CHALLENGES OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN NON-NATIVE ENVIRONMENTS

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Abstract

This article explores the role of artificial intelligence technologies in the process of learning the English language. In modern education systems, AI-based platforms, including language learning applications, automatic translation tools, and intelligent assistants, serve as significant instruments for developing students’ language skills. The paper scientifically examines the impact of AI technologies on the development of listening, speaking, reading, and writing skills, as well as their advantages and certain limitations. Furthermore, it discusses the opportunities and prospects of integrating artificial intelligence into the educational system of Uzbekistan. The results of the study indicate that AI tools play an essential role in enhancing autonomous learning, increasing learner motivation, and improving the overall effectiveness of language acquisition.

Аннотация

В данной статье рассматривается роль технологий искусственного интеллекта в процессе изучения английского языка. В современной системе образования платформы на основе искусственного интеллекта, включая приложения для изучения языков, автоматические переводчики и интеллектуальные ассистенты, становятся важным инструментом развития языковых навыков студентов. В статье научно анализируется влияние технологий ИИ на развитие навыков аудирования, говорения, чтения и письма, а также их преимущества и некоторые ограничения. Кроме того, рассматриваются возможности и перспективы использования искусственного интеллекта в системе образования Узбекистана. Результаты исследования показывают, что инструменты ИИ играют важную роль в развитии самостоятельного обучения, повышении мотивации и эффективности изучения языка.

Annotatsiya

Ushbu maqolada sun’iy intellekt texnologiyalarining ingliz tilini o‘rganish jarayonidagi o‘rni va ahamiyati tahlil qilinadi. Zamonaviy ta’lim tizimida sun’iy intellektga asoslangan platformalar, jumladan til o‘rganish ilovalari, avtomatik tarjima vositalari va intellektual yordamchilar talabalarning til ko‘nikmalarini rivojlantirishda muhim vosita sifatida xizmat qilmoqda. Maqolada AI texnologiyalarining tinglab tushunish, gapirish, o‘qish va yozish ko‘nikmalariga ta’siri, shuningdek, ularning afzalliklari va ayrim cheklovlari ilmiy asosda yoritiladi. Bundan tashqari, O‘zbekiston ta’lim tizimi misolida sun’iy intellektdan foydalanish imkoniyatlari va istiqbollari ko‘rib chiqiladi. Tadqiqot natijalari AI vositalarining mustaqil ta’limni rivojlantirish, motivatsiyani oshirish va til o‘rganish samaradorligini kuchaytirishda muhim rol o‘ynashini ko‘rsatadi.

Key words: English as a foreign language (efl), non-native environment, language barriers, student motivation, teaching methodology, communicative competence, limited english exposure, pronunciation challenges, language acquisition, educational resources.

Introduction

English has become one of the most widely used languages in the world, serving as a global medium for communication, education, science, technology, business, and international

cooperation. As globalization continues to connect people from different linguistic and cultural backgrounds, proficiency in English is increasingly regarded as an essential skill for academic success and professional development. Consequently, many countries where English is not spoken as a native language have incorporated English language instruction into their educational systems from primary school to higher education.

Despite its importance, teaching English as a Foreign Language (EFL) in non-native environments presents a variety of challenges for both teachers and learners. Unlike students in English-speaking countries, learners in non-native contexts often have limited opportunities to use English outside the classroom. Their exposure to authentic language input is restricted, and daily communication usually takes place in their mother tongue. As a result, students may struggle to develop practical language skills, particularly speaking and listening abilities, which require continuous interaction and real-life practice

Another significant challenge is the lack of motivation among some learners. In many non-native environments, students view English as merely a compulsory school subject rather than a useful means of communication. This perception can reduce their willingness to participate actively in classroom activities and practice the language independently. Furthermore, differences in learners' language proficiency levels, learning styles, and educational backgrounds make it difficult for teachers to meet the needs of all students effectively.

Teachers themselves may also face obstacles in the EFL classroom. Limited access to modern teaching resources, insufficient technological support, overcrowded classrooms, and a lack of professional development opportunities can negatively affect the quality of language instruction. In addition, some teachers may experience difficulties in implementing communicative teaching methods due to curriculum constraints, examination-oriented education systems, or inadequate exposure to authentic English language use.

Cultural and linguistic differences between English and learners' native languages further complicate the teaching and learning process. Students frequently encounter problems related to pronunciation, grammar, vocabulary acquisition, and language fluency. Interference from the first language often leads to errors and misunderstandings, making language acquisition a gradual and demanding process.

Nevertheless, the challenges associated with teaching English in non-native environments are not insurmountable. Through the use of innovative teaching methodologies, technology-enhanced learning, learner-centered approaches, and continuous teacher training, educators can create more engaging and effective learning experiences. Understanding these challenges is essential for developing strategies that improve language instruction and help learners achieve communicative competence.

Therefore, this paper aims to explore the major challenges of teaching English as a Foreign Language in non-native environments and examine possible solutions that can enhance the effectiveness of English language education. By identifying the factors that influence both teaching and learning processes, the study seeks to contribute to the improvement of EFL practices in diverse educational contexts.

Literature Review : The challenges of teaching English as a Foreign Language (EFL) in non-native environments have been widely discussed by researchers and educators around the world. Numerous studies have highlighted the factors that influence the effectiveness of English language teaching and learning, including limited language exposure, learner motivation, teaching methodologies, and classroom conditions.

According to Stephen Krashen (1985), language acquisition occurs most effectively when learners are exposed to meaningful and comprehensible input. His Input Hypothesis emphasizes that students need regular contact with the target language in order to develop communicative competence. However, in non-native environments, opportunities for authentic English

communication are often limited, which slows down the language acquisition process and affects learners' fluency.

Brown (2007) argues that motivation plays a crucial role in foreign language learning. Highly motivated learners tend to participate more actively in classroom activities and demonstrate greater persistence in overcoming language difficulties. In contrast, students with low motivation often experience challenges in developing language skills, particularly speaking and listening. Brown also notes that teachers should create engaging and learner-centered environments to maintain students' interest in language learning.

Harmer (2015) highlights the importance of communicative language teaching (CLT) in EFL classrooms. He suggests that language learning should focus not only on grammatical accuracy but also on meaningful communication. Nevertheless, implementing communicative approaches in non-native environments can be difficult due to large class sizes, limited instructional time, and examination-oriented educational systems. These factors often encourage teachers to prioritize grammar instruction over communicative practice.

Research conducted by Richards and Rodgers (2014) demonstrates that teaching methodology significantly influences language learning outcomes. The authors emphasize that modern language teaching requires flexibility, innovation, and the integration of technology. They argue that the use of digital tools, multimedia resources, and interactive activities can increase learner engagement and provide additional opportunities for language exposure outside the classroom. Another important aspect discussed in the literature is the role of teachers. According to Scrivener (2011), effective English language teachers need not only linguistic competence but also strong pedagogical skills. Teachers working in non-native environments frequently encounter challenges such as inadequate teaching materials, insufficient professional development opportunities, and limited access to technological resources. These issues may reduce the effectiveness of classroom instruction and hinder students' language development.

Several studies have also examined the influence of learners' first language on English language acquisition. Lightbown and Spada (2021) explain that language transfer can both facilitate and interfere with learning. While similarities between languages may support learning, differences in grammar, pronunciation, and vocabulary often result in errors and misunderstandings. Such challenges are particularly evident among EFL learners who have little exposure to native English speakers.

Overall, the reviewed literature indicates that teaching English in non-native environments is influenced by multiple interconnected factors. Scholars generally agree that limited exposure to English, motivational issues, methodological challenges, and insufficient educational resources remain the primary obstacles to effective EFL instruction. At the same time, they emphasize that innovative teaching strategies, technology integration, and continuous teacher development can significantly improve learning outcomes and help students achieve greater communicative competence.

Discussion and Results : The analysis of the literature reveals that teaching English as a Foreign Language (EFL) in non-native environments involves numerous challenges that affect both teachers and learners. One of the most significant issues identified in the reviewed studies is the limited exposure to authentic English language use outside the classroom. Since English is not commonly used in daily communication in many non-native settings, students often lack opportunities to practice speaking and listening skills in real-life situations. This limitation reduces language fluency and confidence among learners. Another important finding concerns learner motivation. The reviewed literature indicates that motivation is a key factor influencing language learning success. Students who perceive English as a valuable tool for education, employment, and international communication tend to demonstrate higher levels of engagement and achievement. In

contrast, learners who study English only to pass examinations often show lower participation and weaker communicative abilities.

The discussion also highlights the role of teaching methodologies in addressing learning challenges. Traditional teacher-centered approaches remain common in many educational institutions, where grammar translation and memorization are emphasized. While these methods may help students acquire grammatical knowledge, they often fail to develop communicative competence. Modern approaches such as Communicative Language Teaching (CLT), task-based learning, and technology-assisted instruction have been found to increase student interaction and improve language proficiency.

Furthermore, the findings demonstrate that teachers face several professional challenges. Insufficient teaching materials, overcrowded classrooms, limited access to technology, and lack of continuous professional development opportunities can negatively influence the quality of instruction. Teachers who receive adequate training and have access to modern educational resources are generally more successful in creating effective and engaging learning environments. The literature also suggests that linguistic and cultural differences between English and students' native languages contribute to learning difficulties. Pronunciation errors, grammatical interference, and limited vocabulary knowledge frequently hinder learners' progress. However, these challenges can be reduced through regular practice, communicative activities, and exposure to authentic language materials such as videos, podcasts, and online resources.

The results of this study indicate that the effectiveness of English language teaching in non-native environments depends on several interconnected factors, including learner motivation, teaching methodology, teacher competence, and access to educational resources. The findings further suggest that integrating technology, encouraging active student participation, and providing continuous teacher training can significantly improve learning outcomes.

Overall, the discussion confirms that although teaching English in non-native environments presents considerable challenges, these difficulties can be overcome through innovative teaching practices and supportive educational policies. Creating opportunities for meaningful language use both inside and outside the classroom is essential for helping learners achieve higher levels of English proficiency and communicative competence.

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