

CHALLENGES OF LEARNING ENGLISH IN NON-ENGLISH-SPEAKING COUNTRIES

Tolibjonova Munavvar Qobil qizi

Student of English Philology Faculty, UZSWLU.

Annotatsiya: Ingliz tilining globallashuvi uni turli madaniyatlar va millatlar o'rtasida muloqot qilish imkonini beruvchi dominant lingua franca sifatida òrin egallashiga sabab bòldi. Biroq, bu keng miqyosda qòllanish ingliz tilida so'zlashmaydigan mamlakatlardagi o'quvchilar uchun katta qiyinchiliklar tug'diradi. Ushbu maqola ingliz tilini o'zlashtirishda duch keladigan ko'p qirrali to'siqlarni tahlil qiladi va asosiy e'tiborni to'rtta asosiy yo'nalish: grammatik murakkabliklar, talaffuz va fonologik o'zgarishlar, immersiv muhit yetishmasligi va òqitish texnikasiga qaratadi. Resurslar mavjudligiga qaramay, o'rganuvchilar, ko'pincha, o'z ona tillaridan sezilarli darajada farq qilishi mumkin bo'lgan ingliz grammatikasida qiynalishadi. Bundan tashqari, ingliz tilidagi turli xil aksentlar va fonetik tizimlar talaffuz va tushunishda qo'shimcha qiyinchiliklar yaratadi. Shuningdek, immersiv lingvistik muhitning yo'qligi amaliyotda qo'llanish va ravonlik imkoniyatlarini cheklaydi, bu esa o'quvchilarning til bilan haqiqiy munosabatda bo'lish qobiliyatiga to'sqinlik qiladi. Nihoyat, ko'pincha an'anaviy yondashuvlarga asoslangan talabga javob bermaydigan o'qitish metodologiyalari talabalarning ushbu kontekstdagi o'ziga xos ehtiyojlarini qondira olmaydi. Ushbu muammolarni ta'kidlagan holda, ushbu maqola mahalliy bo'lmagan mamlakatlarda ingliz tilini o'rganish bilan bog'liq murakkabliklarni chuqurroq tushunishga hissa qo'shish va ushbu qiyinchiliklarni yengib o'tishga harakat qilishga da'vatni maqsad qiladi.

Kalit so'zlar: global lingua franca, tilni o'zlashtirishdagi to'siqlar, grammatika murakkabligi, talaffuz, muhit va o'qitish usullari.

Аннотация: Глобализация английского языка сделала его доминирующим лингва-франка, обеспечивающим общение между различными культурами и народами. Однако такое широкое использование создает серьезные проблемы для студентов в неанглоязычных странах. В этой статье анализируются многогранные препятствия на пути к овладению английским языком и основное внимание уделяется четырем основным областям: грамматические сложности, произношение и фонологические изменения, отсутствие иммерсивной среды и методы обучения. Несмотря на доступность ресурсов, учащиеся часто испытывают трудности с грамматикой английского языка, которая может существенно отличаться от их родного языка. Кроме того, разные акценты и фонетические системы в английском языке создают дополнительные трудности в произношении и понимании. Кроме того, отсутствие иммерсивной языковой среды ограничивает возможности для практики и свободного владения языком, что препятствует способности студентов по-настоящему взаимодействовать с языком. Наконец, часто не отвечающие требованиям методики преподавания, основанные на традиционных подходах, не отвечают конкретным потребностям учащихся в этом контексте. Подчеркивая эти проблемы, данная статья призвана способствовать более глубокому пониманию сложностей, связанных с изучением английского языка в неродных странах, и поощрять усилия по преодолению этих проблем.

Ключевые слова: глобальный лингва-франка, барьеры в освоении языка, грамматическая сложность, произношение, окружающая среда и методы обучения

Abstract

The globalization of English has positioned it as a dominant lingua franca, enabling communication across diverse cultures and nations. However, this

widespread use presents significant challenges for learners in non-English-speaking countries. This article examines the multifaceted obstacles encountered in the acquisition of English, focusing on four primary areas: grammatical complexities, pronunciation and phonological variations, the lack of immersive environments and techniques in educating. Despite the availability of resources, learners often struggle with the English grammar, which can differ markedly from their native languages. Additionally, the diverse accents and phonetic systems of English create further hurdles in pronunciation and comprehension. Moreover, the absence of immersive linguistic environments limits opportunities for practical application and fluency, hindering learners' ability to engage with the language authentically. Finally, inadequate teaching methodologies, often rooted in traditional approaches, fail to address the specific needs of students in these contexts. By highlighting these challenges, this article aims to contribute to a deeper understanding of the complexities surrounding English language acquisition in non-native countries and to propose a call to try to overcome these challenges.

Key words: global lingua franca, language acquisition barriers, complexity of grammar, pronunciation, environment and teaching methods

Speaking about a language and speaking in a language are different things. In this contemporary era, English has been so widespread that a vast global community has used for any purposes, particularly in academic settings. Mastering English has been being crucial for people's educational advancement. Its importance is not limited to international contexts, it also plays a significant role in local settings. The rise of English as a global lingua franca has transformed its status, enabling effective communication and collaboration across different cultures and regions. Consequently, individuals are increasingly aware of significance of learning English, not only for engaging on an

international level but also for accessing local educational and career opportunities, making teaching and learning English prevalent on a large scale.

However, being a proficient in English is not as straightforward as its widespread recognition around the globe. There are so many language barriers and challenges we face and must overcome, including differences in language structures compared to native ones, lack of immersive environments, teaching system, students' characteristics and so on. By taking into account these issues, solutions and actions must be identified.

Complexity of grammar

One of the most significant difficulty in learning English lies in its complex grammar. Unlike certain languages that adhere to clear and uniform grammatical structures, English is characterized by numerous exceptions and irregularities. For instance, the various tenses in English and the existence of irregular verbs and noun pluralization rules can be especially confusing, as they express subtle differences in meaning and demand both memorization and contextual comprehension. Moreover, the language features an extensive and often complicated vocabulary, where many words possess multiple meanings based on their context. The presence of homophones—words that sound alike yet have different definitions—adds another layer of complexity to the learning experience.

Pronunciation

Among the challenges, pronunciation stands out as a crucial hurdle that can hinder effective communication and language acquisition. English does not consistently match written words with their spoken forms, demanding logical pronunciation patterns. This may discourage a new learner to continue the learning. For example, the words "bear" and "beer" are spelled somehow similarly, but pronounced differently. This can confuse learners who expect a

one-to-one correspondence between letters and sounds. Furthermore, in English phonetics we can witness that there are several versions of only one vowel sound, depending on the context which might not exist in learner's native language. Take the words "plot" and "storm" as an example of versions of "o" sound, one of them is short "o" sound, another one is long, making the process challenging. Additionally, English relies heavily on intonation and stress patterns to convey meaning. Misplacing stress can lead to misunderstandings, as in the difference between 'record (noun) and re'cord (verb).

Environment

Another most significant and main challenge for learners of English in non-English-speaking countries is the lack of exposure to the language in everyday life. Actually, the surrounding environment serves as a vital resource for students, providing opportunities for various activities, recreation, and innovation. It fosters the development of new ideas and behaviors through exploration and experimentation, effectively transforming the environment into a "laboratory" where students can engage in self-expression and acquire new knowledge and concepts.

Nevertheless, in many cases, English is taught primarily in formal educational settings, where students engage with textbooks and classroom exercises but have few opportunities for real-world application. There is little chance for learner to communicate with other people in English outside of classrooms and some other formal settings, such as meetings or conferences, because the society is not yet ready; most of the population lacks sufficient knowledge or experience to speak, especially family environment, where nearly all conversations occur, has not been conducive to language use either, since most parents aren't aware of English, but other languages, such as Russian. As a

result, learners often struggle to develop their listening and speaking skills, which are crucial for effective communication.

The absence of an immersive environment means that students are not regularly exposed to natural conversations, idiomatic expressions, or cultural nuances that enrich language learning. However, if a person can create a comfort zone for themselves by prioritizing English use in their daily routine—such as watching videos and movies in English, listening to English music and interacting more with individuals who know the language, the process will be easier and enjoyable.

Teaching methods

Teaching serves as a means of guiding, facilitating learning, and motivating students while creating an environment productive of education. Having a good understanding of how students learn enables educators to shape their educational philosophy, teaching style, approach, methods, and classroom strategies. That's why, whether the learning experience will be easier or not depends on teaching techniques too. Although there are several teachers who conduct the lessons with effective methods, unfortunately, we can also witness the opposite case. Most of the teachers and institutions focused on only grammar and the acquisition of linguistic knowledge in educating the language, often neglecting the development of communicative skills. Additionally, the examination-driven culture places excessive emphasis on testing, which can hinder learners' ability to achieve practical English language proficiency for real-life situations. This adherence to a native-speaker model, coupled with a grammar-centric and exam-oriented approach, limits students' opportunities to effectively utilize their language skills in everyday contexts. Furthermore, unclear instructions from teachers is a main problem, as some of them fail to convey their ideas and express their exceptions due to lack of knowledge or experience, causing students's misunderstandings and frustration. Large class

sizes present another challenge in English language instruction. In overcrowded classrooms, teachers often struggle to provide individualized attention to each student. This limitation can prevent learners from receiving the support they need to develop their skills effectively. In large groups, shy or less confident students may feel intimidated and less willing to participate in discussions or activities. As a result, valuable opportunities for practice and interaction are lost.

Conclusion

To sum up, learning English as a second language can be challenging yet rewarding experience that opens up numerous personal and professional avenues. Admittedly, during the learning journey, coming across obstacles and difficulties is natural, as there is not a major factor, I mean the environment in every non-English-speaking countries, simultaneously, complexity of grammar and its phonology also inadequate instructions make life difficult for learners. Although the path can be challenging, non-native speakers also can attain proficiency in English through dedication, consistent practice, and appropriate support.

References

Factors Affecting English Language Teaching and Learning in Higher Education Published by Canadian Center of Science and Education (2014)

<https://www.researchgate.net/publication/270117978>

The Challenges of International EFL Students to Learn English in a Non-English-Speaking country (Oktari Firda Hibatullah), Journal of Foreign Language Teaching & Learning (2019)

<https://scholar.archive.org/work/5wy6rf5kdnhwtkrnmbfarr6db4/access/wayb>

Complexities of English: A Study of Grammar, Vocabulary, and Pronunciation (Hafiz Haqnawaz, Nazia Naeem, Safar Khan), (2024) Kashf Journal of Multidisciplinary Research

<https://kjmr.com.pk/kjmr/article/view/118>

The Role of the Surrounding Environment in Improving English Ability and Developing Students' Vocabulary (Nabila Israni), Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat (2023)

<https://www.jurnal.permapendis>

Challenges of Learning English as a second language (AmitJha) (2024)

<https://medium.com/@jha.ameet/challenges-of-learning-english-as-a-second-language-3533ccf29126>