



CHALLENGES ENCOUNTERED BY LEARNERS OF ENGLISH AS A SECOND LANGUAGE

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Article history:	Abstract:
<p>Received: March 1st 2023 Accepted: April 3rd 2023 Published: May 10th 2023</p>	<p>The discussed article highlights the main challenges in teaching English language learners. According to the authors of the article, in recent years, students' problems have not been paid much attention in the educational process. This is due to the limited time for teaching a foreign language. There is a contradiction between the growing need to know a foreign language and the real possibilities of teaching this type of speech activity in a foreign language in the educational process. In modern society, the form of communication in English has an important communicative function. We have come across many problems through our research, and we have given solutions to them. Many other problems can be encountered in language learning, but we should focus on common problems and find solutions to them.</p>

Keywords: problems, language, foreign, communication, communicative function, encountered in language learning.

INTRODUCTION

The teaching of English as a second language (ESL) poses several challenges for teachers. One of the biggest challenges is the lack of resources, which makes it difficult to provide an immersive English learning experience for students. Additionally, teachers face issues with maintaining student engagement and motivation, particularly with adult learners who may be learning English for work or academic purposes. Other challenges include adapting to different learning styles and accommodating students with varying proficiency levels. Despite these challenges, teaching ESL remains a vital and rewarding profession, as it helps students to communicate effectively with people from diverse backgrounds and cultures.

RESEARCH METHODS

Learning a second language is never easy. Learning English as a second language is even less easy, particularly if you are learning English outside of an English-speaking country. These English language learners often face the following challenges.

1. Unqualified Teachers. This is the most significant and overlooked problem. What makes this problem so difficult to solve is that, since many communities are English language learners, they cannot determine who is a good English teacher and who isn't. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the learner.

This has led to a lot of confusion among learners because different teachers tell them different things. One of the main causes of this problem is the difficulty teachers have translating from their native languages. For instance, the word 'cup' is pronounced by different teachers as either [kap], [kop], or with a vowel sound that does not exist in English. For instance, the sound /ʌ/ does not exist in the sound systems of many African languages, so even teachers sometimes have problems pronouncing it.

2. Limited Learning Environments. When I talk about limited learning environments, I'm not referring to the weather, the availability of furniture in the classrooms, or the location of the school. While all of these factors can affect learning, in learning English, what happens outside of class matters most. In most cases, students only make an effort to speak proper English in the classroom when they are under supervision. Moreover, students do not always hear people around them speaking proper English. As a result, it becomes more difficult to learn correct English.

3. Inadequate Learning Materials. Learning materials refer to items that aid in the learning process. Books may be necessary material, but books are not enough by themselves. Audio tools are also needed¹. As observed above, if a student sees a sound symbol in a book, how does he/she know how to pronounce it? The fact is students of the English Language graduate into teachers of the English language without ever getting to hear the correct pronunciation by a native speaker.

Students also study haphazardly. They have books to read but they cannot tell how certain words are said. How would a student know how to pronounce the word 'ewe'? They must hear the right pronunciation from their teacher or a native speaker of English. Students tend to learn from movies they watch but they often learn the wrong things because movies contain slang and dialects that are not appropriate for many forms of communication.

4. Students do not Take Their Studies Seriously. In this case, students often think that the same English they speak at home or on the street is the same they will write in their exams. However, because communication does not have to be grammatically correct to be intelligible, students do not always abide by the rules they learned in school and therefore do not get fully educated and/or pass their tests.

It is also the case that students do not study English as much as they study other subjects. In most cases, students study English only in the classroom when the teacher is teaching. After the class, they drop their books and wait for the next class. They do not study pronunciation, they do not study essay writing, and they do not make an effort to learn new words. They bring every little problem to the teacher during classes, even things they could just look up in the dictionary. When learners make mistakes and are corrected, they often say, "It is not my language after all." This greatly affects their ability to learn English.

Three Other Problems. Even with qualified teachers, adequate materials, and exposure to native English speakers, there are still some problems that any ESL student will face.

1. Over-Use of Native Language in the Classroom. Students learn another language best when they are forced to use it. Teachers must be vigilant about requiring students to communicate in English and only in English—even if they are just talking to each other. If you know the student's native language, pretend in the classroom that you do not—as that will force them to make requests and respond to questions in English. This problem comes from the cultural demands of the family and society.

2. Students Become Too Dependent on the Teacher. Part of learning anything means figuring out how to solve problems on your own. If a student goes to the teacher with every little problem she/he runs into, then the student will never be able to learn the language on his or her own. If students insist that they do not know how to say or do something on their own, they need to be reassured that they actually can with positive feedback and encouragement².

3. Strong Students Dominate the Class. No matter how well students are sorted, there will still be differences in how much students know and how quickly they can learn. Setting the pace of the class to keep up with the strongest students will leave the weaker ones behind. Weaker students should not be forgotten in classroom discussions and activities.

THE SOLUTION. For students who are willing to put in the effort, there are some steps they can take to improve their English language skills.

1. They must be extra careful to be sure to use the correct materials recommended by a reliable teacher of English.
2. They must make a deliberate and conscious effort to learn with or without a class teacher.
3. The student should get audio materials so he/she can hear the correct pronunciation of sounds and words.

DIFFICULTIES IN INSTRUCTING BLENDED CAPACITY CLASSES

Blended capacity classes are a reality not as in dialect classes but in all courses. Since no two understudies can be the same in terms of dialect foundation, learning speed, learning capacity, and inspiration, it could be a utopian view to think that our classes can be homogeneous in terms of these viewpoints; no matter where we live within the world or at which school we educate. Subsequently, dialect instructors ought to be mindful of the issues of blended ability classes and their arrangements to distinguish the source of inconveniences in their classes and to remedy them.

Within the center of the 1930s, a few schools within the United Kingdom chose to separate understudies agreeing to their IQ tests. Be that as it may, it was seen that the modern bunches still had varieties among understudies, and it isn't doable to alter these bunches and the educational program each time³. Moreover, Prodromou designates that

¹ . Umaraliev Z.B., To'ychiev I.K., Akramova N.M. Problems encountered in learning English for specific purposes. *Voprosynauki i obrazovaniya*. № 3 (47), 2019.

² Arnold. J. *Affect in language learning* - Cambridge: Cambridge University Press, 2000. - P.298.

³ . Asher, J., and Price, B. *The learning strategy of total physical response: Some age differences*. - Oxford: Development, -P.424.

indeed when understudies are gathered concurring to their test scores, their advance rates will continuously be at diverse levels due to the educating strategies, materials, and/or learning fashion contrasts. The instructors ended up with the key calculation in coming to each student in a lesson. It is imperative for instructors to be mindful of the issues coming about from blended capacities in their classes and to choose procedures and procedures that might be utilized to fathom such issues.

The contrasts which cause issues in such classes are in language learning ability, language information, social foundation, learning fashion, demeanor towards dialect, mother tongue, insights, world information, learning involvement, information of other dialects, age, sexual orientation, identity, certainty, inspiration, interface, and/or instructive level. In any case, these varieties may happen to totally different degrees in several classes. In this way, if the educator needs to guarantee that all understudies perform to their greatest potential, the educator must recognize these issues and bargain with them in like manner.

Impact of learners' learning styles in educating handle of blended capacity classes and how to utilize these styles to form them supportive for the learners⁴:

VISUAL LEARNING FASHION

As the title suggests, visual learners generally take in and disentangle data with their eyes. This implies finding it less demanding to memorize by perusing and considering composed words or by observing charts, recordings, and other visual components. Inevitably, on the off chance that your understudies are the sort of individual that gets more out of perusing a reading material in your classes or considering the composed materials instead of tuning in to a teacher's address, you're likely a visual learner.

HOW TO UTILIZE THIS FASHION BEST:

Visual-linguistic learners frequently do their best when they:

- Read all of the desired and prescribed readings for a course;
- Take manually written notes amid an address;
- Write their claim notes on classroom freebies and consider guides;
- Create word-based flashcards to consider for tests and exams; and
- Highlight or underline vital words and expressions.

Visual-spatial learners, on the other hand, are more productive with the learning preparation when they:

- Spend more time examining charts and charts, outlines, and pictures or pictures versus words;
- Create picture-based flashcards, notes, or flow charts for consider purposes;
- Pay more consideration to the professor's visual introduction on the board or computer screen; and
- Visualize the information being learned in a few real-world situations.

SOUND-RELATED LEARNING STYLE

Sound-related learners are diverse from visual learners in that they rely primarily on their ears as restricted to their eyes for taking in and comprehending significant data. In straightforward terms, this implies that you just have a simpler time learning information and actualities by listening to somebody talk.

How to use this fashion best:

To get the most from your sound-related learning fashion, you'll need to consider:

- Taking classes that offer more lecture-based learning than written study materials;
- Finding a singular put to ponder so you'll be able to peruse out loud as you go through the composed data;
- Joining a consider gathering where you conversation around the materials with each other;
- Come up with a melody or sonnet simply can recount out loud to assist you keep in mind the desired information;
- Record your notes verbally and play them back to memorize them superior; and
- Purchasing required books in a sound arrangement so merely can tune in to them versus perusing them.

SUCCESSFUL LEARNING

As a teacher, our point is to reach all of our understudies. However, it is well known that each understudy contains a distinctive way of learning, and learns and advances at distinctive speeds. Whereas a few understudies may discover the learning assignment exceptionally simple to bargain with, others may discover it troublesome to understand. Besides, learning moreover depends on what understudies have brought with them into the course. Since each comes from a distinctive family, a distinctive environment, and/or a diverse country, the multicultural populace of the classroom may impede the instructors from coming to the students, which inevitably comes about in ineffectual learning. Besides, although it is very troublesome for the educator to know almost every student and to take after what each one does amid the lessons indeed in small classes, instructors ought to screen each student and reach their needs in an assortment of ways to attain successful instructing.

MATERIALS

Since most language textbooks are outlined for a perfect classroom environment, instructors continuously need to bargain with the issue that understudies unexpectedly respond to the reading material due to their contrasts. To begin with, a few understudies may discover the course reading boring and exceptionally difficult, though some find it curiously or exceptionally simple. In expansion, as dialect-educating course materials are as of now based on the

⁴ Ausubel D. The Psychology of Meaningful Verbal Learning. - New York. GrunePress, 1963.- P.210.

content-based or theme-based syllable, a few understudies may discover the subjects gloomy, bizarre, or aimless; though others discover it pleasant, recognizable, or curious. Materials are more often than not inflexibly pointed at a certain kind of learner and may not offer instructors choices or adaptability. Hence, it is as a rule essential for the instructor to assess and adjust the materials agreeing to her lesson.

INTERFACE

Intrigued issues may emerge due to the contrasts among understudies in terms of their demeanor towards the subject matter and/or the instructor; their information of dialect; and their identity. For occasion, a few understudies may discover lessons boring, as the subject has no nature with their possess life. – Learners may contrast in their learning styles, inspiration, and interface. Instructors of blended ability classes may find it troublesome to supply substance and exercises that are spurring and curious to all learners in a course.

TEACH

Regularly the speedier understudies wrap up the errands given some time recently the other students. As a result, they may get into mischief while waiting for the others to wrap up. The weaker students, on the other hand, cannot wrap up the assignments as rapidly as the solid ones and may lose their confidence and/or appear ill-disciplined behavior for a variety of reasons related to that. Subsequently, blended capacities may result in classroom administration issues. Instructors may discover their blended capacity classes are chaotic or troublesome to control. Teach issues happen when learners feel disappointed, lose concentration, get bored, or carry on in a troublesome way. A few reasons why blended capacity classes may be more difficult to control may be that distinctive learners may discover the subject matter easier or more troublesome to get a handle on, weaker learners may require more help from the instructor, or more progressed learners may overwhelm angles of the lessons.

INDIVIDUAL AWARENESS

Instructors may find it troublesome to urge to know and take after the advance of all learners in a course. In classes where there are numerous contrasts, instructors are not able to devote time and attention similarly to all learners.

REDRESS

Instructors may feel overpowered by the stamping stack and may moreover not feel prepared to bargain with the mistakes made by an understudy. For occurrence, a subject educator may not feel comfortable rectifying a learner's dialect mistakes.

HOW TO DEAL WITH THESE ISSUES

1. In arrange to unravel the issues of blended capacity, instructing ought to offer to all faculties, all learning styles and all shrewd. Besides, it ought to be based on a meaningful setting for all learners. To embody, visuals are always valuable for all age and capability levels, so indeed utilizing colored chalk or board markers draws learners' consideration to the educating point. Thus, instructors can make use of visuals to seize students' attention and spur them since even the foremost detached learners are regularly interested in realtor's colorful, and curious blurbs.
2. It is fitting to have plans for the early finishers in case they wrap up the assignments prior. This possible arrangement could be an additional workout, a freebie, or a perusing passage. Recently, some of the reading material has been arranged considering the blended capacity classes and incorporating additional exercises in teacher's books.
3. All understudies don't get to carry out a complete in-class movement. Whereas each understudy ought to do certain parts, as it were a few of the understudies do all of it. In connection to that, the tests might incorporate discretionary questions: Whereas each understudy completes a few parts of the test, a few other parts may have choices from which the understudies select. Moreover, diverse errands can be given to distinctive learners according to their language progress or intrigued, or discretionary assignments can be arranged from which understudies select.
4. Open-ended assignments or questions, such as composing a letter, an ending of a story, book, film, or a reaction to a picture have an assortment of conceivable redress answers instep of a single reply. These assignments permit each learner to perform at his/her claim level. A few of the students may be great at understanding but might be powerless in communicating themselves orally or in written work; hence, open-ended errands deliver them the chance to specify themselves without attempting to find the one and it was rectified reply.
5. It is important for instructors to deliver understudies the opportunity to precise their thoughts, sentiments, and encounters, even though they may lack certainty or sufficient language knowledge⁵. By personalizing the tasks, all understudies can take an interest deliberately. Knowing students' identities makes a difference for the teacher to plan and adjust materials effectively in arrange to form them curiously or significantly to understudies, which adds variety to the classroom environment and sets up a positive climate.
6. Understudies adore diversions, competitions, and dramatization, so these are ways of guaranteeing they're intrigued by the lesson. Notwithstanding the contrasts among the understudies in terms of dialect level and learning styles, they are persuaded to utilize the target language whether they are playing an amusement or taking part in completion or a role-play.
7. Group/pair-work exercises are valuable not as it were for the instructor to watch understudies but moreover for the understudies to cooperate and memorize from each other. When a solid understudy works with weaker understudies,

⁵ Barlett FC. A study in Experimental and Social Psychology.

– Cambridge: Cambridge University Press.1932.- P.215

the understudy can be a source of information within the gather. The educator, on the other hand, may shape bunches of weaker and more grounded understudies isolated from each other, and she can provide diverse assignments to these bunches. Subsequently, the more grounded and speedier understudies work with more complicated errands, while the weaker understudies bargain with a simpler assignment or work with the instructor as a gathering part.

8. Extra homework continuously makes a difference in instructors of mixed-ability classes. Be that as it may, considering the level and the interface of the understudies, additional work ought to be something that the understudies would enjoy doing. In this manner, a good way of managing with blended capacity may be personal and group ventures. In addition, students would be more excited to work in such ventures on the off chance that they can select their theme such as preparing a poster on their favorite extreme sports.

9. Portfolios are another proficient way of managing mixed-capacity bunches. Instructors may inquire understudies to keep all the things they have done during the term counting the additional work depending on their capacity or needs. As a result, not as it were the educator but moreover each understudy includes a record of his/her advance amid the term.

A few pieces of advice for the instructors.

1. Energize participation and regard among your students.
2. Acknowledge all their commitments as substantial and profitable.
3. Utilize visuals open to translation at various levels.
4. Involve the entire lesson in the checking stage.
5. Utilize pupils' non-linguistic aptitudes (e.g. their information of other subjects or their capacity to draw or mirror).
6. Review your worksheets, making them usable by understudies at distinctive levels.
7. Use show techniques
8. Make the foremost of bunch and match work.
9. Treat your understudies as people with a past and future.
10. Treat your understudies as individuals who think.
11. Treat your pupils as individuals who feel.
12. Have a store of supplementary traps, such as games, jokes, perplexes, stories, etc. to bargain with early finishers.

The instructors ought to attempt to form their dialect classroom comprehensive for all learners. The quicker the learners realize that:

- Students learn from each other, not only from the educator;
- Pupils learn at a distinctive pace;
- Moderate learning can in some cases lead to strong information;
- Children's interests and inspiration tend to alter effectively;

CONCLUSION

This study sheds light on some issues of current theory. By solving these riddles, we can solve problems. Because of observing these problems, we found out through our research that the problems mentioned above are often encountered in the training process, and we have highlighted these problems and provided a solution to the problem. This chapter incorporates the hypothesis of mixed capacity classes and a few considerations approximately them. In all periods, this is one of the foremost debatable problems to instruct these sorts of classes. Different instructors, philologists, and researchers gave their distinctive conclusions and concepts for understanding this problem.

Firstly, they found out what is blended capacity lesson is.

Furthermore, researchers tried to make a positive atmosphere for pupils and instructors in arrange to make their work simpler and more effective.

Instructors may confront several issues when instructing in blended capacity environments. These are a few comments made by instructors almost their experiences of instructing mixed-ability classes:

- The more grounded understudies get bored if the educator spends time clarifying with the weaker ones.
- There could be a syllabus to urge through, but most of the understudies are as of now behind.
- Half the understudies have wrapped up a workout, while the other half have as it was just begun.
- The stronger students rule.
- The weaker understudies don't indeed attempt.
- The instructors don't know where to pitch their lesson.
- Weaker students continuously inquire to clarify things in their possess dialect.
- Stronger understudies don't need to work with the weaker ones.

The primary task of the teachers is to discover their learners' capacity, intrigued, age and inspiration then work with their understudies agreeing to recognized truths.

To entirety up each instructor unexpectedly marks this issue and illuminates it by their claim way.

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INTERNET RESOURCES

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2. www.ask.com
3. www.education.com
4. <http://busyteacher.org/>