

English Language Teaching: Challenges, Approaches and Possible Solutions

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I. INTRODUCTION

There has been a great deal of change in the English language teaching tradition, particularly in the twentieth century. Language teachers around the world have been following this tradition for centuries, perhaps more than any other. As the number of students whose first language is not English rises in India's classrooms, so does the diversity within those classrooms.

1.1 Future-Proofing LSRW Competencies

Listening, Speaking, Reading, and Writing (LSRW) is the full acronym. Four pillars of successful communication are LSRW. Even outside of the workplace, they can help you make friends, form bonds with others and boost your self-esteem. At any age, these skills help us become better individuals.

The most sought-after 21st-century skills include the ability to handle challenges, navigate conflicts, and communicate effectively. One of the most in-demand abilities in today's workplace is the ability to communicate effectively with others. As a result, focusing your efforts on honing these four abilities makes sense. With LSRW abilities, it won't be difficult to make the switch from one career to another, whether you're just out of school or an experienced professional. Motivation and dedication are the first things you need in order to improve your skills. Learning is a never-ending process that necessitates time and self-awareness on your part in order to identify areas that could use improvement. Having a job doesn't necessarily mean you don't need to continue your education. Upgrade and refine what you already know at all times. In order to remain competitive in today's fast-paced business environment, you must constantly broaden your knowledge base. As a result of this, the importance of LSRW skills is highlighted. If you want to keep up with the times, you need to learn these skills.

Listening and speaking are more important than reading and writing when it comes to learning a language. When the LSRW method is used in the order specified, the benefits of learning any subject or topic normally can be greatly enhanced.

II. LISTENING

To learn anything, you must be able to listen well. Because it relies on our ability to use our ears and our minds to comprehend what is being said to us, it is referred to as a responsive ability or a latent skill. It's the first of two commonly taught abilities in the classroom. In the context of communication, listening is the ability to accurately acquire and translate the significance.

Listening is a crucial skill for grasping and putting together the fundamentals, as it is both the most useful and most potent. Understanding is fundamentally erroneous if one lacks the ability to listen adequately. As a result, correlation breaks apart and the learner's comprehension wades out without much effort.

III. SPEAKING

Learning orally is accomplished through the use of speech. The lungs, vocal tract, vocal lines, tongue, teeth, and lips all play a role in making sounds when we speak.

The ability to communicate orally is the second in a series of four skills that make up the educational process. The ability to speak is typically the second skill that we acquire. Using a spoken language to convey one's thoughts and feelings is referred to as speaking or talking. Elocution and recitation are the primary methods used in primary schools for teaching students how to effectively communicate ideas and information through the study of phonetics and the sounds and rhythms they produce.

IV. READING

One of the first things you learn about reading is that there are a variety of reading strategies, and students should be able to identify the one that is best suited to the amount of reading effort required by the material or by their teacher.

The importance of teaching students how to recognise and use their own reading strategies, as well as when to use them, cannot be overstated, especially when faced with test situations where time constraints and the importance of the desired outcome weigh heavily.

The following are the four most common methods of reading:

- Skimming
- Scanning
- Intensive
- Extensive

V. WRITING

In our study of languages, writing is the fourth skill we can acquire. In the same way that speaking requires us to use our hands and our minds, writing requires us to use both in order to deliver the written message, idea, thought, or information that we would have spoken otherwise.

Piece and exploratory writing activities can help students improve their writing skills. Composing, arranging, and organising thoughts on a given subject or topic should be encouraged and taught to students. Cohesiveness, completeness, and accuracy can be achieved in writing if the author follows a logical thought process.

Research has shown a positive correlation between students' use of learning strategies and their success in learning a new language. In order to be a successful student, one must use active learning strategies. Among other things, students can silently repeat back to themselves what the teacher says, mentally prepare an answer to another student's question, or examine the language they're learning in great detail before actively seeking out opportunities to use it outside of the classroom in passive or active ways.

There are four ways to classify active learning strategies. In the first place, meta-cognitive strategies may include scheduling time for studying or assessing the success or failure of specific study methods. Cognitive strategies include techniques such as the use of context clues to guess the meaning of words while reading. Learners use affective strategies to deal with issues such as a lack of motivation or frustration with a lack of progress. Students' ways of collaborating with one another and posing questions to one another are examples of social strategies. A teacher should be aware of which strategies are more likely to lead to successful language learning, and should try to pass these on in an effort to help students who are having difficulties. To complicate matters further, what works for one student may not be appropriate for another.

EFL learners must first learn grammar and vocabulary before they can communicate effectively in a second language. In EFL classrooms, pronunciation is a fundamental linguistic feature that is practised and at the same time the source of the most common problems. On the other hand, forcing students to repeat the same word over and over again can be a tedious task. Your students, on the other hand, will be grateful because it will prevent them from becoming fossils. Teachers should also keep in mind the difference between accuracy and fluency. Accuracy, or the proper use of grammar, has been emphasised throughout language learning and teaching history. Students must be encouraged to use proper grammatical structures and utterances, and this must be a constant goal for teachers. However, the emphasis should be on crafting meaningful sentences.

VI. SOLUTIONS

It is logical to assume that every problem has a solution, and the problems listed above are no exceptions. It is in this section that the researcher makes an attempt to offer some solutions in the hopes of eradicating problems associated with English language education. The following are a few of the solutions put forth:

A: Several Ideas for the Ministry of Education:

- There needs to be a better supply of educational aids in the school system.
- English-language books should be available to students in schools. "

- Students will benefit from better classroom lighting, colour, and size if these issues are addressed.
- In order for students to take advantage of all of their educational options, the average number of students in a class should be reduced.
- English should be taught for a longer period of time.
- Schools should be equipped with tools that make oral examinations easier to administer.
- The Ministry of Education needs a team of experts to help teachers solve the issues they face in teaching and evaluation.
- In order to alleviate teachers' financial concerns, the salary of teachers should be increased. Teachers should be provided with Teachers' Manuals.
- To encourage teachers to improve their teaching, the Ministry of Education should value different teaching qualities differently.

B. Several Ideas for Teachers'

- Teachers should be aware that educational aids can help students learn and teach English more effectively.
- Pre-testing has been shown to help teachers get a sense of their students' skill levels at the start of the school year.
- Indeed, teachers should use the Teachers' Manuals and lesson plans.
- It is possible to motivate students to learn English more effectively by teaching them books other than textbooks.
- Regardless of whether they are teaching in the British or American accent, educators should use the same pronunciation in all classes.
- In order for students to learn more effectively, teachers should cultivate friendships with their students so that they feel more at ease in the classroom.
- All four skills - listening, speaking, reading and writing - must be taught in order for students to reach a desired level of proficiency.
- It is important for teachers to develop their listening skills by listening to English-language broadcasts on radio, television, and other media.

C. To the Textbook Writers: a few ideas

- More emphasis should be placed on the quality of illustrations, photos, and colours in textbooks.
- The textbooks for English should be adapted to the students' mental abilities. etc.
- There should be a scale from easy to difficult for the materials in English textbooks.
- The drills in textbooks should be graded from mechanical to meaningful to communication.

VII. Conclusion

This article has briefly discussed some broad but universally relevant areas that affect teachers' and learners' ability to succeed while learning English, despite the fact that there are numerous ways students can have difficulty learning English.

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