

PROBLEM IN LEARNING ENGLISH FOR ADULT LEARNERS

Samarkand state Institute of Foreign language

Narpay Faculty of 23-05 group student

Gulmamatova Iroda

Scientific supervisor: Zaira Dilfuza Khayriddinova

ANNOTATION

Adult learners often face unique challenges when learning English due to factors such as age, prior education, cognitive abilities, time constraints, and cultural influences. Unlike children, adults have more developed cognitive structures, but they may struggle with language acquisition due to reduced neuroplasticity, which can make it harder to master new sounds, grammar, and vocabulary. Additionally, many adults juggle language learning with work, family responsibilities, and other commitments, limiting the time and energy they can devote to studying.

Key words: Cognitive challenge, memory and retention, pronunciation issues, psychological barriers, fear of failure, self-esteem issues, time constraints, Social and Environmental Factors, Shadowing Technique, Pronunciation Practice, Minimal Pairs Practice.

Introduction

English has become a global lingua franca, and its proficiency is essential for social, professional, and academic integration. However, adult learners of English often struggle with various aspects of language acquisition, from vocabulary and grammar to pronunciation and fluency. These challenges are compounded by personal, cultural, and environmental factors that can significantly impede progress. Understanding these difficulties is crucial for developing effective teaching methods and providing the necessary support for adult learners.

Cognitive Challenges: One of the primary challenges adult learners face is cognitive, stemming from differences in brain plasticity between adults and children. Research shows that language acquisition is generally easier for children due to their higher neuroplasticity. Adults, on the other hand, may struggle with memorization, pronunciation, and the internalization of grammar rules due to a reduced capacity for acquiring new linguistic structures. The complexity of English grammar, particularly its irregularities and exceptions, can create significant hurdles for adult learners. **Pronunciation Issues:** English has a diverse range of sounds, many of which do not exist in other languages. Adult learners often struggle with mastering English pronunciation, particularly the subtleties of stress, intonation, and vowel sounds. This can lead to misunderstandings and lack of confidence in speaking. Adults may

experience diminished self-esteem, particularly if they are learning English in an environment where they feel stigmatized for their accents or lack of fluency. Negative feelings about one's own language proficiency can create a vicious cycle of discouragement and avoidance. How can tackle mentioned problems? Here is solutions for improving English learning skills. Pronunciation Practice: Use tools like the International Phonetic Alphabet (IPA) to teach learners the sounds of English. Pronunciation apps and videos that demonstrate mouth positions for different sounds can also be helpful. Shadowing Technique: This technique involves learners listening to a short segment of speech and then immediately repeating it. It helps with both pronunciation and intonation by encouraging imitation of native speakers.

Conclusion

Adult learners face a variety of challenges when learning English, including cognitive limitations, emotional barriers, and sociocultural difficulties. Despite these challenges, many adult learners are able to achieve proficiency through targeted instruction, the use of supportive learning strategies, and a focus on real-life language applications. By addressing these obstacles with tailored approaches, educators can help adult learners succeed in acquiring English and enhancing their language skills. One of the most significant problems adult learners face when learning English is mastering its pronunciation. Unlike younger learners, adults often struggle to produce sounds accurately and fluently, resulting in misunderstandings or a lack of confidence when speaking. This issue can stem from various factors, including age-related changes in the brain, the influence of their first language (L1), and the complexity of English phonetics. Pronunciation is one of the most daunting challenges adult learners face when learning English, but it is also one that can be addressed with consistent, targeted practice. By providing adults with the tools, strategies, and supportive environments they need, educators can help them overcome pronunciation barriers and gain the confidence to speak English more naturally and effectively.

References

1. Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.
2. Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill.
3. Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
4. Cenoz, J. (2003). The role of age in second language acquisition. *Language Awareness*, 12(2), 57–77.
5. Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.