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## **CHALLENGES AND PRIORITIES OF ESL TEACHERS IN NON-ENGLISH SPEAKING COUNTRIES**

These days, good command of English is considered to be one of the most essential skills for a highly-qualified professional in any sphere. That is why ESL teaching has turned out in great demand around the globe. To begin with, a lot of English teachers in non-English speaking countries have faced a challenge of enhancing their professional level by acquiring TESOL or CELTA certificates. Taking these courses allows ELT to enrich the set of their teaching tools as well as broaden the range of approaches and appropriate techniques. Besides, the teachers have obtained the ability to think out of the box and to review their conventional way of teaching they have been used to. This ability is extremely vital in the teacher's activity because of the dynamic shifts in the sphere of modern education. An intense development of information technologies and digital area, which are being applied more and more frequent in the English language lessons, has resulted in growing needs for technologically advanced ESL teaching. The teachers, in turn, have to be aware of the brand new educational tendencies to meet current students' needs. What is more, in the sphere of higher education teachers have faced with the lack of motivation among the students of non-linguistic specialties along with the reduction of teaching hours. This, in turn, has made educators search for more new effective ways to encourage students to learn foreign

languages, such as using games through the interactive board, applying various video materials, podcasts, involving a lot of authentic resources etc. Modern educational system has turned out in the transitional phase when old approaches and teaching techniques should be reviewed and new ones should be established and developed.

Educators all over the world are investigating current challenges which they meet due to the shifts in the educational system. They are developing new vision and effective approaches in their works. Various aspects of the problem have been examined by Holubnycha L., Borzenko O., Narayan R., Behroozi M., Akbari Z., Cohen A., Miasoiedova S. However, intensively changing teaching conditions in terms of increasing necessity of distant education make teachers review their educational techniques and methods on a regular basis.

First of all, when teaching English as a foreign language, it is essential to mind the issues of culture and mentality. The point is that ways of ESL teaching may significantly differ depending on the country and its cultural code. Obviously, approaches and techniques of teaching English in the Western countries will distinguish from the Eastern ones. That is why one more necessary skill for the ELT to be effective is sensitivity and openness to the cultural peculiarities of the students. Apart from this, a teacher should maintain an unbiased atmosphere among the students within the mixed classes. This could be successfully achieved provided that a teacher is well-prepared and familiar with the local culture, customs and traditions. Thus, the teachers' willingness to explore other cultures and broaden his/her horizons may play a key role in their effectiveness when teaching a foreign language to non-English speaking learners.

Secondly, two significant aspects of ESL are the degree of teacher's involvement into the lesson as well as his/ her interaction with the students. For the last decades these issues have been considerably rethought by pedagogues. The teacher's role has been transformed from a dominating mentor into a facilitator whose task is to accompany and guide learning process without excessive intrusion. This has appeared rather effective way of teaching which encourages students with different abilities not to lose their interest in learning a language, to feel independent and responsible for their learning results. In other words, an ELT motivates language learners, inspiring them to go further showing all possible ways. That is why to improve their lessons, making them more relevant to the students' needs the successful English teachers will make use of various both digital and non-digital tools,

such as video clips, interactive board, language games and apps, debates, questionnaires etc. Alongside, while interacting with the students a teacher should mind the ratio 80/20 for the language learners, i.e. following the learner-oriented approach to strike the balance between teaching activity and revealing the students' full potential during the lesson. However, an ELT needs to flexibly vary this ratio in some individual cases when a student feels lack of confidence, frustration or anxiety because of a difficult task or other reasons. The key point here for the teacher is to adequately respond to the learner needs preventing his/her distraction from the learning process.

Besides, an effective language acquisition implies covering four language aspects during the English lessons, namely speaking, writing, reading and listening. However, the ELT should be aware of the students' language level while applying this principle. Thus, the teachers should pay more attention to listening and speaking with beginners, whereas the priority for intermediate and upper learners are reading and writing.

Being effective in ESL teaching implies that a teacher is able to be flexible and adaptable enough. Moreover, his/her task is not only to teach students, but to be eager to constantly learn and improve their teaching skills. The English teachers should bear in mind that a language is quite a dynamic phenomenon which is constantly changing. This means that to keep up with all the changes, to teach effectively the educators are expected to vary their teaching materials and experiment with their educational methods. For instance, in terms of the increasing integration of various media tools (such as apps or on-line platforms) and electronic devices into the foreign languages teaching productivity of a lesson will depend on an educator's technological advancement, his/her ability to combine both traditional approaches and cutting edge ones. In this way, the most challenging task that educators have faced recently is to put the whole educational process into the digital framework. Such a change demands from ESL teachers being both technologically conscious and successfully handling a new way of communication with students, because in terms of digitization in the sphere of English teaching it is crucial not to lose live interaction between an educator and a student. That is why ESL teacher should apply various programs and social networks, such as Zoom, Skype conferences, chatting application to stay in touch with students, encouraging them to communicate, developing their language skills. In this way, teachers will have to review their teaching tools (first of all, traditional textbooks) and find more suitable for achieving educational goals. For example, based on interactive whiteboard application

English language teachers are successfully working with large groups of students on-line performing various types of tasks, such as listening, watching video extracts or reading texts. Moreover, students are actively engaged in the activities with the interactive whiteboard directly checking exercises or taking part in the communication games, e.g. Kahoot or Quizlet. Additionally, there is a growing need in working out ESL interactive textbooks, which have emerged and become in great demand during COVID pandemic. Unlike digital textbooks, interactive ones contains all learning materials as well as audio and visual aids. A significant advantage of the latter for teaching English is an opportunity to fill it with a content gathered from various educational resources adjusting these materials in accordance with the current students' needs.

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