ISSUES FACING BY NON-NATIVE SPEAKERS IN ACADEMIC WRITING: A LITERATURE REVIEW.

English teacher
Kosimova Khilola Muzaffar kizi
Academic lyceum under Tashkent State Transport University
Hilola.kosimova.03@gmail.com

Abstract:

This paper is dedicated to identifying widely spread issues among non-native speakers while their writing academic texts. Academic writing is thought to have a tendency not to break a formal writing of indifference and meticulousness, allowing both authors and readers to emanate an air of impartiality. This is achieved when writers seek for privacy and equality in their textual output while employing formalities elements in their pursuit of authenticity, objectivity. Moreover, the challenges and proven solutions are provided in this review.

1.Introduction.

The procedure of producing academic papers is new to majority of students throughout the world, and most of them find that the writing instruction they got in schools may not always be applicable to the university setting (Leki, 1995; Spack, 2001). Along with the general difficulties with time management and emotional problems like isolation, lack of motivation, and feelings of inadequacy that all learners face while entering higher education, there are also difficulties with specific languages. (Bruce Morrison, 2014) For academics and young adults, writing in academic settings is a crucial ability since many of them are under mounting demands to produce and publish work in English. It is regarded as the scholarly language; thus, authors use it as a device to display their expertise in a certain field. It seems appropriate to examine the problem of academic writing in a second or foreign language and its possible challenges given that English academic writing offers a significant burden for people whose native language is not English. (Tiffany Ip,2017). (Christison & Krahnke, 1986; Littlewood & Liu, 1996; Evans & Green, 2007; Zhang & Mi, 2010) claimed that although students undoubtedly struggle with all 4 abilities, academic writing—which is crucial for making the crucial transition from secondary to university education—represents the greatest challenge. The capacity to control the writing process, deal with intertextualities, and efficiently organize material were the two main problems mentioned.

Moreover, this paper is provided with literature review, which covers all aspects of the writing problem of non-native speakers.

2.Review of literature.

2.2 Comparison of native and non-native speakers' challenges.

It's considered that written language is decreasing its formality across the board and to an appropriate degree in various contexts. As non-native writers who write academic texts believe that English is the language of the professional publishing industry, they should be familiar with the grammatical structures throughout this language, according to the study that analyzed native and non-native publications.

In the article 'Informality in applied linguistics research articles: comparing native and non-native writings. Eurasian Journal of Applied Linguistics.' Alipour, M.. & Nooreddinmoosa, M. (2018) noticed by highlighting similarities and differences that non-native authors are stronger educated to study the language of international educational literature. Academic writing is thought to have a tendency not to violate formal written language demand of etiquette for objectivity and meticulousness, allowing both authors and readers to emanate a sense of distance. It is achieved when writers use main aspects in their literary works to evoke a feeling of privacy and equality while pursuing truthfulness and impartiality. As an example, Hyland and Anan (2006) evaluated by comparing native and non-native educators' opinions to formality in English writing and found that the former had a greater tendency to view textural deviance as incorrect while the native teachers were more perceptive to formalities and criticized informalities as inappropriate for academic contexts. Despite the perception that informalities deviate from academic objectivity, it shouldn't be seen as an opposite to formality but instead as an observer-oriented method of content development that leaves room for the introduction of a more subjective tone. Akbulut (2020) states that study offers compelling evidence that non-native speakers of English may have achieved fluency in scientific writing. Non-native speakers also frequently publish results-oriented scientific publications. Given that there is no distinction between the two populations in terms of how lexical bundles are employed in formal writings, it may be argued that these people should be referred to as "English users" rather than non-native speakers.

In comparison with the article 'Challenges and Proven Solutions for Non-native English Academic Writers' must be pointed out that according to (Gheorghe, 2021) sometimes English grammar may be quite difficult to understand. There are several notions in the English that are not shared by numerous other languages, such the usage of 2 negatives or erroneous homophones. Other languages likewise don't have any equivalents for several grammar tenses, such the past continuous and past perfect continuous. Also, a natural English speaker may find it challenging to select the appropriate time based on the circumstance Moreover, it cannot be refused that some challenges faced by non- natives depend on their cultural difference.

In the article 'Challenges faced by non-native undergraduate student writers in an English-Medium University' (Nesi & Gardner, 2012) mentioned that several corpora

research have revealed the scale of the difficulty they encounter. The distinctions are related to things like the size and difficulty of texts, the increased attention to the research issue, the shift in increasing focus from the grammatical structures of a paragraph towards the data analysis of material, and feedback to the gatherings of the cultural context in terms of aspects like genre and educational practice.

Moreover, the article 'Teaching scientific writing to non-native English speakers' points out that hardships, in use of English language, appear when second language learners identify the cultural difference. Nevertheless, it needs to be said that non-native speakers struggle with usage of vocabulary and grammar as they are not first language speakers, and the structures of sentences are different in both languages.

2.3 Solutions.

As a numerous hardships were counted above it could not be denied that around 81% and 86% of the authors' manuscripts are refused, and 61% of articles are refused minimum one time before being accepted. Therefore, whether you are a natural English speaker or not, academic writing requires strong skill and tenacity (Bradbury, 2012).

According to this data the following solutions are represented. It might be good for non-native English speakers to be aware of the difficulties learners will face in the publishing process and the greatest ways to overcome them in order to succeed. It is also beneficial that writers, whether they are native speakers or not, submit their work to a reputable linguistic service. Ahlstrom (2012) claims that English editing services are offered by softwires to guarantee that the literary work is free of any grammatical issues. Nevertheless, it shouldn't be left without attention that software for checking plagiarisms is also great opportunity to check your work whether your manuscript is unique or not. It gives academic writers to structure sentences in wright way and use APA citation in order to overcome plagiarism. Furthermore, note-taking method also one of the beneficial methods to avoid lack of concepts while writing academic texts. In process of note taking learner unconsciously making an outline of the work. According to Alipour. M. & Nooreddinmoosa M. (2018) efficient notetaking depends on looking properly through the text, being capable of comprehending the author's essential points and proof facts and expressing all in your own words. The bulk of the students struggled in these two areas. The restricted scope and intensity of readings that the respondents claimed to have done to prepare for tasks may be at the root of each of these issues. Haseltine E. (2013) says that academic writing would eventually occupy its rightful place in a student's education if it was integrated into the teaching of scientific method and behavior. In this profession, training is scarce, and what is offered frequently focuses on mastering grammar and spelling. Scientific communication should be taught as a topic in and of itself, with English language instruction being taught in a completely other course. Nevertheless, it is also advisable

to improve sentence structures by writing a number of texts or articles by using complex grammar and structures. By using sophisticated structures of sentences and vocabulary learners unconsciously develop their writing skills. Akbulut (2020) states that in order to assist l2 learners increase their grasp of discourse and manage a number of the obstacles they encounter; it is crucial to pay attention to sentence structure and read a lot.

3. Conclusion.

This research revealed range of obstacles that second and first language learners encounter very frequently. Writing was discovered to be more challenging than other EAP components. Low proficiency in fundamental English skills, such as mastery of academic writing syntax and specialized vocabulary, were the root causes of these issues. Because of the lack of the training for academic writing, and the capacity to extract detailed information from sources caused great problems to second language learners. This study suggested several valuable advises which might help to get rid of hardships that almost all second language learners encounter while academic writing. According to Crosby (2009) learners might benefit from receiving example that show how the structures, organizations, sentence patterns, and another vital elements are done in composition. Reading aids learners' unconscious acquisition of linguistic abilities (Krashen, 1993). Teaching vocabulary, helping to learn and employ complicated grammar structures, and helping learners build a solid literary style (Al Murshidi, 2014). Educating non-native speakers how to brainstorming might help to reduce their academic writing issues (Abdulkareem, 2013).

To sum up learners need to pay attention to grammar structuring while writing their academic manuscripts and use sophisticated vocabulary. Moreover, it is advisable to avoid overuse of informalities in formal writings.

References:

1. Abdulkareem, M. (2013). Investigation study of academic writing problems faced by Arab
2. postgraduate students at Universiti Teknologi Malaysia (UTM). Theory and Practice in
3. Language Studies, 3(9), 1552-1557
4. Ahlstrom, D. (2012), "Several key reasons why a paper is likely to be rejected at
5. the Asia Pacific Journalof Management", Asia Pacific Journal of
6. Management, Vol. 29 No. 3, pp.519-524.

7. Al Murshidi, G. (2014). UAE university male students' interests impact on reading and
8. writing performance and improvement. English Language Teaching, 7(9), 57-63.

9. Akbulut, D., F. (2020). A bibliometric analysis of lexical bundles usage in native and non-native academic writing. Journal of Language and Linguistic Studies, 16(3), 1146-1166. Doi: 10.17263/jlls.803583

10. Alipour, M.. & Nooreddinmoosa, M. (2018). Informality in applied linguistics research articles: comparing native and non-native writings. Eurasian Journal of Applied Linguistics, 4(2), 349-373. doi: 10.32601/ejal.464196

11. Bradbury, M. E. (2012, Mar.). Why you don't get published: An editor's view. *Accounting & Finance.*

12. Bruce Morrison. (2014). Challenges faced by non-native undergraduate student writers in an English-medium university. *The Asian ESP Journal, July 2014,* 136-174.

13. Crosby, C.R. (2009). Academic reading and writing difficulties and strategies of Generation

14. 1.5 learners. In M. Roberge et al. (Eds.), Generation 1.5 in college composition:

15. Teaching academic writing to U.S.-educated learners of ESL, Routledge, pp. 105-119.

a. Christison, M. A., & Krahnke, K. J. (1986, March). Student Perceptions of Academic Language

b. Study. *TESOL Quarterly*, *20*(1), 61. https://doi.org/10.2307/3586389

16. Evans, V., & Green, M. (2007) Cognitive Linguistics: An Introduction. Edinburgh: Edinburgh University Press.

17. Gheorghe, T. (2021, Sept. 13). 3 challenges faced by non-native English writers. *Tough Nickel.*

18. Heseltine, E. (2013, March 1). *Teaching scientific writing to non-native English speakers*. Medical Writing. Retrieved October 9, 2022, from https://journal.emwa.org/medical-writing-education/teaching-scientific-writing-to-non-native-english-speakers/

19. Krashen, S. D. (1993). The case for free voluntary reading. *The Canadian Modern Language Review*, *50*(1), 72–82. https://doi.org/10.3138/cmlr.50.1.72

20. Leki, I. (1995). Coping strategies of ESL students in writing tasks across the curriculum. *TESOL Quarterly*, *29*(2), 235. https://doi.org/10.2307/3587624

21. Littlewood, W., Liu, N.-F., & Yu, C. (1996). Hong Kong tertiary students' attitudes and proficiency in spoken English. *RELC Journal*, *27*(1), 70–88. https://doi.org/10.1177/003368829602700104

22. Nesi, H., & Gardner, S. (2012). Genres across the disciplines. https://doi.org/10.1017/9781009030199

23. Zhang, T., Liu, D., & Mi, X. (2010). Research on the safety characteristic of continuous downgrade segment in two-lane highway. *ICLEM 2010*. https://doi.org/10.1061/41139(387)176