



LINGUISTIC PROBLEMS STUDENT FACE DURING LEARNING ENGLISH AS A SECOND LANGUAGE AND SOME SOLUTION TEACHING METHODS

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ABSTRACT

Specifically, this article covers: Phonemic Awareness, Syntactic and Structural Differences, Idiomatic Expressions and Collocations problems in learning languages; the terms adequacy and equivalence; Effective Teaching Methodologies and Solutions to challenges students face during learning languages.

It is common to think of learning a new language as opening a door to a new world, but for many students, that door has some very heavy hinges. Learning vocabulary is only one aspect of mastering English as a second language (ESL); another is overcoming a complicated web of linguistic obstacles that can be discouraging and frustrating. Understanding these challenges and applying targeted teaching methodologies is essential for bridging the gap between basic communication and true fluency.

Here is an exploration of the primary linguistic problems students encounter on their journey to English proficiency.

Initially, Students can face Phonological Struggles or The Sound Gap when they started learning foreign language. The lack of a "one-to-one" relationship between spelling and sound in English is well known. As a result, pronunciation and listening comprehension become extremely difficult.

Phonemic Awareness: Many languages do not have the specific sounds found

in English, such as the "th" (/θ/ and /ð/) or the distinction between "r" and "l." [1] Students often substitute these unfamiliar sounds with the closest equivalent from their native tongue, which can lead to misunderstandings. Learning the sounds seems to be challenging to students. Therefore, they tend to replace the sounds with familiar alternatives with their native sounds. And this leads to misunderstanding of language among students.

Syntactic and Structural Differences: Every language has a unique "blueprint." Students often mentally translate from their L1, leading to word-order errors.

An Uzbek speaker might say "My mother well cooks" instead of My mother cooks. Similarly, the complex English verb tense system (like the Present Perfect) is notoriously difficult for students whose native languages use simpler temporal markers. [2]

Idiomatic Expressions and Collocations: English is heavily reliant on "phrasal verbs" (e.g., *get up, get over, get by*) and idioms that make no literal sense. [3]

A student may know the words "break" and "leg," but they will be confused when a teacher says "Break a leg!" before a presentation.

Semantic Nuance and "False Friends"

"False friends" are words that look similar in two languages but have different meanings (e.g., the Spanish *embarazada* means pregnant, not embarrassed). These linguistic traps create "fossilized errors" where a student repeatedly uses a word incorrectly because it feels familiar.

These issues are prominent ones which students can face in the period while they are studying new language. In our cases this language is English. After some researches some scientists have found solutions in some cases to these problems. Following teaching methods can help students to learn language in correct way. To overcome these barriers, educators have moved away from rote memorization toward more holistic, interactive strategies.

One of effective ways to teach English is "The Communicative Language Teaching (CLT) Method" that is the approach prioritizes "interaction as both the means and the ultimate goal." This method can help to boost communication skills. Instead of drilling grammar rules, students engage in role-plays, interviews, and scavenger hunts. This reduces the fear of making structural mistakes by focusing on successfully conveying a message. Students can enjoy by learning oral speeches with the help of listening.

Next method is Task-Based Language Learning (TBLL) which is helpful for learning languages. In TBLL, students are given a specific "task" to complete—such as planning a trip or solving a mystery—using only English. [4] It forces students to use the language authentically. If they don't use the correct syntax, they won't reach the goal, making the "correction" a natural part of the process rather than a criticism from the teacher.

Scaffolding and the "Zone of Proximal Development" is also the most effective method when it comes to teaching in classroom. Teachers provide temporary support structures that are gradually removed as the student gains proficiency. Here these could be solutions:

- Sentence Starters: Providing "I believe that..." to help a student begin a complex thought.
- Visual Aids: Using "Realabilia" (real-world objects) to connect vocabulary to physical items.

Moreover, giving Contrastive Analysis and Explicit Instruction by teacher is key feature in language learning.

Sometimes, the best way to fix an error is to point it out directly. By showing a student exactly how their L1 differs from English (e.g., comparing word order in a side-by-side table), the teacher helps the student develop "metalinguistic awareness," allowing them to self-correct in the future.

All in all, understanding these problems is the first step toward overcoming them. For students, patience is key; for educators, recognizing these specific linguistic friction points allows for more targeted and empathetic teaching strategies.

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