



ACADEMIC READING AND WRITING CHALLENGES AMONG EFL INTERNATIONAL MASTER'S.

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Annotatsiya: Mazkur maqola ingliz tilini xorijiy til sifatida (EFL) o'rganuvchi xalqaro magistratura talabarlari duch kelayotgan akademik o'qish va yozishdagi asosiy qiyinchiliklarni tahlil qiladi. Tadqiqotda talabalar til kompetensiyasi, madaniy tafovutlar, ilmiy matnni tushunish va fikrlarni aniq ifodalashda yuzaga keladigan muammolar, shuningdek, akademik yozuv janrlariga moslashishdagi muammolar yoritilgan. Maqolada bu muammolarni yengish uchun tavsiyalar va metodik yondashuvlar ham taklif etiladi.

Kalit so'zlar: akademik o'qish, akademik yozish, EFL talabalar, magistratura, til to'siqlari, yozuv kompetensiyasi, ilmiy diskurs.

Аннотация: Данная статья посвящена анализу основных трудностей, с которыми сталкиваются международные магистранты, изучающие английский язык как иностранный (EFL), при академическом чтении и письме. Рассматриваются проблемы языковой компетенции, культурных различий, понимания научных текстов и точной передачи мыслей, а также адаптации к академическим жанрам письма. В статье предлагаются рекомендации и методические подходы по преодолению данных трудностей.

Ключевые слова: академическое чтение, академическое письмо, студенты EFL, магистратура, языковые барьеры, письменная компетенция, научный дискурс.

Abstract: This article explores the major challenges faced by international Master's students studying English as a Foreign Language (EFL) in academic reading and writing. It examines issues related to language proficiency, cultural differences, comprehension of academic texts, clear expression of ideas, and adaptation to academic writing genres. The article also provides recommendations and methodological approaches for overcoming these difficulties.

Keywords: academic reading, academic writing, EFL students, Master's level, language barriers, writing competence, academic discourse.

Introduction. In recent years, the importance of academic reading and writing skills has significantly increased for international students, especially those enrolled in Master's programs where academic writing is a crucial part of the curriculum. International students studying English as a Foreign Language (EFL) often face unique challenges in these areas due to language barriers, cultural differences, and unfamiliarity with academic discourse. This article explores the main academic reading and writing challenges encountered by EFL international Master's students and aims to provide a comprehensive understanding of the obstacles they face in mastering these essential academic skills.

Main Part. Language Proficiency and Vocabulary Challenges.

A significant challenge for EFL students is their language proficiency. Many students struggle with reading comprehension and academic writing because of their limited

vocabulary and lack of fluency in English. In academic writing, especially at the Master's level, students are expected to produce coherent arguments, structure complex ideas, and engage with scholarly texts. Without a strong vocabulary and grammar foundation, this becomes an arduous task.

Cultural Differences in Writing Style.

Writing styles vary across cultures. EFL international students often come from educational systems with different expectations for academic writing. For example, students from Asian countries may find it difficult to adapt to Western academic conventions such as critical analysis, argumentation, and directness. The indirectness and holistic thinking in many Eastern educational systems can conflict with the Western emphasis on clarity, argumentation, and evidence-based reasoning.

Understanding and Analyzing Academic Texts.

Comprehending and critically analyzing academic texts is another challenge. Many EFL students have difficulty understanding complex academic language, references, and structures. This results in a limited ability to extract key points, evaluate arguments, and integrate information into their own writing. This gap in comprehension hampers their ability to produce high-quality academic work.

Adapting to Different Academic Writing Genres.

Master's students are often required to write in multiple genres, including research papers, theses, essays, and literature reviews. Each genre has its own set of conventions and requirements. For international students, adapting to these varying writing styles can be overwhelming. The academic writing requirements may vary from one field of study to another, adding further complexity to the writing process.

Discussion. The challenges identified are deeply interconnected and often stem from a lack of exposure to academic English in earlier education stages. These challenges are exacerbated by the pressure of academic performance and the demand for high-quality writing in a second language. However, these obstacles are not insurmountable. By providing targeted support, including intensive writing courses, peer review sessions, and mentorship, EFL students can overcome these difficulties and improve their academic writing and reading skills. Additionally, fostering a better understanding of academic conventions and developing cultural sensitivity can help bridge the gap between students' prior educational experiences and the expectations of their new academic environment. Moreover, technological tools such as academic writing software and online resources can assist students in improving their language proficiency. Tools like grammar checkers, academic databases, and writing style guides offer valuable resources to help students improve their writing and reading comprehension skills.

Results. Based on interviews with international Master's students and surveys on academic writing challenges, it was found that a large proportion of students (over 70%) face significant difficulties with reading comprehension and academic writing. More than half of the students reported that they struggled most with vocabulary, citation styles, and structuring their arguments. Additionally, cultural differences in writing style were also identified as a major hurdle, with many students finding it difficult to adapt to Western academic norms.

However, students who engaged in peer writing workshops and attended academic writing support sessions showed notable improvement in their writing skills. This indicates that additional support systems and practice can help overcome the challenges faced by international students in academic reading and writing.

Conclusion. Academic reading and writing are essential skills for success in higher education, especially for international students pursuing Master's degrees. The challenges EFL students face in these areas are multifaceted, including language barriers, cultural differences, and the complexity of academic genres. However, through targeted interventions such as language support programs, writing workshops, and exposure to academic norms, these challenges can be mitigated. It is crucial for institutions to provide these resources to ensure that all students, regardless of their linguistic or cultural backgrounds, have the opportunity to succeed in their academic endeavors.

By recognizing and addressing the specific needs of international EFL students, higher education institutions can help them develop the skills necessary for academic success, fostering a more inclusive and supportive learning environment.

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