

DIFFICULTIES WHICH LEARNERS COME ACROSS WHILE LEARNING FOREIGN LANGUAGES, PROBLEMS WITH INTERLANGUAGE

 <https://doi.org/10.24412/2181-1784-2022-20-689-692>

Dilrabo Kasimova

EFL and ESL teacher, Yeoju Technical Institute in Tashkent
e-mail:kasimovadilrabo89@gmail.com tel: +998335006686

Dilfuza Tursunova

EFL and ESL teacher, Yeoju Technical Institute in Tashkent
e-mail:kasimovadilrabo89@gmail.com tel:+998977406866

ABSTRACT

Having acquired basics of first language through imitating, people have to learn another language. Most of the time this language is considered as the second language,

however, it is also learned through conversation, imitation and daily talks. The reason is this language is used in this are by most of the number of population. Moreover, people want to enlarge their language barrier with some international languages such as, English, Korean etc. This article illustrates some experiences of an English teacher while teaching this language and common challenges, misunderstandings and confusions among learners of foreign languages which are based on grammar rules and their cultural norms.

Keywords: *foreign language, English language, interlanguage, word order, grammar, culture, phraseology, personality traits, language anxiety.*

INTRODUCTION

Year by year the number of English learners is increasing sharply. The one fact is that some students fail in learning foreign language while they good at in other classes. But other students learn a foreign language successfully and efficiently. Arguing, that learners who have some problems in acquiring language, they have difficulties with their interlanguage and they compare everything with their first language. [Rafael, S. 2008:40] Besides, these kind of problems can be seen while they are comparing their cultural norms while making conversations and try to adapt some elements of daily conversation due to their own culture. [Tobias, S.1986: 24] Students who study in Russian groups are more confident when they are trying to use

second languages, however, students of Uzbek groups first of all, try to understand the meaning in then employ these sentences. As a foreign language teacher I observed my students who doing well or have difficulties in learning languages. One of my students attracted my attention because of some problems with his first language which affect a lot to his second language learning. In this process, I have read and learnt some research based articles and compared other countries' and our case.

LITERATURE REVIEW

S.Rabia et.al. investigate and examine in their article the relation between linguistic skills, personality types, and language anxiety among Israeli Grade 11, students whose mother tongue is Hebrew and who are learning English as a second language. The participants were given various tests measuring their basic linguistic skills in Hebrew as their first language (L1), including phonological and morphological awareness. For instance: working memory, rapid naming and a series of language tests: vocabulary, word and text reading, pseudo-word reading, and spelling. They were also given tests in English as a foreign language (EFL): vocabulary, word recognition, letter identification, text reading, and pseudo-word reading. The findings demonstrated a significant positive correlation between all the L1 and EFL linguistic skills. [Abu-Rabia, S. 2004: 711]

Furthermore, next investigation compared successful and unsuccessful college foreign language learners on measures of intelligence, language aptitude, native oral and written language and math. They were given Modern Language Aptitude Test, on tests of written and oral language in the syntactic and phonological domains and on math calculation. Authors suggest that students with difficulties in acquiring foreign language have problem especially in the areas of syntax and phonology. Moreover, they try to focus on their cultural norms while trying to use spoken language. Suggestions for analyzing a foreign language disability are made. [Mihalichek, V. & Wilson, C. (eds.). 2011: 55]

LEARNER'S PROFILE

I observed my classes and I selected one student who faces some obstacles in acquiring a language. For confidentiality purpose, this student will be renamed as student A. He is 13 years old and studies at school number 160 at 7th class(Tashkent, Uzbekistan). He attends to math courses and his general intelligence is good. He interested in math, physics and geography. This student is an auditory learner who prefers listening to audiotapes and music. In addition, he showed good results in

listening activities. However, while listening to some music and other podcasts, some words namely, related to cursing, intimacy, religion make him embarrassed as it is not normal for Uzbek content. Learner enjoys working in groups, interacting with other students. He has been learning English for four months and his level is Elementary. From the beginning of his learning he did well. He knows present and past simple, present and past continuous, present perfect very well.

Moreover, he can differentiate these all tenses and he did significant results in learning adjectives and adverbs. He said that it was an easy theme for him because this topic is similar to his first language and he knew this topic very well in his native language. When it came to make sentences he confused in word order. This problem is cause of his native language. Uzbek language sentence structure differs from English. For example in Uzbek language in order to make sentence the structure below is used:

Subject+time+place+object+verb

Place of 'time' changes according to the context. However, in English it is vice-verse

Subject+verb+object (present tense)

When he makes sentences he does not give attention to the structure, he translates his speech from native language to foreign language without changing the structure. As a result, he makes many mistakes in writing and speaking as well. Before expressing his opinion, at first, he speaks in native language and he translates into target language. While observing I wanted to check his reading skills and I gave him reading comprehensions which are appropriate to his level. While reading, he translated each word separately and at last, he made one meaning from the text. The main problem is, he always analyzes and compares every minor thing in his interlanguage, his main problems are connected with his interlanguage and language anxiety. During conversations he sets sentences according to criteria of his first language and while translating others words again he understands everything directly especially, phraseological units and idioms. Idioms, such as “kick the bucket,” “egghead,” “big cheese” and others caused some misunderstanding because of leaning on his first language. As the result, it is recommended to work on his weak sides tried to get rid of his learning habits. Authentic listening exercises, watching daily talks and cartoons and making small texts are used for eliminating these problems counted above. [Ishihara, N., & Cohen, A. 2010:80]

REFERENCES

1. Abu-Rabia, S. (2004). Teachers' Role, Learners' Gender Difference and FL Anxiety among Seventh-Grade Students Studying
2. English as FL. *Educational Psychology*, 24, 711-729. Retrieved from: <http://dx.doi.org/1080/0144341042000263006>
3. Hasanova, D. (2007). *Teaching and learning English in Uzbekistan*. United Kingdom: Cambridge University Press.
4. Ishihara, N., & Cohen, A. (2010). *Teaching and Learning Pragmatics: Where Language and Culture Meet*. London: Longman-Pearson
5. Mihalichek, V. & Wilson, C. (eds.). (2011). *Language files: Materials for an introduction to language and linguistics* (11th ed.). Columbus, OH: Ohio State University Press.
6. Rafael, S. (2008) *Foreign Language Learning Difficulties and Teaching Strategies*.
7. California. School of Education Dominican University of California
8. Tobias, S. (1986). Anxiety and cognitive processing of instruction. In R. Schwarzer (Ed.), *Selfregulated cognition in anxiety and motivation* (p. 35-54). Hillsdale, NJ: Erlbaum
9. Kh, K. G., & Kh, K. S. (2021). The role of education system in human capital development. *Восточно-европейский научный журнал*, (2-1 (66)), 48-51.
10. ЖАНЫЛАТУУ Ө. К. Б. Б., КЕЛЕЧЕГИ К. Ж. UPGRADING VOCATIONAL EDUCATION IN UZBEKISTAN: CHALLENGES AND PROSPECTS // ВЕСТНИК Ошского государственного университета № 3, 2018. – С. 34.
11. Хашимова С. On some features of teaching foreign language for students of non-philological areas at the initial stage. – 2019. – Евразийское Научное Объединение. – С. 334-338.
12. Хашимова С. НЕКОТОРЫЕ ГРАММАТИЧЕСКИЕ И СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ УДВОЕНИЯ В ЯПОНСКОМ ЯЗЫКЕ. - Страны. Языки. Культура. – С. 334-338.
13. Hashimova, S. A., & Nasirova, S. A. (2021). FEATURES OF FORMING OF ANIMATED NOUNS WITH THE AFFIXES IN MODERN CHINESE LANGUAGE. *Journal of Central Asian Social Studies*, 2(04), 1-10
14. Nasirova, S. A. (2020). CONCEPTS OF 中国 梦想" CHINESE DREAM" AND 类 命运 共同" COMMUNITY OF THE ONE FATE OF HUMANITY"—A LINGUISTIC AREA. *Journal of Central Asian Social Studies*, 1(01), 05-14.