



Challenges in Teaching English as a Second Language to Adults, Multilingual Settings and Teaching Methods

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ABSTRACT

All living things have some means of conveying information to others in their group, which is ultimately important for their survival. Some use voice noises, others use physical gestures or facial expressions. Many use different methods.

Keywords:

Second language acquisition, general knowledge of English, first language, foreign language, teaching and learning, multicultural, multinational, multilingual country, language centers, English lessons , English language courses, methodological strategies, different languages, cultural and religious origins, primary and secondary school, "teacher-student" system.

Do you struggle with vocabulary words that have multiple meanings? Have you ever come across a word that you know (as you thought) but is used in a totally strange way? English vocabulary is especially difficult because many words have different meanings and can be confused. After all, it is not easy to remember different definitions for each word. Take the word date for example. The word can refer to a specific day of the month, a time when two people spend romantically with each other, the only way to correctly determine which value is being used is to look at the context. This means that it is necessary to use the surrounding words and sentences to understand which definition of an obscure word is appropriate here.

Even if you don't know the meaning of a difficult word, contextual clues will help you understand

it! Can you identify the meaning of the word date in the following sentences? When is the first day of school again? Do you want to go on a date with me? In the first sentence, someone asks when day school starts. This is not a romantic meeting between the two. The first definition fits here.

The second sentence is trickier, but you can understand that someone is asking for a specific, single day. You are asked to spend time with them. The second definition fits here. Another trick is to pay attention to the part of speech (ie noun, adjective, etc.). Usually, different definitions of the same word refer to different parts of speech, so it is very easy to distinguish between them.

Let's get to the point. It means: To refer to a place, direction, person or thing (verb). The

sharp end of an object (noun) Look at the part of speech to find which definition best fits the sentences below. Can you show me the way out? I can't find it. He tapped me with the tip of his pencil.

In the first sentence, the word period is used as a verb, so it can be concluded that the first definition applies to it. In the second sentence, the period is the noun and the second definition is used. If you're looking for more tips on learning polysemantic words in English, this video has more examples and more explanations!

Students admitted to SEEU are of various nationalities. The Language Center operating within this university offers English courses to all students of the general SEEU faculties, from general English skills to academic and ESP. Having this mix of teachers and students, teaching and learning English in this environment is challenging for both parties. The most difficult issue in teaching a foreign language (in our case English) is the question of whether teachers should use the first language of the student or not. This article focuses on the question of whether or not L1 is used in ELF teaching in SEEU, Language Center English classes. If yes, to what extent and in what circumstances is it used? This article explores and develops the methodological strategies that English language teachers use to meet and support students who are raised and educated in multilingual settings. The data collected for this article were analyzed using quantitative and qualitative methods. In conclusion, the results emerging from this study show that the proportionate and careful use of L1 in English classes does not seem to affect students' exposure to the target language.

Macedonia is a very small, but multicultural, multi-ethnic and multilingual country. While in primary and secondary school students are placed in classes based on their nationality, at the university level they are grouped together. This diversity in classrooms, especially in foreign language teaching, sometimes creates many complications in the use of L1. Poudel, P.P.

(2010: 121) define multilingualism as "the condition in which more than two languages are used for similar purposes in the same setting". The challenge of teaching in such diverse settings arises from the fact that a teacher has to manage a classroom full of students from different linguistic, cultural and religious backgrounds. Using L1 learners in such a setting can actually waste time that is meant for teaching and learning. However, another concern arises if the teacher does not speak all of the students' languages in the classroom. On the other hand, if L1 is used, teachers should give equal opportunities to all students so as not to discriminate against any of them.

English teaching methodology, because the builders of the Tower of Babel spoke different languages, the society needed translators. Translators were appreciated everywhere. Until recently, a foreign language was more of a hobby than a harsh reality. Knowing a foreign language means being an esthete, belonging to a certain circle, or (the most harmless option) - being called an eccentric. But times are changing.

Any house you know starts with an architectural plan. Now we are more and more afraid of the huge fortress called "Foreign language", on top of which the flag (mostly British) flies proudly. And in this case, knowledge of modern teaching methods serves as a necessary plan. Recently, when the educational technology market is filled with suggestions for different methods of learning English, the question "What method do you use to teach?" is becoming more and more relevant, which indicates that the culture of consuming intellectual products has increased. A confused applicant, student or businessman (and a student at that) is increasingly stuck in front of the language shelves with linguistic literature and media or pondering a long list of advertisements. One of the selection criteria is the price, but the main one is ... "English in two weeks", "Communicative methods of teaching English", "English with English in Moscow",

"Effective express method", "English under the level of consciousness" finally. So much is new and unknown! And it raises doubts about the results. Can you trust modern technology? Or well-established, like "Bonk", "Eckersley" or "Headway", which is gradually moving into the category of stylistic classics. prioritize brands'? Indeed, at the end of the 20th century. A "revolution" has occurred in the methodology of teaching English in Russia. Previously, all priorities were given to grammar, mechanical acquisition of almost verbatim words, reading and literary translation. These are the principles of the "old school", which (to give it its due) still paid off, but at what cost? Language acquisition was done through long-term work. The tasks were very monotonous: reading the text, translating, memorizing new words, repeating and practicing the text. Sometimes, for the necessary change of activity - essay or dictation, and the rest are phonetic exercises. When reading and working on "topics" was given priority, only one function of the language - the information function - was realized. It is not surprising that only a few people know the language well: only very purposeful and hardworking people can master it at a high level. But in terms of grammar they could easily compete with Cambridge graduates! True, they received good compensation for their work: the profession of a foreign language teacher or translator was considered very prestigious in our country.

Progress and fundamental changes in language learning methods are undoubtedly associated with innovations in the field of individual and group psychology. Now there are significant changes in people's minds and the development of new thinking: the need for self-awareness and self-awareness, announced by A. Maslow, appears. In learning foreign languages, the psychological factor is rising to a leading position. The authenticity of communication, proportional demands and claims, mutual benefit, respect for the freedom of other people - this is a set of

unwritten rules for establishing constructive relationships in the "teacher-student" system.

The fifth, but in no case, the most important element of this system is not selected. It comes from the student taking the course that best suits his needs. In the classroom, the student is no longer limited in the choice of speech tools and specific speech behavior. The teacher is not limited in the choice: teaching methods and techniques - from games and training parts to simultaneous interpretation; in organizing lessons; in our selection of textbooks and study guides - from many local publications to products from Oxford, Cambridge, London, New York and Sydney. Now the teacher can select, create, combine, change.

The basic technique is really the oldest and most traditional style. It was in this way that the students of the lyceum learned Latin and Greek, and French was acquired naturally, by the strict suggestions of the governors and communication with Amman and the pope. The classical method, like no other, corresponds to the definition of the "plan to capture the castle": phonetic ciphers, visual representations of syntactic constructions, forced vocabulary ... The student clearly understands: Sir Calme, Monsieur Gallantry or Herr Sanity, he: a) is ready to spend 2-3 years; b) be patient (learning starts from the beginning); c) I remember how topics, adverbs can be expressed by local, "great and mighty" words and what they are related to - syntax.

Fundamental methodology is strongly believed in language universities. The translator is never sure that he knows a foreign language, he perfectly understands the unpredictability of emerging speech situations. Studying according to the classical method, students not only work with different lexical layers, but also learn to look at the world through the eyes of a "native speaker" - a native speaker.

Perhaps the most famous representative of the classical method of teaching a foreign language is N.A. Bonk. His English textbooks, written in

collaboration with other authors, have long become classics of the genre and have withstood the competition in recent years. The classical technique is otherwise called fundamental: no one promises that it will be easy, that you do not need to study at home, and the experience of the teacher will save you from mistakes in pronunciation and grammar. But the prize develops the metaphor of the castle, the subjunctive mood, or the case of a real native who knows how not to get lost in the labyrinth of the past. And after that. The basic methodology is your favorite question "why?" He assumes that. You are ready to dive into the interesting, complex and highly logical world of the language system, not content with explanations of how it should be. Classical approach to learning a foreign language In this regard, the classical approach to learning a foreign language has also changed somewhat, but the incomparable principles of the "classics" of Russian language methods have been preserved. Sometimes they are actively used in schools of other methodological directions. The classical course is designed for students of different ages and often involves learning the language "from scratch". The teacher's tasks include the traditional but important aspects of forming the grammatical base of pronunciation, eliminating psychological and linguistic barriers that interfere with communication. "Classic" has not changed its goals, but the methods are already different due to the new approach.

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