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TEACHER REFLECTIONS ON LEARNING DIFFICULTIES IN ESL CLASSROOMS: ADDRESSING ATTENTION LOSS IN YOUNG LEARNERS

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Abstract: This article examines teacher reflections on learning difficulties in English as a Second Language (ESL) classrooms with particular attention to concentration loss among young learners. Maintaining attention during language lessons is one of the most challenging aspects of teaching children because young learners are easily distracted by environmental, emotional, and cognitive factors. The study explores pedagogical and psychological reasons behind attention loss and analyzes classroom strategies that help learners remain active and engaged during lessons.

The research is based on classroom observation and an experimental pre-test and post-test design involving two groups of primary-level learners. One group studied through traditional teacher-centered lessons, while the second group participated in activity-based and interactive learning sessions including games, movement tasks, visual materials, and short collaborative speaking activities. The findings reveal that interactive classroom management techniques significantly improve learner concentration and classroom participation. The results also demonstrate that teacher flexibility, lesson variety, and emotional support positively influence student attention and motivation in ESL classrooms.

Key words: attention loss, young learners, ESL classrooms, classroom management, interactive learning, learner motivation.

Annotatsiya: Ushbu maqola ingliz tilini ikkinchi til sifatida oʻqitiladigan (ESL) sinflarda yosh oʻquvchilarda uchraydigan diqqat yoʻqolishi muammosiga oid oʻqituvchi kuzatuvlarini oʻrganadi. Til darslari davomida oʻquvchilarning diqqatini saqlab qolish bolalarni oʻqitishdagi eng murakkab vazifalardan biri hisoblanadi, chunki yosh oʻquvchilar tashqi muhit, hissiy holat va kognitiv omillar sabab tez chalgʻiydi. Tadqiqot diqqatning pasayishiga olib keluvchi pedagogik va psixologik sabablarni tahlil qiladi hamda oʻquvchilarni faol va qiziqarli dars jarayoniga jalb qiluvchi usullarni oʻrganadi.

Tadqiqot sinf kuzatuvlari hamda oldindan va yakuniy testlarga asoslangan tajribaviy usul orqali olib borildi. Bir guruh anʼanaviy oʻqituvchi markazli darslarda qatnashgan boʻlsa, ikkinchi guruh oʻyinlar, harakatli topshiriqlar, vizual materiallar va qisqa hamkorlikdagi gapirish mashqlari asosidagi interaktiv darslarda ishtirok etdi. Natijalar shuni koʻrsatdiki, interaktiv sinf boshqaruvi metodlari oʻquvchilarning diqqatini va darsdagi ishtirokini sezilarli darajada oshiradi. Shuningdek, oʻqituvchining moslashuvchanligi, darsdagi xilma-xillik va emotsional qoʻllab-quvvatlash ESL sinflarida motivatsiya va diqqatga ijobiy taʼsir koʻrsatishi aniqlandi.

Kalit soʻzlar: diqqat yoʻqolishi, yosh oʻquvchilar, ESL sinflari, sinfni boshqarish, interaktiv oʻqitish, oʻquvchi motivatsiyasi.

Аннотация: Данная статья рассматривает размышления учителей о трудностях обучения в классах английского языка как второго языка (ESL), уделяя особое внимание потере внимания у младших школьников. Сохранение концентрации во время языковых занятий является одной из самых сложных

задач при обучении детей, поскольку младшие учащиеся легко отвлекаются под воздействием внешних, эмоциональных и когнитивных факторов. В исследовании анализируются педагогические и психологические причины снижения внимания, а также методы, помогающие поддерживать активность и вовлечённость учащихся на уроках.

Исследование основано на наблюдениях в классе и экспериментальном подходе с использованием предтеста и посттеста, в котором участвовали две группы учащихся начального уровня. Одна группа обучалась традиционным способом, тогда как другая группа участвовала в интерактивных занятиях с использованием игр, подвижных заданий, визуальных материалов и коротких коммуникативных упражнений. Результаты показали, что интерактивные методы управления классом значительно повышают концентрацию и участие учащихся. Также было установлено, что гибкость учителя, разнообразие уроков и эмоциональная поддержка положительно влияют на внимание и мотивацию младших школьников в ESL-классах.

Ключевые слова: потеря внимания, младшие школьники, ESL-классы, управление классом, интерактивное обучение, мотивация учащихся.

Introduction. Teaching young learners in ESL classrooms requires not only language instruction but also effective classroom management and psychological understanding. One of the most common difficulties teachers face is attention loss during lessons. Young learners often struggle to maintain concentration for long periods, especially during repetitive or teacher-centered activities.

Attention plays a significant role in language acquisition because students learn more effectively when they are mentally engaged in classroom tasks. However, many

children become distracted quickly due to boredom, fatigue, emotional stress, or lack of interest in lesson activities. As Cameron explains, young learners require dynamic and meaningful learning experiences to remain focused during language instruction [1, 64].

Another factor contributing to attention loss is the developmental stage of children. Young learners naturally have shorter attention spans compared to adolescents or adults. Long explanations and passive learning activities may therefore reduce participation and motivation.

Classroom environment also affects learner concentration. Noisy classrooms, limited interaction, and monotonous teaching methods may negatively influence students' ability to focus. Harmer notes that active participation and variety are essential for maintaining learner engagement in language classrooms [2, 91].

Teacher reflections show that emotional support is equally important. Children who feel nervous, tired, or insecure often lose concentration more quickly. Positive teacher-student relationships help learners feel comfortable and motivated during classroom activities.

The aim of this study is to analyze teacher reflections on attention loss among young learners in ESL classrooms and to identify effective strategies that improve concentration and classroom engagement.

Literature review. Learning difficulties related to attention and concentration have been widely discussed in educational psychology and language teaching methodology. Researchers emphasize that young learners require active and emotionally supportive learning environments.

Cameron explains that children learn languages more successfully when

activities are connected with movement, games, and imagination [1, 67]. Passive learning methods reduce learner interest and concentration.

Harmer highlights that lesson variety is essential for maintaining classroom attention. He states that young learners lose motivation when classroom routines become repetitive or predictable [2, 94].

Piaget's cognitive development theory also suggests that children learn more effectively through active exploration and practical experience [3, 52]. This means that ESL lessons should include interactive tasks rather than only theoretical explanation.

Scott and Ytreberg emphasize the importance of short and varied activities in teaching children. According to them, changing classroom tasks regularly helps maintain attention and participation [4, 38].

Recent classroom studies demonstrate that games, visual materials, songs, and collaborative speaking tasks improve learner engagement and reduce inattentive behavior in ESL classrooms.

Methodology. This study used an experimental approach involving 28 primary-level ESL learners. The participants were divided into two groups.

Group A studied through traditional classroom instruction based mainly on explanation and textbook exercises.

Group B participated in interactive lessons involving educational games, visual aids, movement activities, storytelling, and collaborative speaking tasks.

A pre-test was conducted to evaluate learner attention and classroom participation before the experiment. After four weeks of observation and instructional practice, a post-test was administered.

Teacher reflections, classroom observation notes, and learner participation records were analyzed to compare concentration levels and classroom engagement in both groups.

Results. The findings indicate that young learners in both groups initially demonstrated frequent attention loss during ESL lessons. However, Group B showed considerable improvement after interactive techniques were introduced. Learners became more active, responsive, and motivated during lessons involving movement and communication activities.

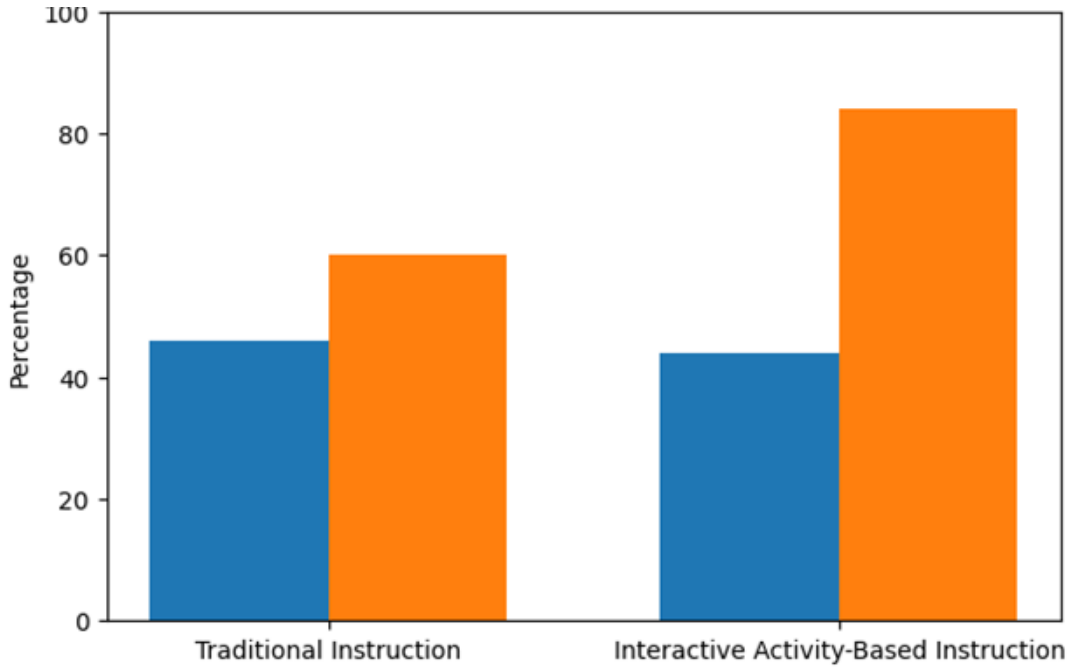
The results also demonstrate that shorter tasks and visual support significantly increased classroom concentration. Students remained focused for longer periods when lessons included variety and emotional engagement.

Table 1. Improvement of attention and participation in ESL classrooms

Group	Classroom Attention (Pre)	Classroom Attention (Post)	Participation Growth
Traditional Instruction	46%	60%	14%
Interactive Activity-Based Instruction	44%	84%	40%

Discussion. The findings confirm that attention loss among young learners is strongly connected with teaching methods and classroom atmosphere. Traditional instruction often fails to maintain concentration because children require active involvement and emotional stimulation during lessons.

Figure 1. Development of learner attention



Another important factor is lesson structure. Long and repetitive tasks reduce learner motivation, while short and varied activities help maintain attention and classroom energy.

Teacher reflections additionally show that emotional support influences concentration. Learners participate more actively when teachers provide encouragement and create friendly classroom environments.

Interactive techniques such as games, storytelling, visual aids, and collaborative tasks help learners remain engaged because they combine movement, imagination, and communication. These activities make language learning more meaningful and enjoyable for children.

Conclusion. This study demonstrates that attention loss is one of the most significant learning difficulties in ESL classrooms for young learners. Children often lose concentration because of repetitive instruction, lack of interaction, and limited emotional engagement during lessons.

The findings show that interactive and activity-based teaching methods significantly improve learner attention and classroom participation. Educational games, movement activities, visual materials, and collaborative speaking tasks help learners remain focused and motivated during language instruction.

Another important conclusion is that teacher flexibility and emotional support strongly influence learner engagement. Positive classroom relationships encourage students to participate actively and reduce inattentive behavior.

The study also confirms that young learners require variety and creativity in classroom instruction. Lessons that include multiple short activities are more effective than long teacher-centered explanations.

In general, addressing attention loss in ESL classrooms requires careful lesson planning, supportive teacher behavior, and interactive teaching strategies. By creating dynamic and learner-centered environments, teachers can improve concentration, motivation, and overall language learning outcomes for young learners.

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