniques in young learners' classes mean successful teaching and learning. Since TEYLs has come to be as a new field in many countries to help learners develop their learning of English in an earlier stage, this study focuses on how to develop teachers' abilities through using the effective methods and techniques in TEYLs. Therefore, there are some private schools in Sudan have started teaching English from the first year at basic school education instead of the fifth year. Hence, this study is an attempt to help EFL teachers at basic schools level in teaching English to young learners. This study is carried out in different basic Schools level for private education (Khartoum State). Accordingly, this study has two main objectives; firstly, to make teachers overcome difficulties in teaching English to young learners. Secondly, to find out effective methods, techniques for teaching English to young learners. In the light of these two objectives the study put the following questions:

- a. To what extend do EFL teachers encounter difficulties in teaching English to young learners?
- b. What are the most effective methods and techniques in teaching English to young learners?

For answering these questions, the researchers assumed these hypotheses:

- a. EFL Teachers somehow encounter difficulties in teaching English to young learners.
- b. The eclectic method and its techniques is the most effective method in teaching English to young learners.

The problem of this study states that many EFL teachers of young learners need certain skills to deal with young learners' classes because children have a short attention and concentration span. Therefore, teachers of young learners struggle to keep up with such situation and seek methods and techniques in teaching English to young learners at such age. This fact is reflected in some private schools in Khartoum State, Sudan. The researchers of this study believe that dealing with this task is very significant; firstly, naming certain methods and presenting operative techniques however, this helps teachers to overcome difficulties in young learners' classes. Secondly, this study is expected to draw attention of teachers, syllabus designers, administrators, and all those who are concerned with this issue, that young learners need a special methods and strategies in teaching English language.

2. LITERATURE REVIEW

2.1 Young Learners

Scott and Ytreberg, (1990) define that young learners are the children from the first year of formal schooling (five-six, years old) to eleven or twelve years of age. Children are different from adults; because children are still developing and they learn as they play .In other words they learn spontaneously and quickly as they learn their native language at the same time, effectively and enjoyably. Bearing in mind such innateness, why teachers do not utilize such abilities in designing a solid foundation which will enable them in their later studies. Phillips, (1993) describes young learners as Children from the first year of formal schooling (five or

six years old) to eleven or twelve years of age. However, as any children's teacher will know, it is not so much the children's age that counts in the classroom as how mature they are. There are many factors that influence children's maturity: for example, their culture, and their environment (city or rural), their sex, the expectations of their peers and parents. Some researchers as Penfield and Roberts (1987) assume that the optimal age for learning a language is in the range of (5-10) years old. This may be the result of flexibility of young mind and the malleability of the young tongues to be better speakers of English. It may also be the results of the skill that will help children achieve their full potential in their later studies. There is a big difference between what children of five can do and children of ten can do. Some children develop early, some later and some develop gradually. But it is possible for teachers to observe certain characteristics of young children which should enable them to be aware of their teaching strategies managing skills.

2.2 Characteristics of Young Learners

Children are unique learners and it is very essential for the teacher to understand their characteristics, instincts, and interests in their linguistic and emotional aspect, because these play a crucial role in involving young learners in learning process. Young learners differ from adults in language learning. Scott and Ytreberg (1990), see that children understanding come through hands, eyes and ears. Also, Cameron (2001) thinks that young learners are keen, enthusiastic and can be easily motivated nevertheless they have short attention span and lose interest more quickly. In a similar way, Philips (2001) assumes that children are great mimic and usually enjoy the activities that the teacher has prepared for them.

2.2 Teachers of Children

Thompson (2004), considers that prior teaching, the teacher of early learners should be responsible to those who are in the classroom, in terms of trends in teaching methodology worldwide, i.e. responsibility should be at the very beginning with the child as a "whole" the younger the child, the greater the responsibility. The continuing growth of teaching English to young learners brings number of challenges. Starting to learn English at an earlier age may not bring automatic improvements to proficiency levels, unless teachers' education and their skills in language teaching both adapt to meet the challenges of the new situation. Cameron (2003) states that teachers of children (young learners) need:

- a. An awareness of how children think and learn.
- b. Skills and knowledge in spoken English to conduct whole lessons orally.
- c. An ability to identify children's interests and use them for language teaching.
- d. To be equipped to teach initial literacy in English.

Cloud (2002), considers the following factors as what teachers of young learners need; is using appropriate methods and materials and enjoying the work with young learners as a way of understanding children's behaviors. The researcher of this study thinks that, these points will be effective in teaching young learners' classes, when they are possible.

2.3. The Teacher- Children Relationship

A well- trained teacher has to be creative, helpful and facilitating difficulties that could be encountered in managing youngers' classroom. In this regard, Smith and Laslett (1993) noted that a balance in the relation between pupils and teachers "*can easily be upset*". Therefore, the quality of the teacher-student relationship requires certain kinds of skills associated with positive children attitudes toward school. By the time a child spends hours with the teachers. In which the teacher is the dominant figure in the classroom. Also, Johnston (2008), sees that the teacher student relation is the foundation of the moral interaction in language teaching. It has been central in understanding the situations and children traits.

2.4. The Teacher Parents Relationship

Parents should be in constant contact with the educational environment and teachers have to enlighten them with curriculum and instructional methods being used to their children. Also, teachers should inform parents with the tests outcome of their children. Such gaudiness is so effective that Nissani (1990) reports it as; “the home and school should ideally work effectively together and support one another in the job of nurturing and educating young children”.

It is clear that teachers and parents need to work together closely to promote full learning opportunities for all learners. Teachers and parents must maintain positive and continuous communication. These contacts allow them to exchange information regarding the child's activities in school or at home. Due to the researcher's previous work with such an age group, a teacher must; be patient, love children and understand their individuality. Also it is very important to keep in contact with their parents and this will make teachers deal easily with such group of learners.

2.5 Classroom Management

Classroom management has a great sense in effective teaching and learning. Therefore, this effectiveness cannot take place in poorly- managed classes. If learners are disordered and misbehaved and no apparent rules and procedures guide behavior, chaos becomes the norm. In this respect, Martin and Sugarman (1993) define it as “classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur”. Also, Richards (1990) defines classroom as: “Classroom management refers to the ways in which student behavior, movement and interaction during a lesson are organized and controlled by the teacher”.

The process of classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness and the number of student in the classroom. Effective classroom management involves many elements to be considered such as; making students comfortable, providing proper and effective discipline, and careful strategies and plans that ensure a successful classroom management in EFL young learners. Those elements are briefly explained, and their managerial roles are closely pointed in this study. As Coker (2004) states that *building a strategy on managerial activities will contribute to the development of learners' perceptions of the nature and quality of the EFL classroom climate and these perceptions, in turn, are linked in important way to the achievement of educational outcome*”.

Read (2005) suggests seven rules provide an integrated framework for managing children positively and creating a happy working environment:

Relationships: Creating and maintaining a positive relationship with learners is at the heart of establishing a happy learning environment.

Rules: Establish a limited number of rules and make sure they are clear, as well as the reasons for having them.

Routines: Classroom routines make it clear, what is expected of them and what they should do.

Rights and Responsibilities: Although these may not be stated explicitly with very (YL) teachers can model through their own actions.

Respect: Students who are treated respectfully by the teacher will respond in a similar way to the teacher. If the children feel that the teacher treats them as individuals, they will also respond to the teacher as well and not with a collective group mentality.

Rewards: Reward systems can be an effective way of reinforcing appropriate behaviour e.g. using stars, stickers, points, smiley faces, and raffle tickets.

2.6. Praising Children

Young learners respond well to praise when they have done something well or made an effort to try something new. Therefore, if teachers reward this definitely the level of classroom management will increase. A decent amount of praise when it comes to children makes them work better. So, teachers have to praise children all the time even for the smallest things they do or say properly. Brophy (1983) considers that classroom rules and procedures focused on positive behaviors decrease management difficulties in inclusive classrooms. In addition to these strategies Jones and Jones (2001) add that “Teachers who reinforce appropriate behaviors of their students frequently experience less problems regarding classroom management”.

2.7. Methods in Teaching English

2.7.1. Communicative Language Teaching (CLT)

Larsen-Freeman, (2000), explains that Communicative Language Teaching focuses on interaction as the main means of language teaching. This approach encourages young learners to communicate in functional settings, helping them to use the language creatively and independently through activities such as role-plays, games, and group work; children learn to use English feelingly.

2.7.2. Task-Based Language Teaching (TBLT)

Willis, (1996), puts the TBLT as an emphasis on the use of meaningful tasks in planning and teaching. Activities like problem-solving tasks, projects, and games not only engage learners but also promote their language skills in context. This method allows young learners of English language to experiment with language in a safe and structured environment.

2.7.3. Total Physical Response (TPR)

This method is developed by James Asher, which involves physical movement in response to verbal input, allowing young learners to act out language concepts. Asher, (2000), explains that the TPR method is particularly effective with kinesthetic learners, as it combines language learning with physical activity, aiding retention and understanding

2.7.4. Eclectic Method in Teaching Young Learners

The eclectic method combines different methods, strategies, and techniques in language teaching. It depends on all teaching methods in which the teacher selects the most suitable activities from various approaches such as communicative language teaching, Total Physical Response (TPR), audio-lingual method, storytelling, games, and task-based learning. This flexibility makes the eclectic method highly effective for teaching EFL young learners.

Young learners usually have short attention spans and learn best through enjoyable, meaningful, and interactive activities. Therefore, the eclectic approach allows teachers to vary classroom activities to maintain motivation and participation. For example, a teacher may use songs and activities to introduce vocabulary, storytelling to develop listening skills, and pair work or games to practice speaking. According to Brown (2007), effective language teaching requires flexibility and adaptation to learners' needs rather than strict dependence on one method. Similarly, Richards and Rodgers (2014), explain that modern language teaching encourages teachers to use a combination of methods to achieve successful learning outcomes.

One important advantage of the eclectic method is that it supports different learning styles among youngsters. Some learners understand language better through movement and action, while others learn through visuals, songs, or communication. By integrating different teaching

techniques, the teacher can address these differences effectively. In addition, the eclectic method creates a learner-centered classroom where students actively participate in learning activities rather than only listening to the teacher.

Moreover, the eclectic approach helps teachers make lessons more meaningful and enjoyable. Young learners are more motivated when activities are varied and connected to real-life situations. Harmer (2007), emphasizes that children learn languages more successfully when lessons are engaging, interactive, and suited to their developmental stage. Therefore, combining methods can improve learners' motivation, confidence, and communication skills.

However, the eclectic method also requires teachers to be skilled and well-prepared. Teachers need to understand different teaching methods and know when and how to apply them effectively. Poor selection of activities may confuse learners or reduce lesson effectiveness. Therefore, careful planning and clear lesson objectives are essential for successful eclectic teaching.

2.8. Strategies for Teaching English

2.8.1 Using Multimedia Resources

López, (2018) says that incorporating multimedia resources like videos, songs, and interactive games can enhance engagement and motivation among young learners. These tools cater to various learning styles and help to illustrate language concepts visually and aurally.

2.8.2. Scaffolding Techniques

Wood, Bruner, & Ross, (1976) put it as scaffolding involves providing support structures to help learners accomplish tasks that they cannot complete independently. Techniques such as modeling, guided practice, and offering feedback are essential as they help learners build confidence and competence.

2.8.3. Storytelling and Literature

Krashen, (1981) explain that storytelling is a powerful tool in teaching English to young learners. It captures their imagination and provides context for vocabulary and grammar. Using age-appropriate literature and interactive storytelling encourages comprehension and language acquisition.

2.9. Techniques for Effective Classroom Practice

2.9.1. Games and Play-Based Learning

Gee, (2003) claims that incorporating games into lessons can make learning English enjoyable and less intimidating for young learners. Games such as word bingo, language board games, and vocabulary flashcards not only promote language development but also encourage social interaction among peers.

2.9.2. Songs and Chants

Hall & Pincas, (2009) explain that using songs and chants can help with pronunciation and rhythm of English. They are particularly effective for young learners as they learn through repetition and melody, making it easier to remember words and phrases

2.9.3. Visual Aids and Real Objects

Utilizing visual aids, such as pictures, charts, and real objects in the classroom can help to contextualize learning and make abstract concepts more concrete. This technique supports visual learners and aids in vocabulary acquisition (Harmer, 2007).

2.10. PREVIOUS STUDIES

A recent study that is relevant to this study is conducted by Islahuddin, (2023), titled: "Teaching English to Young Learners; Literature Review", University of Mataram, Indonesia" the fundamental purpose of his study is concerning age-appropriate materials for teaching English to young learners. However, his study follows the library research method, which involves identifying sources of factual data on a research question. The study findings indicated that the importance of visual aids, interactive materials, storybooks, songs, games and technology integration to engage young learners of English language. However, the current study is similar to the study of Islahuddin, in terms of teaching techniques and the dependent variable; moreover, both studies applied the studies ESL/EFL learners who are in the same level. Whereas, the current study is different from the previous study in the independent variable where this study focuses on teaching methods and techniques the previous study focuses on teaching specific materials. Also, the results of the current investigation served as that eclectic method is effective method in helping EFL teachers teaching English to young learners. Therefore, the researchers of this study agree with Islahuddin's study in terms of the overall structure of the research topic but disagree with him in the independent variable and the study methodology.

3. METHODOLOGY

The researchers of this study traced the descriptive analytic method and the design of the questionnaire for data collection then data were examined utilizing the statistical program SPSS. The participants in this study are males and females EFL English language teachers their experiences in teaching English language between 5 to 20 years, they are the teaching staff of English language at private schools in Khartoum state, Sudan which is the place where the stratified random selection was made. The sample consisted of 50 participants. Those participants were teachers who were delivering classes of English language regularly to young learners. The duration of time of this study is five months from December of the year 2025 up to June in the year 2026. Teaching English language to young learners serves as the primary source material for this study. The researchers used a methodology that consisted of a questionnaire that composed of ten statements for EFL teachers of young learners. Each statement has five options, they are respectively: strongly agree, agree, neutral, disagree and strongly disagree. For the presentation of the results, the researchers used percentages and tables for more explanation. The questionnaire is designed and used as a tool to collect data for investigating the topic; Effective Methods and Techniques for Teaching English to Young Learners.

3.1 Validity and Reliability

In this study the researchers used Pearson correlation through half-methods. According to the equation below it is found that the correlation is:

$Val = \sqrt{0.879238}$ Validity = 0.937677 which is very strong, since the correlation is very strong that means validity and reliability are very strong as well.

4. DATA ANALYSIS, DISCUSSION AND RESULTS

It has been observed that most EFL teachers have agreeable attitudes toward the difficulties of teaching English to young learners. A significant percentage of teachers agreed that teaching English to young learners need special teaching methods and certain techniques or teaching skills. So, this study findings support the previous studies indicating that eclectic method and its techniques have an effective role in teaching English to young learners. The discussions and interpretations of results were systematized to answer the study questions and to confirm the suggested hypotheses in a practical way. The following are the tables that show the descriptive analyzed-data with the discussion of the hypotheses.

Table (1), Statement (1): Teaching English language is a hard task for teachers of EFL young learners.

Options	Frequency	Percentage
Strongly Agree	16	32.0%
Agree	27	54.0%
Neutral	1	2.0%
Strongly Disagree	0	00.0%
Disagree	6	12.0%
Total	50	100.0%

The above table (1) shows the result of the analyzed data of the statement 1; (Teaching English language is a hard task for teachers of EFL young learners. which is relevant for the first question of this study. It shows that the respondents who support this item with 'agree' option represent (54.0%) and with extremely agree option is (32.0%). Whereas, the respondents who support this statement with 'disagree' option represent (12%). Therefore, the majority of respondents' responses to this statement agreed explicitly on the assumption that teaching English language is a difficult task in young learners' classes. With reference to the hypothesis (1), in which the answer is yes, this is approved to be true.

Table (2), Statement (2): Teachers' awareness of young learners' characteristics helps them to overcome some difficulties in teaching English language.

Options	Frequency	Percentage
Strongly Agree	16	32.0%
Agree	15	30.0%
Neutral	5	10.0%
Strongly Disagree	4	8.0%
Disagree	10	20.0%
Total	50	100.0%

The results reported in the above table (2) illustrate that the respondents' views of the statement that says (understanding young learners' characteristics helps teachers to overcome some difficulties in teaching English language) that (32.0%) of the respondents strongly agree with the statement that shown in table (2) and (30.0 %) answer this statement with agree. Whereas, the respondents who strongly disagree and disagree with this statement represent totally (28.0%). According to the interpretation of the frequencies and percentages in the above table, it is noticed that teachers who understand the characteristics of children can overcome such difficulty in managing EFL young learners' classroom. This means the first hypothesis is confirmed to be true.

Table (3), Statement (3): Teachers who overcome difficulties in TEYLs are organized and well prepared for their classes.

Options	Frequency	Percentage
Strongly Agree	18	36.0%
Agree	22	44.0%
Neutral	04	08.0%
Strongly Disagree	02	04.0%
Disagree	04	08.0%
Total	50	100.0%

The results reported in the table above (3) illustrate that the respondents' opinions of the statement (Teachers who overcome difficulties in TEYLs are organized and well prepared for their classes.) represent (36.0%) of the option 'strongly agree' and (44.0%) of the option 'agree'. whereas, (12.0%) of the respondents disagreed on the same statement. According to the interpretation of the frequencies and percentages in the above table, it is noticed that the majority of teachers agreed that for overcoming the difficulties of TEYLs teachers should be organized and well prepared for the classes. Therefore, the first hypothesis is true.

Table (4), Statement (4): Classroom management has a great sense in effective teaching and learning.

Options	Frequency	Percentage
Strongly Agree	18	36.0%
Agree	22	44.0%
Neutral	04	08.0%
Strongly Disagree	05	10.0%
Disagree	02	02.0%
Total	50	100.0%

The presented data in table (4) above, reflects that (36.0%) of the respondents strongly agreed upon the statement that says; establishing conduct of classroom management has effective impact in young learners' classes. Similarly the respondents who answer with 'agree' option reflects (44.0 %) on the same statement. However, this result is totally (80.0%) agreeing with the first hypothesis of this study which serves positively to be correct.

Table (5), Statement (5): Teachers and parents should ideally work together and support one another in the job of educating young learners.

Options	Frequency	Percentage
Strongly Agree	10	20.0%
Agree	15	30.0%
Neutral	01	02.0%
Strongly Disagree	02	04.0%
Disagree	12	24.0%
Total	50	100.0%

In table (5), there are (20.0%) of the respondents answered by 'strongly agree' and (30.0%) of the respondents answered by 'agree' for the statement 5; which says that Teachers and parents should have a relationship to support one another in the job of educating young learners. While, there are (28%) of the respondents answered by strongly disagree and disagree options. That means the half of the respondents agreed with the statement as shown in the above table 5. That proves, the first hypothesis is somehow true.

Table: (6), Statement (6) Communicative, Task-Based and Total Physical teaching methods are the most effective ones for teaching EFL young learners.

Options	Frequency	Percentage
Strongly Agree	05	10.0%
Agree	05	10.0%
Neutral	08	16.0%
Strongly Disagree	10	20.0%
Disagree	22	44.0%
Total	50	100.0%

From the table (6), it is clear that (10.0%) of the respondents strongly agreed and (10.0%) agreed with the statement; (Communicative, Task-Based and Total Physical teaching methods are the most effective ones for teaching EFL young learners) in total the respondents who support this statement represent (20.0%). Whereas, the respondents who do not support the same statement, they are (64.0%) of the respondents who agreed with that statement this indicate that there are other methods are more effective in young learners' classes. So, the second hypothesis is not confirmed true yet.

Table (7), Statement (7): The Eclectic method is the best method of teaching EFL young learners.

Options	Frequency	Percentage
Strongly Agree	24	48.0%
Agree	23	46.0%
Neutral	01	02.0%
Strongly Disagree	00	00.0%
Disagree	02	04.0%
Total	50	100.0%

In the above table (7) the represented data shows that teachers who responded with 'strongly agree' and 'agree' represent (92.0%), while the teachers who responded by 'disagree' option represent (4.0%) and the others are neutral who represent (4.0%). This investigation reflects that almost the respondents agreed with the statement: (The Eclectic method is the best method of teaching EFL young learners) which means it is strong and accepted, that means if teachers apply the eclectic method, there will be less difficulties and appropriate techniques in younger's classroom contexts.

Table: (8), Statement (8): The eclectic method techniques reflect the success of teaching English to young learners.

Options	Frequency	Percentage
Strongly Agree	22	44.0%
Agree	23	46.0%
Neutral	03	06.0%
Strongly Disagree	00	00.0%
Disagree	02	04.0%
Total	50	100.0%

From the above table (8), (96.0%) agree, while (4.0%) disagree, this reflects that the majority of the respondents is strongly agree with the statement that says (techniques of the eclectic method reflect teachers' success in TEYLs). That means teachers' who apply the eclectic method techniques reflects the positive side of teaching English to young learners. Generally, this result indicates that the majority of the respondents have not used certain techniques effectively in young learners' classes. Therefore, this reveals the need for raising teachers' awareness of the eclectic method techniques in the purpose of helping teachers to reduce difficulties in teaching young learners.

Table: (9), Statement (9): Integrating games and fun activities into lessons make learning English enjoyable for young learners.

Options	Frequency	Percentage
Strongly Agree	18	36.0%
Agree	22	44.0%
Neutral	04	08.0%
Strongly Disagree	02	04.0%
Disagree	04	08.0%
Total	50	100.0%

The results reported in the table above (9) illustrate that the respondents' views of the statement (Integrating games and fun activities into lessons make learning English enjoyable for young learners.) that (36.0%) of the respondents strongly agreed on integrating games into lessons and (44.0%) of them are agreed also on that assumption whereas, (12.0%) of the respondents disagreed on integrating games into lesson for teaching young children. According to the interpretation of the frequencies and percentages in the above table, it is noticed that the majority of teachers agreed that one of the difficulties of TEYLs because of lacking the integrative games into lesson as strategies of educating children make learning English enjoyable for young learners. Therefore, the second hypothesis is true.

Table: (10), Statement (10) Using multimedia resources and strategies stimulate children's interests.

Options	Frequency	Percentage
Strongly Agree	25	50.0%
Agree	20	40.0%
Neutral	03	06.0%
Strongly Disagree	00	00.0%
Disagree	02	04.0%
Total	50	100.0%

As shown in the table above (10), (90.0%) answered agree while (00.0%) answered disagree. The statistical result of above table (10) denotes that, the majority of the respondents agreed with the statement that says (the variations of activities, skills and strategies inspire children's education). This means the second hypothesis is true.

5. CONCLUSION

Based on the data analysis of the effective method and techniques in teaching English to young learners, it was observed that at the beginning of this study, all the participants had reflected to some extent their difficulties in dealing with EFL young learners' classes. Meanwhile, many EFL teachers of young learners fail to recognize the significant role of the eclectic method and its techniques in teaching English to young learners. Therefore, the researchers of the study hypothesized that this is the main cause of the teachers of young learners. So, the objective of this study is to determine whether or not the application of the eclectic method and its techniques can reduce difficulties of teaching English to young learners. For the purpose of this investigation, the questions that were examined have been reorganized as hypothetical statements. Firstly, teachers' awareness of the effective role of the eclectic method and its techniques help them in developing their abilities in TEYLs. Secondly, the findings obtained from the questionnaire indicated that many teachers

recognized the importance of this study in assisting them to overcome the challenges that encounter teaching English to young learners. In summary, the findings of this study offer that; the eclectic method is effective method that helps EFL teachers in young learners' classes. Also, its techniques help teachers to generate new teaching skills and strategies. Finally, teaching English to young learners associated with the teacher's skills and strategies however, the eclectic method and its techniques can help more in doing these skills and strategies.

6. RECOMMENDATIONS

- a. Teachers should appreciate the way that young children learn English is not like that way of adults and treat them with kindness.
- b. EFL teachers should be aware of the effectiveness of eclectic method in overcoming the difficulties of teaching English to young learners.
- c. For a well-managed classroom to be effective and successful, school administration and parents should help and appreciate the tasks of the teacher of young learners.
- d. Teachers have to use different activities in the classroom to stimulate learners' interest because children lose interest quickly.
- e. Teachers need the eclectic method and its strategies to infuse with effective role of such method in TEYLs.
- f. It is also significant for EFL teachers to cooperate with one another in the extra activities of the eclectic method should be practiced to enhance teaching English to young learners.

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