STUDENTS' DIFFICULTIES IN LEARNING A FOREIGN LANGUAGE

The importance of speaking skills in English

Kimyo International University in Tashkent,

Namangan branch

ENG_N_23_UE (English education)

Saidakbar Akmalov

Baxtiyor o'g'li

akmalov@icloud.com

+998938056105

Introduction

Learning a foreign language is not always easy for students. Many learners face problems with speaking, listening, grammar, or pronunciation during the learning process. Some students feel nervous when they speak, while others struggle to understand native speakers. Because of these challenges, it is important to understand what students really need in order to learn a language better.

This study was carried out to learn more about students' difficulties in foreign language learning. A survey was given to 8 students, and the questions were about language skills, speaking confidence, grammar, listening problems, and practice outside the classroom. The aim of the study was to find out the main challenges students face and how teachers can help them improve.

Methodology

For this study, a needs analysis survey was used. Eight students participated in the survey. They answered several questions about how difficult they find language

learning and which skills are the hardest for them. The survey also included questions about speaking, grammar, listening, and practice habits.

After collecting the answers, the results were analyzed in percentages to better understand students' common problems and needs.

Results

The survey results showed that most students think learning a foreign language is difficult. About 62.5% of the students chose "difficult," while only a few students said it was easy.

When students were asked about language skills, listening and writing were the most difficult skills for them. Each of these skills was chosen by 37.5% of the students. Some learners also found speaking difficult, but interestingly, no one said reading was a problem.

The answers also showed that students have different feelings when speaking a foreign language. Some students feel nervous, while others feel comfortable and confident. Pronunciation turned out to be the biggest speaking problem for many learners. Students are also afraid of making mistakes and sometimes have grammar problems while speaking. Vocabulary was not seen as a major difficulty.

Listening was another challenging area. Some students could understand native speakers well, but others had problems understanding them. The main reasons were different accents, unfamiliar words, and long sentences.

In grammar, students mostly struggled with tenses and prepositions. However, many students said grammar was not their biggest problem overall.

One important finding was that students do not practice the language regularly outside the classroom. None of the students said they practice every day, and many said they rarely or never practice. This may be one of the main reasons why they face difficulties in language learning.

Discussion

The results show that students need more help with listening, pronunciation, and speaking confidence. Listening can be difficult because students are not used to hearing different accents or fast speech. Pronunciation problems and fear of making mistakes can also make students less confident when speaking.

Another important issue is the lack of practice outside the classroom. Language learning needs regular practice, especially for speaking and listening skills. Without enough practice, students may find it harder to improve.

Teachers can help students by using more listening activities with different accents and by giving students more opportunities to speak in class. Pronunciation exercises and a friendly classroom atmosphere may also help students feel more confident. Students should also try to practice English more often outside the classroom through music, movies, social media, or conversations with others.

Conclusion

To sum up, this study shows that students mainly struggle with listening, pronunciation, and speaking confidence while learning a foreign language. Grammar is not the biggest issue, although tenses and prepositions can still be difficult for some learners. Another major problem is the lack of regular practice outside the classroom. Overall, students need more chances to practice the language, especially speaking and listening. With more support, practice, and encouragement, students can improve their language skills and feel more confident in communication.

References

1.Jack C. Richards & Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2014.

2.David Nunan. Language Teaching Methodology. Prentice Hall, 1991.

3.H. Douglas Brown. Principles of Language Learning and Teaching. Pearson Education, 2007.

4.Jeremy Harmer. The Practice of English Language Teaching. Pearson Longman, 2007.

5.Stephen D. Krashen. Second Language Acquisition and Second Language Learning. Pergamon Press, 1981.

6.British Council. “Challenges in Learning English as a Foreign Language.”

7. References

Jack C. Richards & Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2014.

David Nunan. Language Teaching Methodology. Prentice Hall, 1991.

H. Douglas Brown. Principles of Language Learning and Teaching. Pearson Education, 2007.

Jeremy Harmer. The Practice of English Language Teaching. Pearson Longman, 2007.

Stephen D. Krashen. Second Language Acquisition and Second Language Learning. Pergamon Press, 1981.

British Council. “Challenges in Learning English as a Foreign Language.”

Cambridge University Press. Resources on foreign language teaching and learning.Cambridge University Press. Resources on foreign language teaching and learning.