

**CHALLENGES OF LEARNING ENGLISH AS
A SECOND LANGUAGE.**

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Abstract: *English is recognized as most spoken language and used widely for communication. In present generation English language learning has become a necessity. The present paper discusses the importance of English language learning in schools and the skills required to master the language. The paper also throws light on the issues and challenges faced by English language learners.*

Keywords: *Language, Learning Communication, English language*

1.Introduction.

When we talk about challenges in learning English as a second language (ESL) there are lots of them which make it difficult to learn. The students who are starting to learn English as a secondary language must keep some important things in mind such as improving their vocabulary. Practice is the key when you are learning it as a secondary language. There are huge advantages such as better employment opportunities, career growth etc. that the learners can get if they learn to speak the language. In the blog, we will discuss the challenges that learners face while learning English as a second language.

There are many challenges that face foreign language (FL)learners and the learner struggled with notable difficulties. The findings showed that the learner,

whose first and second languages were nonalphabetical, had never been taught the sound/letter rules system of English, and this fundamental deficit played a pivotal role in her poor classroom attendance, wavering motivation to learn and practice English skills and ultimately, in her lack of progress. Implications included the need for basic sound/letter training to be implemented in basic ESL programs, especially for nonalphabetical first language learners.

Since effective language learning involves a variety of skills, practices and abilities, problems could be based in any of a number of areas, or there may be a combination of reasons for the lack of necessary and expected progress (Shank,2001; Schwarz,2003). It is important for ESL instructors and program directors to attain as complete a picture as possible of the learner's language learning profile in order to help determine the possible and likely causes for the learner's lack of expected progress, not only to address the reasons, but also for the sake of the learner's self-image, confidence, and motivation to continue the language learning process (Shank; Comstock & Kamara,2003).

2.METHODS.

1. Limited Vocabulary One of the biggest challenges faced by ESL students is a limited vocabulary. Without a strong vocabulary, your students may struggle to understand spoken and written English and may also have difficulty expressing

themselves in English. As an English teacher, it is very important that you provide regular vocabulary instruction and practice opportunities.

For example: This can include introducing new words in context, using visual aids such as pictures or diagrams and providing opportunities for students to practice using new vocabulary in speaking and writing activities. Additionally, incorporating vocabulary-building activities such as flashcards, word games and vocabulary quizzes can be effective in helping students remember and use new words.

2. Pronunciation: ESL students often struggle with speech due to the differences between English sounds and the sounds in their native language. This can make it difficult for students to be understood by native English speakers and may impact their confidence in using the language. To address this challenge, teachers can provide targeted articulation instruction and practice activities.

For example: You can use listening and repeating exercises to help students become more familiar with English sounds, and use tongue twisters and drills to focus on specific sounds that are particularly challenging for the student. Modeling correct diction and encouraging students to practice speaking English as much as possible can also be helpful in improving their enunciation skills. A major challenge that students face while learning English as a second language is unable to speak and write well. It causes hesitation in students to attend the lectures, understand them and freely speak English during the classes. They cannot express themselves during the classes due to weaknesses in the language. It can be addressed by providing the students an opportunity to speak English in front of the class.

Writing can be challenging for ESL students due to unfamiliarity with English grammar rules, limited vocabulary, and difficulty expressing complex ideas in a new language. Additionally, cultural differences in writing conventions and lack of confidence in language proficiency further contribute to the difficulty.

Limited Educational Support

With a growing number of ESL students in the classroom comes an increased need for ESL teachers. Without proper support, these students are more likely to experience an achievement gap compared to students that are native English speakers. ESL students may have difficulty comprehending course materials, feel excluded from class discussions, or feel unequipped to demonstrate their learning during assessments.

Results.

Findings indicate that learners face several primary challenges:

1. Pronunciation and Phonetics – Many ESL learners struggle with English sounds that do not exist in their native languages, leading to pronunciation errors.
2. Grammar Complexity – English has irregular verbs, word order variations, and exceptions to grammatical rules that make learning difficult.
3. Vocabulary and Spelling – The vast number of words, synonyms, homophones, and non-phonetic spelling contribute to confusion.
4. Listening Comprehension – Native speakers' speed, contractions, and accents create difficulties for non-native speakers.

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5. Idioms and Slang – Informal expressions are often difficult to understand and translate.

6. Cultural Barriers – Understanding humor, politeness, and social norms affects communication skills.

7. Lack of Practice Opportunities – Limited access to native speakers and immersive environments hinders fluency development.

8. Psychological Barriers – Fear of making mistakes and lack of confidence slow down learning progress.

3.DISCUSSION

Creating an effective learning environment for ELLs involves curating a safe classroom setting for each student. You can do this in a number of ways, including:

- -offering individual assistance when possible.
- -assigning a peer partner to help students translate and understand assignments and to provide a friendly face to make them feel more comfortable.
- -everyday play a game relate to English vocabulary with your partner.

4.CONCLUSION: This work provides valuable insights into the obstacles faced by English learners and offers practical recommendations to improve language learning outcomes.

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