



Analysis of the Challenges and Interventions for Long-Term English Learners

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Abstract. As globalization advances and English solidifies its status as the international lingua franca, English learning has extended beyond school education to become an integral part of lifelong learning. For long-term learners, the improvement and maintenance of English proficiency are linked to career development and personal growth. However, the language learning process is complex and variable, and the challenges faced by long-term English learners should not be underestimated. By comparing learners at different stages of their studies, this research reveals the causes of various learning difficulties and their comprehensive impact on learning motivation and efficiency. The findings indicate that learners of all ages, professional backgrounds, or educational levels face issues such as learning fatigue, outdated learning strategies, a lack of resources, and unfavorable sociolinguistic environments. To address these challenges, the paper identifies key interventions such as setting clear goals, closely aligning learning content with practical needs, and fostering effective community interaction. Additionally, the paper emphasizes the importance of personalized learning plans, which can be tailored to the specific needs and preferences of different learners to fuel their enthusiasm and increase learning efficiency.

Keywords: Long-term English learners, Intervention strategies, Personalized Learning Plan, Learning Efficiency.

1 Introduction

With the increasing dominance of English as a worldwide language, English education has grown beyond traditional schooling to encompass a wide range of lifelong learning opportunities. English learning is crucial for enhancing personal literacy and advancing one's career. However, during the long-term learning process, particularly at the stage of continuing education in late adulthood, learners frequently encounter several intricate problems that are hard to anticipate and manage. Recent research indicates that individuals who have been learning English for an extended period frequently encounter challenges such as exhaustion from learning, reduced motivation, outdated learning methods, and changes in their surroundings while attempting to enhance and sustain their English language skills. Research has discovered that learners frequently experience a plateau phase following an initial period of intense study. Currently, regardless of the amount of effort individuals exert, their learning

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progress appears to be challenging to enhance [1]. Furthermore, the swift advancement of educational technology has rendered certain conventional learning techniques and resources outdated, presenting further difficulties for persons who have been involved in English language acquisition for an extended period [1]. Given this, the present study is focused on developing precise and effective teaching interventions. The objective of this study is to employ quantitative and qualitative methodologies to thoroughly examine the difficulties encountered by English learners over an extended period and investigate strategies to enhance the efficiency and outcomes of their learning endeavors.

2 Current Research Progress

2.1 Obstacles Analysis

Conducting a thorough examination of the difficulties experienced by long-term English learners in the evolving language learning environment and aggressively pursuing appropriate educational intervention solutions is of utmost importance. Studies indicate that while learning motivation is crucial for the sustained and enhanced acquisition of language, learners frequently encounter a decrease in motivation throughout the learning journey, typically influenced by many external and internal factors [2,3]. Learners face more problems due to external issues such as language environment constraints in non-English native countries, limited language immersion chances, and unequal access to technology and resources. Due to the varying social and cultural backgrounds as well as education systems, language acquisition is influenced differently. Consequently, learners must exert additional effort to adapt, comprehend, and apply language concepts. Furthermore, the impact of inherent elements such as age, cognitive style, personal experience, prior language learning experience, and individual learning strategies have varied, thereby intensifying the challenges that long-term learners must conquer during the ongoing learning process [3]. Studies indicate that learning strategies deteriorate with time, meaning that formerly effective methods of learning become obsolete when confronted with new educational tools and teaching concepts [4]. Furthermore, this imposes extra educational responsibilities on individuals who have been studying English for an extended period. Strategies for acquiring knowledge in a constantly evolving environment The necessity to address the issue of updating learning strategies in educational environments has become pressing. Staying updated with the most recent educational technology and using it in both classic and modern teaching methods is essential for enhancing the language learning experience of students. Given this perspective, it is crucial to enhance learners' subjectivity and address their individualized learning requirements. These findings suggest that adopting several countermeasures, such as customized learning plans, individualized resource recommendations, and the development of novel platforms and communities, can lead to optimal learning outcomes.

2.2 Summary of Educational Intervention Tactics

In recent years, the field of educational intervention strategies for long-term English learners has developed several systematic and in-depth analysis approaches. Academics have widely embraced diverse and tailored teaching methods, to enhance learners' language proficiency and increase their willingness to continue learning. In their research on specific intervention strategies, Jones and Bonsasso put forward a theoretical framework called the "Practice Center" [5]. This model highlights the importance of reconstructing teaching content and language practice activities by incorporating real-life applications and principles from cognitive psychology. To effectively teach, it is important to combine formal instruction with real-life circumstances and encourage learners to apply their language skills in practical communication settings. Conversely, Reyes and Johnson created a "modular reversible language learning system" designed to meet the special requirements of adult English learners [6]. The system utilizes clever algorithms to analyze the learning process and development of learners' abilities. It dynamically adapts the learning content and implements personalized planning of the learning path. The system's distinct feedback mechanism and self-assessment features allow learners to actively track their learning progress in real-time and identify and overcome learning difficulties promptly.

The utilization of educational technology has greatly enhanced the viability of remote language teaching to an unprecedented extent. Barrett et al. developed a multi-user virtual learning environment to facilitate learning for individuals located in different parts of the country [7]. By utilizing high-definition video connections and interactive whiteboard capabilities, they created a realistic language learning and practice environment, reducing the gap between learners and real-life applications. Distance. Furthermore, the inclusion of natural language processing components in these systems enables precise pronunciation advice and sentence correction, hence significantly enhancing learning efficiency. To address the demands of intercultural communication in the era of globalization, Tan and López suggested including the development of cross-cultural communication abilities in English instruction [8]. The research has discovered that incorporating aspects such as cultural scenario analysis, role-playing, and social situation simulation into language education can significantly improve learners' awareness and ability to adjust to diverse cultural situations.

Typically, educational intervention options for long-term English learners prioritize individualized, contextualized, and adaptable learning. The formulation and execution of these techniques are heavily reliant on the individual requirements, cognitive attributes, and alterations in the educational setting of the learners. Implementing these strategies typically results in a noticeable enhancement of learners' confidence and interest, so establishing a strong basis for sustained commitment and ongoing advancement in language acquisition.

3 Analysis of Challenges

3.1 Motivation to Learn and Psychological Obstacles

Research on learning motivation and psychological barriers has long been a focus in the study of language learning. Long-term English language learners' capacity to maintain and increase their language proficiency is directly impacted by their ability to overcome psychological obstacles and their perseverance in studying. Numerous empirical research has demonstrated that during the learning process, long-term learners frequently experience fluctuations in their own intrinsic motivation and psychological resistance to challenging course materials. Furthermore, during the long-term learning process, there is a discrepancy between many learners' expectations for learning outcomes and the actual results. The reduction in learning motivation is made worse by this cognitive gap. Learners' self-efficacy may rapidly decline when they face difficult-to-overcome language challenges because they lack useful coping mechanisms, which will negatively affect their ability to learn. To address these issues, scholars have offered focused intervention strategies and stated that learners' interest points and autonomy in the learning process can be enhanced by creating tailored learning plans [5]. Based on the empirical findings, this approach appears to be successful in enhancing students' capacity for autonomous learning, particularly when the learning plan is linked to the real demands of the students' lives and careers [5]. Psychologists and educators also stress that necessary psychological counseling interventions can greatly enhance students' capacity to absorb complex learning materials cognitively during the learning process [9]. This can have a significant impact on student's motivation to learn as well as psychological barriers. alleviating impact. Building a strong psychological support network and learning community to foster an environment of encouragement, mutual aid, and learning experience sharing among students is, thus, thought to be another powerful tool for inspiring students to keep investing. To put it briefly, the analysis and intervention research on psychological barriers and learning motivation has significant theoretical and practical implications for strengthening our comprehension of the dynamic mechanism of long-term English learning and enhancing the effectiveness and caliber of long-term learners.

3.2 Language Environment and Social Factors

A deeper exploration of the linguistic environment and social factors is critical to uncovering the complex challenges faced by long-term English language learners [10]. The popularity and necessity of English language learning on a global scale go hand in hand, and the diversity of language environments has become richer with the continuous evolution of social culture. However, English learners in non-native English-speaking countries are often subject to the double constraints of the local language environment and cultural values, and there are significant learning obstacles. According to the latest research, under the wave of globalization, while pursuing high-level English application abilities, these learners are faced with the pressure of local language protection policies and unequal language practice opportunities, which

has led to differences in English learning efficiency. The slow growth makes it more difficult for learners to improve their language proficiency. In addition, the motivation to pursue English learning has a sense of social mission and knowledge-seeking needs in a cross-cultural context. However, the uneven distribution of language resources in the existing social structure and the language threshold for further education and the workplace often add extra resources to learners' continuous learning [11]. psychosocial stress. Existing research has shown that for those learners who grew up in non-English-dominated countries, English learning is not just a skill improvement, but more of a reshaping and adaptation process of overall cross-cultural abilities [4]. On the other hand, differences in family socioeconomic status also have an important impact on learners' English learning progress. Families with higher socioeconomic status can often provide learners with a better language environment, such as overseas study tours, high-quality private tutoring, etc., thus having a positive impact on their language learning. In contrast, children from families with low socioeconomic status often do not receive adequate family support and resources for English learning [2]. Obviously, under the dual effects of language environment and social factors, there are significant individual differences in the learning paths and achievements of long-term English learners.

4 Suggestions

4.1 New Approaches to Teaching

Scholars have recognized that traditional English teaching paradigms may not be appropriate for the quickly evolving language learning environment of today, particularly when it comes to pedagogical innovation for long-term English learners [11]. As such, it is especially critical to implement focused strategic innovations and changes. Researchers have recently proposed many strategies, such as contextual immersion, multi-dimensional adaptation to individual characteristics of learners, and real-time interactive learning, to address the issues faced by learners during the continuous learning process. Multidimensional Learner-Adaptive Instruction is one example of a diverse teaching technique innovation strategy that aims to increase teaching impacts from multiple dimensions. For instance, by incorporating a real-time feedback mechanism, synchronous interactive learning can quickly diagnose students' comprehension and make the necessary corrections. The multi-dimensional adaptive teaching approach, which is predicated on the unique characteristics and learning preferences of students, is also noteworthy. Through individualized education pathways, the courses and instructional materials can enhance learners' learning impacts by completely accounting for the differences in age groups, personal backgrounds, and learning goals.

4.2 Strategies for Adapting to Different Cultures

In today's world, when intercultural interactions are becoming more regular, the study of English as a global language is no longer confined to reading and writing but is

increasingly focused on cross-cultural communication. Long-term English learners face unique difficulties in adapting to a new culture, and therefore, it is necessary to provide practical interventions that take into account their cultural background and cognitive models. Learners' awareness of their culture has a significant impact on the success of their English language learning. This study argues that enhancing cultural awareness not only enhances learners' comprehension and proficiency in foreign languages but also fosters the development of cross-cultural communication skills.

5 Conclusion

This study aims to provide new perspectives and methodologies for academia and educational practice by comprehensively analyzing the many challenges that long-term English learners encounter in the continuous learning process, such as weakened learning motivation, outdated strategies, and insufficient access to resources. Research has found that even if long-term English learners continue to improve their language proficiency, their learning efficiency and effectiveness are often affected by factors such as inertia of learning habits, unfavorable external language environment, and psychological barriers such as learning anxiety and lack of self-efficacy. Therefore, how to provide effective educational intervention for long-term English learners has become a key issue. In terms of learning content selection, this paper advocates a close connection with actual needs and the design of personalized learning plans for English learners of different ages and professional backgrounds.

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