

Umirzoqova Oynisa Zokir qizi

Teacher of general school №81 in Samarkand city
Samarkand, Uzbekistan

Abstract: Learning a foreign language for another language speakers always can be a quite difficult process. But how to teach or learn it depends on the learners themselves. This work aims to clarify the challenges in learning English as a second language, some suggestions and solutions to it from the teachers and learners' point of views. Teaching English to another language owners also means teaching new culture to them and at the same time understanding learners' all points related with language.

Keywords: Self-confidence, proficiency levels, educational support, welcoming environment.

If you are a foreign language teacher, you should think about the culture, way of life, history, behaviors and needs of your students in the beginning of your lesson. From language learning apps to one-on-one lessons with a private tutor, learners often choose the learning method that works best for them. However, students in the classroom are not always so successful. Moving to a new country with new customs, cultural differences, and a completely different language can often be a confusing and overwhelming learning experience [2, 98]. This begs the question - what challenges do ESL students face?

Now we talk about four challenges that many ESL learners face and some tips for creating an inclusive learning environment for all.

1. *Limited English proficiency.* Many students immigrating to the abroad have little or no ability to speak English. When they are placed in a classroom that uses a completely different vocabulary, it can be both stressful and difficult to understand or communicate effectively. 2. *Lack of self-confidence and motivation.* It is common for students to feel frustrated when trying to master the new vocabulary, pronunciation, grammar, and syntax associated with a new language. Thus, it is not unusual for them to feel depressed and afraid of making mistakes or embarrassing themselves in front of their peers. This is why it is so important to motivate and encourage students to learn new languages at every stage of the journey. 3. *Different skill levels.* There are often a variety of ELLs in any classroom: novice language learners, intermediate learners, and near-proficient speakers [3, 135]. New students are more likely to feel comfortable trying out their new skills, while advanced learners may feel like they've mastered the language and divert their energies. With differentiated materials and multiple learning styles available, it is easier to provide each student with content that is relevant to them and improves their skills in general comprehension, grammar and vocabulary. 4. *Limited Educational Assistance.* As the number of ESL students in the classroom increases, so does the need for ESL teachers. Without appropriate support, these students are more likely to experience an achievement gap compared to native English-speaking students. ESL students may have difficulty understanding course material, feel excluded from classroom discussions, or feel unarmed to demonstrate their knowledge during the assessment process [1, 100].

Create a friendly atmosphere. The first step in creating an effective learning environment for ELLs involves creating a safe classroom environment for each student. You can do this in several ways, including: offering individual support where possible, assigning peers to help students translate and understand assignments and providing a friendly face to make them feel more comfortable. *Use multimodal instructions.* There is never one "right way" to learn a new concept. So, when you incorporate multiple teaching methods, your ELL students are more likely to find a strategy that will help them master the material best [4, 203].

Here are some multimodal learning strategies to consider incorporating into your lesson plans:

Visual: Includes visual aids and graphic organizers.

Listening: Read passages aloud and use videos to review content.

Reading/Writing: Encourage memorization and list key concepts and vocabulary.

Kinesthetic: Use facial expressions and gestures to help explain concepts.

One technique that strategy teachers often use to break lessons into manageable chunks is called the gradual release method. This strategy uses three distinct steps: Step 1: "I do." The teacher shows how to do the new concept while the students watch. Step 2: "We do." Then the teacher and the students work together on the same task. The task includes the tasks they learned in the "I do" part of the method [5, 71]. Step 3: "You do." As students become more comfortable, teachers can "release" students to work on the task on their own to determine which students have mastered the concept.

REFERENCES:

- [1] Bialystok, E. The structure of age: In search of barriers to second language acquisition. *Second Language Research*, 2011. – 137.
- [2] Choi, Leejin, and Sunjoo Chung. "Navigating Online Language Teaching in Uncertain Times: Challenges and Strategies of EFL Educators in Creating a Sustainable Technology-Mediated Language Learning Environment." *Sustainability (Switzerland)*, 2021. – 103.
- [3] Holm, A., & Dodd, B. The effect of first written language on the acquisition of English literacy. *Cognition*, 2005. – 147.
- [4] Krug, K., Shafer, T., Dardick, W., Magalis, C., & Parente, R. A test of foreign language acquisition: Paired-association learning. *Applied Cognitive Psychology*, 2003. – 221.
- [5] Moss, D., & Ross-Feldman, L. Second language acquisition in adults: From research to practice. *Center for Adult Language Acquisition*, 2005. – 86.