_____

The Problems of Learning a Foreign Language: Difficulties with Learning Vocabulary in Second Language Acquisition

Scientific advisor: **Sattarova Soadat Narzullayevna**
Student: **Maratova Fotima Jamshidovna**
Samarkand State Institute of Foreign Languages

Annotation: This paper describes the problems of acquiring foreign languages (English) and it recommends strategies that can minimize the students' problems in learning the English.

Keywords: Second-language readers, discrimination, understanding meaning, remembering, consolidation and extension, lexical inadequacy, redundant words.

Learning a second language is not easy to start and get to the proficient level. Vocabulary is one of the most important aspect of a second language. Some scholars claim that the more vocabulary helps students to reach the more success in the target language. For this article, I have chosen vocabulary challenges which students may face into while learning a second language. The main objective of this article is investigating the problems faced by students in learning vocabularyin Uzbekistan. This study stresses the necessity of learning second language vocabulary, encourages students towards learning it, highlights the difficulties encountered by learners.There has been much research on this issue. In this study we will look though some of them. Vocabulary knowledge is a focal part of the language. It is considered as a central means to communicative competence. According to Alqahtani (2015) low vocabulary knowledge causes serious problems to its learners, which will be severe problematic issue for a learning process. Vocabulary plays an important role in teaching and learning a second language, since lexical knowledge is fundamental to get into communication with native and non-native English speakers. As Richard and Renandya (2002) stated that the language of people depends on the vocabulary used or gained. Thus, absence of vocabulary, the learners will lose their motivation to use the language.

Main part.

Learning vocabulary is essential for acquiring new language. Tozcu and Coady (2004) claimed that rich vocabulary develops the learners' reading skills, and it is beneficial for reading comprehension. Several years before than Tozcu and Coady, Haynes and Baker (1993) noted that the main obstacle for the second language readers is not a deficiency in reading techniques but lack of vocabulary in English. Similarly, Huckin and Bloch also have found out that second-language readers rely heavily on vocabulary knowledge and that a lack of vocabulary part of the language is the largest problem for L2 learners to suffer. (p. 154). As Grauberg (1997) noted that students learning the vocabulary get through four stages: discrimination, understanding meaning, remembering, and consolidation and extension of the meanings. Firstly, in the discrimination stage students distinguish the sounds and letters. This stage helps learners in writing, speaking and listening, because by distinguishing sounds, the learners pronounce words in a correct way and understand them when they see in context or listen to. Secondly, in understanding meaning stage applicants catch the meaning of words by relating them to their meanings. Thirdly, the remembering stage composed of the ability to remember the meanings. Finally, the consolidation and extension stage demand students learning new vocabulary and its integration. Oxford (1990) argues that there are not any rules in learning the vocabulary as we have some strict rules in learning the grammar. Students usually come across with hundreds of words that they should learn and practice during their studies. Altyari (2017) believes that the poor linguistic performance of

_____

_____

Saudi students in English reflects their lack of knowledge of vocabulary. The researcher identifies two serious facts that lead to poor vocabulary and lexical inadequacy of Saudi students in public secondary schools. 35 participants with different levels of education and 9 English teachers in secondary and high schools. The data was collected using questionnaires and textbooks for high school students. The results show that student participants used phrases effectively, for example, relying mainly on a bilingual dictionary, asking others to learn their meanings, and so on. Similarly, the results also show that vocabulary processing is insufficient and that all aspects of vocabulary are represented. The study strongly recommends a step-by-step process for learning words. Rohmatilla (2017) explored the challenges students face in learning English vocabulary. Using this quality study, conversations, and questionnaires, points to a number of problems that hinder the vocabulary learning practice adopted by students. In this study, pronunciation and spelling, selection of appropriate meanings of words, change of word forms and redundant words that students need to learn. It also identifies some important factors that make vocabulary learning difficult and links learning difficulties to different levels of language. For example, pronunciation difficulties are related to the phonetic system of the English language, bends and word forms are related to the morphological system, phrases and phrasal verbs such as phrases are related to semantics, syntax depending on their categories and so on. Khan (2011) also demonstrates vocabulary that is challenging for readers. These areas include the study of the use of spelling, synonyms, prefixes, and suffixes. In addition to the above, it is noteworthy that words which are considered as words which possess multi-meanings are real difficulties for students. Teachers ought to encourage their students to increase their consciousness of the multiple-meaning words by highlighting the words that pose confusion, reading sentences, and consulting a dictionary (Lin, 2014). According to Anderson and Nagy's (1993) opinion, most popular dictionaries have sub entries of a word are also causing for students facing such problems.

Conclusion.

In this article, it was confirmed that students face vocabulary learning problems at the university level as well. Problems were manifested with difficulty in pronouncing news words, writing new words, using new words correctly, determining the grammatical structure of words, guessing meanings from context, and so on. According to some researches students have a limited "vocabulary", and this problem must be taken seriously. These vocabulary problems lead to impaired reading, writing, and communication skills because students do not know enough vocabulary. Despite its limitations, this study aims to focus on the challenges students face in learning English vocabulary. Future research should examine in detail the causes of vocabulary learning problems. In addition, future research could explore teachers 'views on the teaching methods they use in language classes and the challenges they fact teaching vocabulary.

Reference:

1. Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning byBA English Majors at the University Level of Education. Arab World EnglishJournal and How to Be Taught. International Journal of Teaching andEducation, 3(3), 21-34.
2. Altyari, A.W. (2017). English Vocabulary Uptake by Saudi Arabic Speaking Students at Public Schools. British Journal of English Linguistics, 5 (1), 10-16.
3. Grauberg, W. (1997). The Elements of Foreign Language Teaching (Vol. 7).Clevedon, Multilingual Matters.
4. Haynes, M. (1993). "Patterns and perils of guessing in second language reading", in T. Huckin, M. Haynes and J. Coady (eds.), Second Language Reading and Vocabulary Learning. Norwood, NJ: Ablex, 46-62
5. Khan, I. A. (2011). Learning Difficulties in English: Diagnosis and Pedagogy in Saudi Arabia. Educational Research, 2(7), 1248-1257.
6. Oxford, R. (1990). Language Learning Strategies: What Every Teacher Should Know. New York, NY: Newbury House.

_____

_____

7. Rohmatillah, R. (2017). A Study on Students' Difficulties in Learning Vocabulary. English Education: JurnalTadris Bahasa Inggris, 6(1), 75-93

8. Richards, J. C., &Renandya, W. A. (Eds.). (2002). Methodology in Language Teaching: An Anthology of Current Practice. New York, NY: Cambridge University Press.

9. Tozcu, A., &Coady, J. (2004). Successful Learning of Frequent Vocabulary Through CALL Also Benefits Reading Comprehension and Speed. Computer Assisted Language Learning, 17(5), 473-495.

_____