

25-november 2025

## **CHALLENGES AND SOLUTIONS IN FOREIGN LANGUAGE LEARNING: A COMPREHENSIVE ANALYSIS OF COGNITIVE, AFFECTIVE, AND CULTURAL FACTORS**

**Usmanova Shokhsanam Avazovna**

Teacher at the Department of  
In the English language,

The University of World Economy and Diplomacy,  
Tashkent, Uzbekistan

[usmanova.sh@uwed.uz](mailto:usmanova.sh@uwed.uz)

**Ahmadjonova Sarvara Ramatjonovna**

First-year student of international relations  
The University of World Economy and Diplomacy,  
Tashkent, Uzbekistan,  
[ahmadjonovasarvara0@gmail.com](mailto:ahmadjonovasarvara0@gmail.com)

### **ABSTRACT**

Currently, acquiring foreign languages is the most advantageous talent to unlock new avenues, occupations, cultures, and chances for both the younger generation and adults. Numerous techniques exist for swiftly and efficiently acquiring a foreign language. For instance, through social networks, course creation, and with the assistance of an instructor. However, learners encounter several challenges, including difficulty in mastering speaking, writing, listening, and reading, particularly in selecting effective learning techniques and experiencing limited exposure to genuine language usage. Individuals that learn a second language

25-november 2025

exhibit higher problem-solving skills, multitasking capabilities, and improved attention management relative to monolingual individuals (Berlitz, 2020).

**KEY WORDS:** learning skills, resources, motivation, globalization, fossilized errors, social judgement, communication, cultural norms.

## INTRODUCTION

The significance of acquiring new languages must be acknowledged, since LFL has emerged as a pressing necessity in several professional domains. Mastering a new skill enhances self-esteem (Berlitz, 2020). Self-esteem is also a mode of travel. Moreover, contemporary language acquisition through social media has become a global norm. Due to advancements in multimedia technology, several electronic devices are emerging, even as many individuals continue to choose conventional learning through instructors. It relies on their own preferences, and they must select the methods that align with the route they wish to pursue. Numerous researches have revealed that language acquisition competency might be perceived as an anxiety-inducing experience for EFL learners (MacIntyre and Gardner 1991; Rubio 2004). Omaggio (2001, pp. 90-91) asserted that proficiency-oriented and task-oriented methods must address both the emotive and cognitive demands of students. Students ought to be inspired to study and provided with opportunity to articulate their interpretations in a non-threatening setting. -oriented environment.

## METHODOLOGY

Numerous foreign language learners encounter various problems in their educational environments. One of these obstacles arises from vocabulary retention; it is difficult to retain a substantial number of new terms. To achieve proficiency in a language, pupils need possess a vocabulary of over 1,000 words in that language. This occurs

25-november 2025

because our brain cannot completely retain an excessive amount of novel knowledge simultaneously. Furthermore, in the absence of context or practical application, it is to swiftly forget. Psychologist Hermann Ebbinghaus posits that individuals rapidly lose new information unless they constantly review it. Memory declines significantly over the initial days, elucidating the challenges associated with sustaining a substantial vocabulary in a foreign language (Margie, 2016). Secondly, "Approximately 50–75% of language learners indicate challenges with pronunciation, as per numerous studies." In second language (L2) acquisition, learners (Margie, 2016). Individuals with pronunciation difficulties are less likely to be comprehended in verbal communication, regardless of their proficiency in grammar and vocabulary. Moreover, LFL encompasses more than only the rote memorization of vocabulary and grammar. To fully comprehend and utilize the language accurately, it is essential to grasp its culture, as well as the culture of the learner. LFL encompasses a method that integrates learning culture, etiquette, lifestyle, and cognitive frameworks. In her work 'La concept de progression appliquée a l'enseignement de la civilisation,' Jeanine Courtillon emphasizes that learning a new language like entering a mystery realm. At that point, a student may appropriately apply the acquired language. Furthermore, many individuals may conflate civilization with limited educational resources, which are evidently insufficient, leading to uncertainty on further areas of study. For example, numerous language learners encounter inadequate resources or insufficient instruction when opting for self-study. Learners require explicit direction and enough information; in their absence, they frequently experience ambiguity regarding their attention and advancement (David 1999). Consequently, for those engaged in self-study, maintaining long-term motivation is challenging. Consequently, they are prone to losing individuals, motivation, and consistency. Language acquisition encompasses cognitive, psychological, demographic, and emotional factors that facilitate students'

25-november 2025

proficiency in the target language. The emotive dimension of language acquisition encompasses several elements, including emotion, motivation, self-esteem, demographics, self-efficacy, and attitudes (Alghazo, Abeer, 2023). Acquiring a new language may be enjoyable and exhilarating, although it can also be quite contrary. Unrealistic ambitions may be the cause of this situation. Motivation scholars assert that "Motivation is delicate and readily diminished if learners do not perceive advancement or encounter success in their language studies." Researchers propose that motivational tactics should be constructed on the learner's self-concept (their L2-self), implying that learners envision themselves proficiently using the language (Abeer, 2023). The "possible selves" method facilitates sustained motivation throughout the prolonged period of language acquisition (Kiruthiga & Christopher, 2024). Peng emphasizes that the apprehension of error and the dread of social judgment are significant factors contributing to speaking anxiety in second language learners. These anxieties elevate learners' "affective filter," obstructing their capacity to assimilate and comprehend input (Jiahui Peng, 2025). Moreover, learning foreign languages exclusively through textbooks or classroom activities is sometimes insufficient. When learners fail to employ language in authentic circumstances, they may have difficulties with fluency and pronunciation (Jiahui Peng, 2025). Pronunciation and grammar as well.

## **RESULTS AND DISCUSSION**

Just as every issue has a resolution, the aforementioned challenges likewise possess solutions. The traditional method for addressing vocabulary memory issues involves learning words within phrases, utilizing pronunciation, and employing analogies rather than focusing just on isolated sentences. Incorporating the language into daily activities, such as conversing with friends, reading articles, or watching videos in the target language, is a more effective approach to address the issue than initial

25-november 2025

methods. Thus, we can guarantee that words are integrated into long-term memory. Numerous experts emphasized that "Research indicates that memory retention diminishes swiftly without reinforcement: Hermann Ebbinghaus initially characterized the forgetting curve, illustrating significant memory loss within the initial hours post-learning." (Margie, 2016) Pronunciation education is crucial in the lives of students across many contexts and situations, as they encounter pronunciation challenges (Margie, 2016). Every language possesses distinct phonetic elements (Margie, 2016) that may appear atypical to non-native speakers. Attentively listening. Engaging with native speakers and authentic materials is essential for enhancing pronunciation. There is no superior method to acquiring the culture of specific languages than engaging with native speakers and studying their history and traditions, which can also enhance reading skills. Kramsch (2013) asserts that cultural knowledge enables learners to comprehend meanings that extend beyond the literal text: "Without cultural knowledge, learners cannot fully grasp the nuances and implied meanings in communication." Kachru questions whether L2 learners acquire not only the linguistic system (grammar, vocabulary) but also the sociocultural traditions and conventions of language use, indicating that culture profoundly influences language usage beyond mere content (Kachru, 2008). In an ideal world, each classroom would be equipped with the necessary resources for student learning. What if they engage in self-study and encounter uncertainty in their academic advancement? In that scenario, students have to adhere to a systematic curriculum and build a more robust strategy. A well-structured curriculum assists learners in navigating ambiguity about their subsequent academic stages. Richards (2013) asserts that meticulously structured syllabus material and sequencing are fundamental to successful language acquisition. Research indicates that meticulously crafted syllabus frameworks can diminish uncertainty and enhance learning results. Engaging with others and collaborating within teams fosters

25-november 2025

motivation for LFL. This is because it not only improves your competitiveness but also provides you with a dependable companion in this field (Dörnyei, Zoltán; Kachru, 2008; 2001). Dennis Murphy compared L2 learners' comprehension of authentic texts versus automatically simplified texts generated by text simplification software. The results indicated that automated simplification benefited more skilled L2 readers in free recall, but it did not substantially assist less proficient readers. To incorporate the language into practical contexts, utilizing tools such as Talk and others may provide a solution. It can serve as the solution. They contend that acquiring a language through natural exposure and usage is beneficial, although it cannot independently facilitate the whole development of a second language. To attain proficiency, learners require opportunities for authentic conversation in the language, as well as targeted instruction that emphasizes certain linguistic forms during usage. Nick C. Ellis and Pamela S. H. Bogart (2007). them (Nick) Furthermore, it is advisable to engage in daily practice, encompassing reading, speaking, listening, and writing, while also integrating the target language into their everyday lives. Here is the evidence pertaining to this situation: Schmidt's Noticing Hypothesis posits that learners must actively recognize input qualities to assimilate them. Empirical research substantiates this: for example, a study published in Bilingualism: Language and Cognition revealed that when learners recognized discrepancies between their own language use and that of native speakers, their vocabulary acquisition improved.

## CONCLUSION

In conclusion, several issues have been examined; yet, without a genuine and committed approach, effectiveness will be unattainable. Acquiring a new language

25-november 2025

entails several challenges, such as diminished desire, ambiguity on subsequent study topics, difficulties with pronunciation, and discrepancies in cultural perspectives. These problems can be mitigated by systematic learning, consistent practice, utilization of language exchange applications, and similar methods. Research conducted by Richards (2013) and Kramsch (2013) emphasizes that significant engagement and deliberate awareness are essential for language learning. Through the application of pragmatic techniques, cultural immersion, and consistent interaction, learners may thoroughly assimilate the language into their life and attain enduring success.

## REFERENCE

1. AlGhazo, A., & Abeer, A. (2023). The effect of self-esteem and language anxiety on learning English as a foreign language. *International Journal of English Language Education*, 11(1), 93. <https://doi.org/10.5296/ijele.v11i1.20771>
2. Berlitz. (2020). Learn a new language | Language classes and training. <https://www.berlitz.com>
3. Murphy Odo, D. (2022). The effect of automatic text simplification on L2 readers' text comprehension. Oxford University Press. <https://academic.oup.com>
4. Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge University Press.
5. Peng, J. (2025). A review on foreign language speaking anxiety in L2 learning. ResearchGate. <https://www.researchgate.net>

25-november 2025

6. Kiruthiga, M., & Christopher, S. (2024). Motivation in second language acquisition: Theoretical insights and practical strategies. ResearchGate.  
<https://www.researchgate.net>
7. Kramsch, C. (2013). The multilingual subject. Oxford University Press.
8. Meacham, M. (2016). Don't forget the Ebbinghaus forgetting curve. ATD.  
<https://www.td.org>
9. Ellis, N. C., & Bogart, P. S. H. (2007). Speech and language technology in education. ISCA Speech and Language Technology in Education Conference.  
<https://isca-archive.org>
10. Nunan, D. (1999). Second language teaching & learning. Heinle & Heinle.
11. HugeDomains. (2025). TheLanguageNetwork.com is for sale.  
<https://www.thelanguagenetwork.com>
12. Kachru, Y. (2008). Cognitive and cultural styles in second language acquisition. In J. K. Hall, G. Murai, & S. Kramsch (Eds.), Theorizing language learning (pp. xx–xx). Cambridge University Press.