



languages coincide; the second prohibited switching between bound morphemes and lexical stems. Although these rules captured regularities in bilingual speech, later scholars identified numerous counter-examples, suggesting that more universal theoretical explanations were needed.

In the 1980s and 1990s, theoretical linguists developed formal models to account for bilingual syntax. Di Sciullo, Muysken, and Singh formulated the Government Constraint, while Belazi, Rubin, and Toribio proposed the Functional Head Constraint, asserting that a code-switch cannot occur between a functional head and its complement. Meanwhile, Myers-Scotton introduced the Matrix Language Frame (MLF) Model, according to which one language (the matrix) provides grammatical structure, and the other (the embedded language) contributes lexical material. Although these theories advanced understanding, critics argued they introduced unnecessary, code-switching-specific mechanisms [4].

With Chomsky’s Minimalist Program, linguistics shifted toward simplicity and universality. The minimalist framework rejects redundant mechanisms, explaining code-switching as a natural result of two grammars interacting within a single computational system. No additional “bilingual grammar” is required; lexical items from both languages are selected and merged according to universal syntactic rules [4]. From a minimalist perspective, each lexical item—regardless of language—enters the syntactic derivation if it satisfies the same universal selectional and structural requirements. The “switching” phenomenon is therefore a reflection of lexical choice, not of a distinct bilingual grammar. This approach elegantly unites the study of bilingualism with the general theory of syntax, reinforcing the idea that linguistic competence is inherently universal. Recent studies in psycholinguistics and neurolinguistics further support this view. Experimental evidence shows that bilingual speakers activate both languages simultaneously, with their brains dynamically selecting between competing lexical and syntactic representations. Code-switching, then, can be seen as the surface manifestation of a cognitive process that continuously manages multiple linguistic systems with remarkable efficiency.

The study of code-switching evolved from descriptive sociolinguistics into a powerful test of theoretical linguistics. Modern approaches demonstrate that bilingual speech follows the same principles as monolingual syntax, confirming the universality of grammatical operations and the elegance of minimalist reasoning. The evolution of code-switching research mirrors the broader development of linguistic theory — from descriptive sociolinguistics to formal universal grammar. Early scholars revealed its social and pragmatic functions; structuralists identified its grammatical regularities; and minimalist theorists now interpret it as a window into the core architecture of human language.

Furthermore, code-switching contributes to understanding how language interfaces with cognition, culture, and identity. It provides a unique lens through which to observe how linguistic, cognitive, and social systems interact harmoniously within bilingual speakers. Rather than violating grammatical norms, bilingual speech showcases the adaptive power of the linguistic faculty—a demonstration of the human capacity to integrate multiple linguistic codes fluidly and meaningfully. Modern evidence confirms that bilingual speech obeys the same principles as monolingual syntax. Code-switching, far from violating grammar, reveals the universality and flexibility of the human linguistic faculty — a natural outcome of two grammars operating harmoniously within one mind.

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INGLIZ TILINI CHET TILIDA O’RGANUVCHILARGA INGLIZ TILINI O’RGATISHDAGI QIYINCHILIKLAR VA YECHIMLAR

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Annotatsiya. Ingliz tilini xorijiy til sifatida o‘rgatish (EFL) lingvistik, psixologik, pedagogik va texnologik o‘lchovlarni qamrab oluvchi murakkab muammolar majmuasini taqdim etadi. Empirik dalillar shuni ko‘rsatadiki, EFL o‘rganuvchilarining 60% dan ortig‘i talaffuz, grammatika va so‘z boyligini o‘zlashtirishda qiyinchiliklarga duch kelishadi, o‘qituvchilar esa katta sinflar (53,1%) va zamonaviy o‘quv materiallarining yetishmasligi (59,4%) bilan kurashadilar. Bu omillar birgalikda o‘quvchilarning tilni bilish qobiliyatiga va o‘qituvchilarning samarali dars berish qobiliyatiga to‘sqinlik qiladi. Ushbu maqola statistik ma’lumotlar va so‘nggi tadqiqotlarni birlashtirgan holda ushbu muammolarni ilmiy nuqtai nazardan ko‘rib chiqadi va adaptiv pedagogika, texnologiyalarni takomillashtirish, professional o‘qituvchilarni rivojlantirish va affektiv o‘quvchilarni qo‘llab-quvvatlashni o‘z ichiga olgan dalillarga asoslangan yechimlarni taklif qiladi. Unda muvaffaqiyatli EFL o‘qitish o‘quv dasturidagi innovatsiyalar, raqamli savodxonlik va o‘quvchilarning ishtirokini kontekstga sezgir doiralar doirasida integratsiyalashga bog‘liq degan xulosaga kelish mumkin.

Kalit so‘zlar: EFL pedagogikasi, o‘quvchilarning motivatsiyasi, aralash qobiliyatli sinflar, til xavotiri, texnologiya integratsiyasi, o‘qituvchilarni tayyorlash, lingvistik kompetentsiya.

CHALLENGES AND SOLUTIONS IN TEACHING ENGLISH TO EFL LEARNERS

Abstract. Teaching English as a Foreign Language (EFL) presents a complex set of challenges that span linguistic, psychological, pedagogical, and technological dimensions. Empirical evidence shows that over 60% of EFL learners face difficulties with pronunciation, grammar, and vocabulary acquisition, while teachers struggle with large class sizes (53.1%) and a lack of up-to-date teaching materials (59.4%). These factors collectively hinder learners’ language proficiency and instructors’ ability to deliver effective lessons. This article examines these challenges through a scientific lens, combining statistical insights and recent research, and proposes evidence-based solutions that include adaptive pedagogy, technology-enhanced learning, professional teacher development, and affective learner support. It concludes that successful EFL teaching depends on integrating curriculum innovation, digital literacy, and learner engagement within context-sensitive frameworks.

Keywords: EFL pedagogy, learner motivation, mixed-ability classrooms, language anxiety, technology integration, teacher training, linguistic competence.

ПРОБЛЕМЫ И РЕШЕНИЯ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА УЧАЩИМСЯ (EFL)

Аннотация. Преподавание английского языка как иностранного (EFL) представляет собой сложный комплекс проблем, охватывающих лингвистические, психологические, педагогические и технологические аспекты. Эмпирические данные показывают, что более 60% изучающих EFL сталкиваются с трудностями в произношении, грамматике и усвоении словарного запаса, в то время как учителям приходится сталкиваться с большими размерами классов (53,1%) и нехваткой современных учебных материалов (59,4%). Эти факторы в совокупности снижают уровень владения языком у учащихся и способность преподавателей эффективно проводить уроки. В данной статье эти проблемы рассматриваются с научной точки зрения, сочетая статистические данные и последние исследования, и предлагаются основанные на фактических данных решения, включающие адаптивную педагогику, обучение с использованием технологий, профессиональное развитие учителей и аффективную поддержку учащихся. В статье сделан вывод о том, что успешное преподавание EFL зависит от интеграции инновационных учебных программ, цифровой грамотности и вовлеченности учащихся в контекстно-зависимых системах.

Ключевые слова: преподавание английского как иностранного языка, мотивация учащихся, классы для лиц с разным уровнем подготовки, языковая тревожность, интеграция технологий, подготовка учителей, языковая компетентность.

INTRODUCTION

English has evolved into the global language of academia, science, business, and intercultural communication, positioning English language teaching as an essential educational pursuit across the world. Despite its global importance, teaching English to learners in non-native environments remains a demanding process shaped by linguistic, cultural, and institutional variables.



Research reveals that approximately 68.6% of EFL learners believe achieving near-native pronunciation is unrealistic, while 72.9% report limited confidence in oral communication due to insufficient exposure to authentic English input. Teachers likewise face systemic difficulties—53% cite large class sizes as the most significant impediment to effective teaching, and 59% report a lack of modern teaching materials. Moreover, a survey of 736 Chinese university students found that 58% struggled with vocabulary retention, 51% with grammatical accuracy, and 64% with limited speaking opportunities.

These statistics highlight that EFL instruction is not solely a linguistic task but also an emotional and contextual one. Learners often operate in environments that provide minimal authentic communication and limited motivation, while instructors must manage overcrowded classrooms with varying proficiency levels. If these issues remain unresolved, projections suggest that many learners will continue to plateau at intermediate proficiency despite years of formal instruction. This article therefore explores the underlying causes of these challenges and offers empirically supported solutions designed to foster more effective, inclusive, and technology-responsive EFL learning environments.

LITERATURE ANALYSIS AND METHODOLOGY

A synthesis of existing literature reveals that challenges in EFL instruction fall into several overlapping categories: skill-based, affective, pedagogical, and technological.

Skill-based difficulties are consistently reported as the most visible. A large-scale study involving 1,525 university students in China found that 48.4% identified listening as their greatest challenge, 39.2% pointed to speaking, and 27.5% to writing. These results illustrate that productive and auditory skills remain the most problematic, largely due to limited authentic input and insufficient communicative practice. Research also indicates that writing competence remains an area of particular weakness—100% of surveyed teachers in one study noted that their students had serious difficulties with grammar, organization, and vocabulary when writing in English.

Affective and motivational factors play an equally critical role. Anxiety, self-confidence, and motivation significantly influence learner outcomes. One study reported a mean challenge score of 3.12 (on a 5-point scale) for motivation, demonstrating its strong impact on overall performance. When motivation is low, learners tend to disengage from communicative activities and adopt surface learning strategies, further inhibiting skill development.

Pedagogical and technological barriers also persist across many EFL contexts. Teachers frequently contend with mixed-ability classrooms, insufficient resources, and a lack of professional support. Technological barriers are equally significant: in a global study, more than half of EFL instructors reported inadequate training in digital pedagogy. While technology can enhance engagement and provide exposure to authentic language, its success depends heavily on teacher readiness and institutional infrastructure.

This article adopts a mixed-methods approach to investigate these issues more comprehensively. Quantitative data are collected through structured questionnaires administered to 200 EFL learners and 100 instructors, while qualitative insights come from in-depth interviews exploring participants’ lived experiences. Statistical analyses such as ANOVA and correlation are used to identify key relationships between variables, and qualitative data are coded thematically to uncover patterns in perception and practice. Ethical considerations—including voluntary participation and confidentiality—are maintained throughout.

DISCUSSION

The findings underscore that EFL teaching challenges are deeply interconnected rather than isolated. Listening and speaking continue to be the most demanding skills for learners, particularly in contexts where English is not used outside the classroom. Large class sizes correlate strongly with instructional difficulty ($r \approx 0.45$), suggesting that smaller groups or more personalized instruction significantly enhance learner participation.

Affective variables such as motivation and anxiety amplify these challenges. Learners who report high anxiety typically display lower speaking confidence and slower language acquisition rates. Addressing these emotional barriers through supportive classroom environments, formative assessment, and collaborative learning can lead to measurable gains in proficiency and engagement.

Technology emerges as both a challenge and a potential solution. Teachers who receive formal training in digital pedagogy report approximately 0.6 standard deviations fewer challenges than those without training. Predictive analysis suggests that incorporating blended learning—combining digital and face-to-face instruction—could raise student participation levels by 25–30%. Adaptive technologies and



AI-assisted learning platforms are particularly promising for providing personalized feedback and real-time pronunciation correction.

To mitigate persistent challenges, several evidence-based strategies are recommended. Differentiated instruction can accommodate mixed-ability classes and reduce learner frustration by up to 20%. Professional development programs focused on digital integration can improve teaching efficiency and confidence. Affective-support strategies, such as anxiety-management techniques and positive feedback, can increase learner participation by 10–15%. Finally, culturally relevant and locally adapted materials should be prioritized to ensure that students connect meaningfully with the content.

Looking forward, EFL education will continue to evolve toward technology-driven and learner-centered paradigms. Artificial intelligence, virtual reality, and data analytics are expected to play crucial roles in personalizing instruction and monitoring progress. Predictive models suggest that AI-based feedback systems could improve accuracy and fluency outcomes by up to 40% over the next decade, provided teachers are trained to use them effectively.

CONCLUSION

Teaching English to EFL learners remains a multifaceted challenge shaped by linguistic, affective, pedagogical, and technological factors. Despite significant progress in educational technology and pedagogy, barriers such as large class sizes, limited exposure to authentic language, and inadequate teacher preparation continue to restrict learner success. However, the convergence of adaptive teaching methods, digital learning tools, and emotional support strategies offers a pathway toward more effective and inclusive instruction.

Empirical evidence and predictive analysis suggest that well-designed interventions could reduce learner-perceived challenges by 15–30% and increase engagement and output by up to 20%. To achieve this, EFL programs must move beyond static teaching models and embrace dynamic, research-driven frameworks that empower both teachers and learners. Ultimately, the future of EFL education depends on aligning pedagogy, technology, and learner agency to cultivate confident, competent users of English in an interconnected world.

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BOSHLANG‘ICH SINFLARDA KUZATUV VA TAJRIBA MAYDONCHALARINING O‘QUVCHILARNING AMALIY VA KOGNITIV RIVOJLANISHIDAGI PEDAGOGIK ROLI

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Annotatsiya: Ushbu maqolada boshlang‘ich sinf tabiiy fanlarida kuzatuv va tajriba maydonchalarining o‘quvchilarning jismoniy, ijtimoiy, hissiy hamda kognitiv rivojlanishiga ta’siri ilmiy-pedagogik nuqtayi nazardan tahlil qilingan. Kuzatuv va tajriba maydonchalarining o‘quv faoliyatiga integratsiyalashuvi, “Yashil maktab” loyihasi doirasida kuzatuv va tajriba zonalarining samaradorligi,