



UGC Approved Journal

# JJELLH

International Journal of English Language,  
Literature in Humanities

Indexed, Peer Reviewed (Refereed) Journal

ISSN-2321-7065

Impact Factor : 5.7



Editor-in-Chief

Volume V, Issue XII  
December 2017  
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## **Challenges in ESL Classroom- The role of Teacher**

### **Abstract**

Most of the ESL classes are large and the students have varied abilities to learn and comprehend, and it is the responsibility of the teacher to control the learners and to convey the lesson viably. Even though Nunan's communicative task has become a pleasing aid for ESL teachers in the classroom, the learners strong Mother Tongue Influence (MTI), Interlanguage and poor economic socio background hinders students' learning and autonomy. To address the problems in the ESL classroom the teacher must perform various roles, provide authentic materials for the learners' of different abilities and also should make the classroom interactive for the progress of the students.

**Keywords:** ESL Classroom, Mixed ability, Student Centeredness, Teaching Learning Process.

Most of the ESL classes are large and the students have varied abilities to learn and comprehend, and it is the responsibility of the teacher to control the learners and to convey the lesson viably. Since the responsibility of dealing with the individual needs of every student lies on the shoulder of a solitary educator, it has turned into an extremely repetitive process. It has turned out to be hard to regulate their lesson designs in a blended capacity class since each student has an alternate level of comprehension (Northcote 2006).

At this instant, Nunan (2004) calls attention to, "experiential learning" or "learning by doing" (p. 12) which can also be termed as Task-based Language Teaching (TBLT), fundamentally a branch of open language educating, student centeredness. Moreover, TBLT goes far in separating the progressions of the customary classroom in light of the fact that the very demonstration of endeavoring to finish an open errand includes arranging and utilizing techniques with respect to the student. This communicative task by Nunan (2004) has been defined as a piece of classroom work that involves L2 students in comprehending, working, constructing, or interacting in the target language.

Even though Nunan's communicative task has become a pleasing aid for ESL teachers in the classroom, the learners strong Mother Tongue Influence (MTI), Interlanguage and poor economic socio background hinders students' learning and autonomy.

Hence, the instructor goes about as facilitator, language model for the ESL classroom. In the case of creating units, the instructor needs to anticipate the conceivable needs of the students and have open language exercises promptly accessible to address these issues. The exercises ought to be planned with the goal that the students encounter a high level of achievement. Teachers will likewise encounter more prominent achievement when exercises are arranged around the learners' advantages and consider subjects that they have some learning about. A conducive classroom atmosphere advances chance taking and enables the learners to experiment. Positive encounters in the classroom prompt a brilliant state of mind towards language and culture.

Consequently, in a student focused way of language teaching, as TBLT, for example, the part of the student is fundamentally adjusted, as the student is in the thick of all classroom exercises getting a hands-on down to earth understanding of utilizing the language for informative purposes. In instructing through mediation, the educator turns into a genuine facilitator of learning for the L2 students, managing them through dialogic correspondence (Vygotsky, 1978) as they co-develop information with the instructor. In this procedure, the educator's part of the teacher who

instructs new language to the students isn't disregarded inside and out, however it is confined. The instructor is relied upon to be a guide by the side, a counselor who prompts his students subsequent to checking their qualities and shortcomings. She/he likewise designs the undertakings for the future and fortifies the students' acumen by showing new language and rousing them.

One essential thing that should be comprehended is that however most ESL teachers have to face the challenges of large centered and mixed ability learners. A decent case is seen when an educator is clarifying an idea in class. The student with a high-capacity of comprehension get uninterested as the educator tries to make encourage clarifications to the student with direct to low levels of information retaining abilities.

Besides, they don't have any genuine control over a student's characteristic procedure of getting a moment or an outside language and accomplishing informative capacity in it. Along these lines, the instructor could, best case scenario make a classroom situation that is helpful for language learning. The informative aptitudes of the students can be produced on the off chance that they are inspired. Consequently, teachers ought to encourage this procedure by making differing informative exercises, particularly proposed for group work and pair work that are interesting to the students, as they progress in the path of obtaining and using the target language beyond the text book and the classroom.

The teacher therefore divides the learners into groups basing on their comprehending abilities, general intelligence, leaning motivation to prevent challenges in the classroom. Due to this, the mixed ability groups will be enthusiastic in learning the target language.

Group/pair work activities will help the teacher to observe the students' performance levels. The teacher, on the other hand, may form groups of weaker and stronger students separated from each other, and she can give different tasks to these groups. So the stronger and fast learner work with more complex tasks, whereas the slow learner deal with a simpler task or work with the teacher as a group member.

The teacher should also motivate the students for group presentations. Each group consists of 4 students. The teacher randomly picks up a student to present his or her group and provide answers/explanation. If the presenter is unable to answer/explain the whole group is considered as

a failure. Such kind of activities force students to work together, encourages better students to help weaker students and pressure of group members make even dull students work for the team.

At the same time, it is prudent to have emergency courses of action for the early finishers on the off chance that they complete the errands prior. This emergency course of action may be an additional activity, a freebee or a perusing section. As of late, a portion of the reading material have been readied considering the blended capacity classes and incorporate possible exercises in instructor's books. By and by, instructors are the ones who should/could know which emergency course of action works better after which activity in their class. Moreover, unique tasks can be given to various students as indicated by their language advance or intrigue, or discretionary assignments can be set up from which students pick.

It is imperative for the teacher to give learners an opportunity to express their thoughts, sentiments and encounters, though they are diffident or lack language competence. By customizing the assignments, all the students can partake intentionally. Knowing students' behaviors helps the teacher to prepare and adapt materials easily in order to make them interesting or relevant to students, which adds variety to the classroom environment and establishes a conducive environment. Leaving the learning capacities of the students, the teacher must conduct language games, competitions, role-plays to improve the confidence among the students.

Flexible tasks like composing a letter, a closure of a story/book/film, or a reaction to a photo have an assortment of conceivable right answers rather than a solitary answer. These assignments enable every student to perform at his/her own particular level. Some of the students may be good at understanding but might be weak in expressing themselves orally or in written work; thus, open-ended tasks provide them the opportunity to express themselves without trying to find the one and the only correct answer.

Portfolios are another effective method for managing blended capacity groups. Educators may request students to keep all the things they have done during the term including the additional work contingent upon their capacity. Thus, the instructor as well as every student has a record of his/her advance amid the term. This record additionally demonstrates the requirements of the student for additionally advance.

It is also useful for students to study in central and E-Language libraries, where they can visit in their free times to study alone. The main aim is that students select on what they want to study. While the students can find appropriate materials such as extra exercises, they can also make use of cassettes, videos and/or books to improve their language. Project works, remedial work, assignments can also help the learner for better performance.

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