

## **Addressing Common Challenges in teaching English as a foreign language: Strategies for success**

### Abstract

Increasing numbers of English Language Learners as an ESL (English as second language) and EFL (English as foreign language) have created challenges for teachers in any education settings. English, the official language of the entire world is a tricky language to teach. In fact, every language varies to teach. English Language Teaching is now at a crucial juncture as a number of methods, approaches and innovations have been discussed in series of seminars and conferences arranged at various educational institutions. There are four skills of language learning i.e Listening, Reading, Writing and Speaking and to fulfill these skills one has to take constant and arduous efforts until the goal is achieved. The present paper is aimed at to find out certain problem and solution in teaching English as a foreign language. Moreover, the author have concluded that based on the article, more research is needed to identify specific strategies and practices for educating non-native language learners in today's classrooms.

**Keywords:** *Education, teaching – learning process, problem and solution in teaching English, Approach, methods, technique etc.*

### Аннотация

Общие вызовы в обучение английского языка в качестве иностранного и предлагаемые решения.

Повышенное количество изучающих английский язык в качестве второго языка и английского языка в качестве иностранного создало вызовы для преподавателей в общем образовательном аспекте. Английский язык в качестве официального языка во всём мире является очень своеобразным языком для обучения. Фактически каждый язык отличается в аспекте обучения. Обучение в данный момент является первостепенным объединением методов, подходов, инноваций, которые были обсуждены в сериях семинаров и конференций, которые были организованы в разных

образовательных институтах. Существует и навыка изучение языка, то есть прослушивание, чтение, письмо и говорение и для того, чтобы работать с этими навыками следует делать постоянные и усердные усилия для того, чтобы достигнуть цели.

Данная статья направлена на решение определённой проблемы и её решение в обучении английского языка в качестве иностранного. Более того, автор заключил то, что, базируясь на данной литературе, большее количество исследований требуется для того, чтобы определить специфические стратегии и практики для обучения изучающих являющийся “не носителями” языка в современных классах.

**Ключевые слова:** образование, обучение- процесс изучение, проблема и её решение в обучении английского языка, подход, методы, техника и так далее.

#### Annotatsiya

ESL (ingliz tili ikkinchi til) va EFL (ingliz tili - chet tili) sifatida ingliz tilini o'rganuvchilar sonining ko'payishi har qanday ta'lim sohasidagi o'qituvchilar uchun qiyinchiliklar tug'dirdi. Ingliz tili, butun dunyoning rasmiy tili bo'lib, o'qitishda qator qiyinchiliklari mavjud. Aslida, har bir til turlicha o'rgatiladi. Hozirgi kunda ingliz tilini o'qitish juda muhim bosqichda bo'lib, turli xil o'quv yurtlarida o'tkazilgan qator seminar va konferentsiyalarda bir qator usullar, yondashuvlar va yangiliklar muhokama qilinmoqda. Til o'rganish bo'yicha to'rtta ko'nikma mavjud, ya'ni tinglash, o'qish, yozish va gapirish va bu ko'nikmalarni bajarish uchun maqsadga erishilgunga qadar doimiy va tinimsiz harakatlar talab etiladi. Ushbu maqola ingliz tilini chet tili sifatida o'qitishda ma'lum bir muammo va yechim topishga qaratilgan. Bundan tashqari, muallif ushbu maqola asosida bugungi sinflarda chet tilini o'qitishda maxsus strategiya va amaliyotlarni aniqlash uchun ko'proq tadqiqotlar talab qilinadi degan xulosaga keldi.

**Kalit so'zlar:** Ta'lim, o'qitish - o'quv jarayoni, ingliz tilini o'qitishdagi muammolar va yechimlar, yondashuv, usullar, texnika va boshqalar.

## **Introduction**

Education is an engine for the growth and progress of any society. It both states knowledge, capabilities and responsible for building human resources which drives and sets technological innovation and economic growth. English, ubiquitous language of the entire world is a very tricky language to teach. In fact, every language varies to teach. Present day English is the simplest adaptation of a very old Language and yet it is still difficult to teach this language effectively especially to those who speak English as a foreign language. The purpose of this paper is to critically examine challenges and basic solutions for teaching learners that are in early childhood classrooms. The challenges are explored first in the order of teacher, social, and school. The solutions presented are derived from research based best practices to support the general education early childhood teacher in the administration of second language teaching strategies. The solutions will examine the areas of program quality, teacher dispositions, and classroom practices.

English language teaching has acquired greater attention and importance as never before in the context of its position as a global language. The demand for teaching and learning English has been on the rise in all fields. Obviously the demand has brought a lot of pressure on English teachers to perform and produce good results. Consequently, English Teachers and class room practices in teaching English have come into sharp focus for the assessment of the state and stage of teaching English as a foreign language. English Language Teaching is now at a crucial juncture as a number of methods, approaches and innovations have been discussed in series of seminars and conferences arranged at various colleges and universities in. A few of them have already been in practice for a considerable time but found to be short of expectations in improving the language skills of the stakeholders. It needs a lot of motivation, innovation and commitment on the part of all concerned to sincerely and seriously take a new approach, an experiment or a theory through the process of practice from a superficial level to a deeper one.

Mostly English is taught in a very orthodox manner. English is said to be the world's most important language having communicative and educative value. English is used all over the world not out of any imposition but because of the realization that it has certain advantages. A very important reason for regarding English as a world language is that the world's knowledge is enshrined in English. It is a progressive language. It is dynamic and flexible. Over and above English is universally renowned for its power of expression and its rich literature. As far as the teaching English at any level in rural background is concerned we teacher have to suffer from many and uncounted problems those are very challengeable and hard-nut to crack. In modern time there are so many methods and materials available for enhancing the language ability of students and also it has become necessary action to learn English due its importance and global nature. to understand the difficulties in teaching English we should go through the approaches and the heterogeneous background of students. While the numbers of learners is increasing, the teachers and educational systems receiving them face a challenge.

## **CHALLENGES**

The teachers lack preparation and training for working with students that are second language learners (Bell, 2010; Futrell et al., 2003). Young learners are already developmentally in a position of challenge. They have the typical issues that young children face. These issues include being literal, not fully understanding logic, being egocentric, and being concrete learners (Piaget, 1962). Any learners have all of the same barriers as typical young children along with all of the challenges related to learning a new language. In addition, they do not understand the language of instruction in their preschool, the language of their friends, and their needs are misunderstood. Lastly, the English language learners can get confused when the first language sounds are similar to English sounds but used in different contexts (Young, 1996). The wide range of variability in language mastery can create challenges in teaching. There is more to learning English than vocabulary and grammar (Cummins, 1981; Snow, 1992). The social

situation of language use can be even more challenging for the English language learners than the linguistic aspects. Children have to know when to use certain terminology and how to use idioms and slang. These aspects of language learning can be very confusing. Additionally, children learning a second language have a communicative competence barrier (Cummins, 1979). The children are unsure of the functions of the new language and the appropriateness of language usage within specific contexts (Xu & Drame, 2008). This inability creates stress and frustration on the part of the child and reduces the initiative to become part of the community; this is known as the affective filter (Dulay & Burt, 1974). This inability to communicate can be equally frustrating for the teachers as well. (Gillanders, 2007) To understand the teaching and learning process we have to look into the method of teaching, there are so many methods invented by the linguistics.

The classroom dynamics are changed to reflect collaborative learning in which learners help native English speakers to grasp the curriculum, and English speakers help learners to acquire the curriculum through English. The Dual Language model is cost efficient and has a reliable success rate. The outcome of the service delivery models has an effect on learners academic learning because the delivery, time, language used, and population served is still subject to an administrative decision that if made improperly is problematic (Pica, 2000)

## **BASIC SOLUTIONS**

Researchers have been successful in identifying ways to improve teaching the English language in general terms. The solutions listed herein comprise programmatic, teacher, and research based classroom strategies. The solutions that have been identified may be used to scaffold the learning of the learners and influence the way specific strategies are taught within activities:

### **Programmatic solution**

The programmatic environment refers to the atmosphere, curriculum, daily schedule and classroom routines. There are ten programmatic indicators of high quality that impact learners that should be in place to support institution success (Castro et al as cited in Halle et al, 2012). The factors are:

1. Organized and supportive environment. High quality environments are neat, organized, and supportive. Teachers can provide an attitude of support by placing labels in the student's native language as well as English around the classroom (Zehler, 1994). Additionally, structuring the environment and the routines so they are predictable gives the learner an understanding of how tasks are to proceed and how to navigate the room. When the environment is supportive and predictable the learners feel safe and can use their cognitive energy to process content and language rather than focusing on the environment.
2. Positive teacher and child interactions. High quality programs promote and demonstrate positive conversations and learning opportunities. Teachers maintain a pleasant demeanor while working with all children. learners can feel emotionally safe and enjoy the learning process because it is free from stress and pressure. Additionally, the interactions that teachers have with the children demonstrate care and respect, while educationally focused. Teachers can send these messages using smiles and soothing tones, when the language barrier is high.
3. Increased opportunities for peer interactions. Peer scaffolding can be very productive for supporting learners. High quality programs offer time and learning opportunities that support the use of peer interactions. Strategies such as Think-Pair-Share, and cooperative learning increase the opportunities for peer interactions in a structured way.
4. Strategic use of the student's first language. Support and maintenance of the learners home language contributes to the learning of English (NAEYC, 1995). High quality programs have teachers that find ways to use the child's home language to display respect and provide

scaffolding to increase first language proficiency. This allows the native language to serve as a frame of reference for the second language and the children become more willing participants in the learning process.

5. Explicit vocabulary instruction. Teaching vocabulary purposefully to young learners has a positive correlation with academic outcomes . High quality programs plan for purposeful and explicit vocabulary instruction. Instruction in vocabulary contributes to higher reading ability and school functioning.

## **Conclusion**

The above all discussion make us clear that the prime importance of English language and the role of English teacher and his or her duty and the problems faced by them. However, the problems discussed, here, in language teaching have solutions. It is not the fault of either teacher or student but the various stumbling blocks are stated. If these methods are used in teaching – learning process, certainly the current scenario will be changed.

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