



## CHALLENGES STUDENTS FACE WHILE LEARNING ENGLISH GRAMMAR

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**Annotation:** This article examines the main challenges that students face when learning English grammar, focusing on the complexity of the language, differences from native grammatical structures and the influence of the learning environment. By analyzing common problems such as syntax, irregular forms and language interference, this study sheds light on the factors that prevent effective grammatical acquisition. The results are intended to inform teachers about the strategies they should adopt to face these challenges, thus improving students' knowledge and mastery of the language.

**Key Words:** English grammar, language acquisition, syntax, linguistic interference, language complexity, educational challenges, language pedagogy, grammar instruction, error correction, second language learning.

**Introduction:** English grammar is essential for language mastery, but it often presents significant challenges for students, especially those for whom English is a second foreign language. Grammar includes the rules and structures that govern sentence formation, tenses, word forms and syntax, making it a complex aspect of language learning. This article identifies and explores the main obstacles that students face in learning English grammar, analyzing both the linguistic and pedagogical aspects that contribute to these challenges.

**Complexity of English Grammar Rules.** One of the fundamental challenges students face is the complexity of English grammar rules, which can differ significantly from their native languages. English grammar features intricate rules and numerous exceptions, such as irregular verbs and plural forms. These irregularities create confusion for learners, especially in areas like verb conjugation and sentence structure. As an example:



**Irregular Verbs:** Unlike regular verbs, which follow consistent patterns (e.g., “talk” to “talked”), irregular verbs (e.g., “go” to “went”) have unique forms, making them difficult to memorize.

**Syntax and Sentence Structure Differences.** The syntax of English—particularly the Subject-Verb-Object (SVO) order—may differ from students' native language structures, causing syntactical errors. In languages with flexible word order, students might find it challenging to adhere to English's more rigid sentence structure rules, which can result in grammatically incorrect sentences. As an example: A Japanese-speaking student may struggle with English sentence structure since Japanese syntax often follows a Subject-Object-Verb (SOV) order. **Influence of Native Language (L1 Interference).** Students frequently transfer rules and patterns from their native language, leading to errors in English grammar. This phenomenon, known as L1 interference, affects various aspects of grammar, including article usage, tenses, and prepositions. For instance, languages that do not use articles (such as Russian) pose a particular challenge for native speakers when learning English, which requires article usage. For example: In English, the definite and indefinite articles (“the” and “a/an”) are essential for specifying nouns. This can be confusing for students whose native languages lack articles.

**Difficulty with Tenses and Aspect.** English tenses, particularly the perfect and continuous aspects, can be challenging for students due to their complexity and subtle nuances. While some languages may lack these tense forms, English has twelve primary tenses that students must differentiate. For example: Understanding the difference between “I have been working” and “I worked” can be confusing for students, as each conveys distinct temporal and contextual meanings.

**Challenges with Prepositions.** Prepositions are notoriously difficult for English learners because their usage often does not correspond directly with similar terms in other languages. Moreover, prepositions are highly context-dependent, making it challenging for students to determine the correct preposition in various situations. As an example: Non-native speakers frequently misuse prepositions, such as using “in” instead of “at” when discussing specific locations (“I am in home” instead of “I am at home”).

**Lack of Confidence and Anxiety.** Grammar learning is also hindered by students' lack of confidence and fear of making mistakes. Language anxiety, especially in a classroom setting, can discourage students from practicing their grammar skills openly, which is essential for improvement.



**Limited Exposure and Practice.** For non-native speakers, limited exposure to English outside of the classroom reduces opportunities to practice grammar in real-life settings. Consequently, students often rely on theoretical understanding rather than practical usage, leading to difficulties in applying grammatical rules fluently.

**Conclusion:** Students face numerous challenges when learning English grammar, including linguistic complexities, syntactical differences, and interference from native language structures. These difficulties are compounded by limited exposure and language anxiety. Addressing these challenges requires a multifaceted approach that includes adapting instructional methods, promoting practice opportunities, and building students' confidence in their grammar abilities.

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