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THE CHALLENGES IN TEACHING ENGLISH FOR ACADEMIC PURPOSE

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Abstract. The article delves into the challenges of teaching English for academic purposes, emphasizing the importance of language skills: listening, speaking,. With the help of different examples, the obstacles and their solutions are explained.

Key words. EAP (English for Academic Purpose), ESP (English for Specific Purpose), EOP (English for Occupational Purpose), EFL (English as a Foreign Language).

English for Academic Purposes (EAP) involves teaching English with the specific goal of aiding learners in studying, conducting research, or teaching in the language. This is a globally significant endeavor carried out across four primary geographical regions, each with distinct characteristics and objectives. Firstly, it occurs prominently in major English-speaking nations, where numerous international students, whose native language isn't English, pursue studies.

Secondly, it extends to former British colonial territories where English serves as a second language and the medium of instruction at the university level. Thirdly, it encompasses countries without historical ties to English, yet necessitate access to research literature in the language. English for academic purpose is considered one of two branches *English for Specific Purposes* opposing *English for Occupational Purposes.*

Speaking skill. Benson discovered that in lectures and the other macro – skills of speaking. Speaking is one of the important skills in English as a Foreign Language. It shows the best influence when seeing goal of speaking learning process, especially in EFL. The goal of English teaching is to make students able to communicate well. There are some problems in teaching speaking. The problems come from internal and external. Internal problems are native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. An external problem is institutional context that puts English as second or foreign language in a nation. Each problem is connected with decision in choosing suitable method in teaching speaking.

Internal Problem

There are several discussions about problems that come from body of the students their self. The problems are commonly become obstacles in teaching speaking. The problems are native language, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking.

Native language. The native language is the most influential factor affecting a learner's speaking. —If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner 's part. By the statement it concludes that mother language of students will be a problem in teaching speaking if the teacher cannot understand the fact and decided a way to solve the condition moreover if the linguistic aspect of the native language students have is really different with target language.

Exposure. It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being with the people. It shows that in terms of exposure the discussion will be very fuzzy. Some students may be more interest by quality and intensity of exposure the teacher gives in speaking class. Some of the students may have contradictive condition; they prefer to get long time of exposure in reaching the speaking class goal. The relativity is an obstacle in teaching speaking so the teacher should know the condition of his or her students in order to be able to give suitable exposure.

Motivation and concern for good speaking.

Some learners are not particularly concerned about their speaking, while others are. Brown says that that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking. The teacher does not have other choice expect try to wake students 'motivation. The problem is that motivation is a very complex thing. Motivation is divided into intrinsic and extrinsic motivation. The problem here is that how to build both intrinsic and extrinsic motivation from the students.

External Problem

The effectiveness of teaching speaking does not only come from internal aspects of the students but also influenced by external factors. The completeness understanding of problem in teaching speaking should be known by the teacher. In teaching speaking English as a second language, the students are ready access to the target language both outside and inside language classroom. The students have a tremendous advantage. They have an instant laboratory available twenty-four hours a day. Because of that, it is easier to teach English as second language than as foreign language. Language teaching in what might broadly categorize as an EFL context is clearly a greater challenge for students and teachers. Problem in teaching speaking is complex. It is not only related with the students 'factor but also about context outside. In the internal aspects, the problems occurred are related with native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. The points of those

problems are related with condition of the students. Several methods that are often used in teaching speaking are Direct Method, The Silent Way, Community Language Learning, Total Physical Response, and Communicative Language Teaching.

Listening skill

Problems in learning listening. To identify problems, students are asked to put their answer on a scale of frequency ranging from never to always. Problems are classified into two different categories, namely problems from the listeners and listening materials. Problems from the listeners :

Making prediction what the speaker talk about

Guessing unknown words or phrases

Recognizing main points

The first problem students have predicting what the speaker is going to say. In fact, the prediction brings about a number of advantages to students in their listening comprehension. The second problem is the limitation of vocabulary powder. Most participants suffer from incomplete comprehension. Some listeners thought that meaning resides within the unfamiliar words so they need a huge amount of vocabulary. On facing a new word, they tend to find out the meaning rather than infer it from the context. The first and most basic strategy is to use the clues which are the words or phrases coming after the unknown words.

To conclude, the point has finished the common problems of   learners 'language skills are discussed from teaching point of view. A number of strategies are also suggested be taught according to four skill. Academic English is the language of formal English, and it is normal to feel overwhelmed by its challenges. However, these obstacles can be overcome. Getting it right is mostly a matter of time and practice. Learning English for academic purposes is beneficial for many English students to achieve high levels.

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QIYOSIY-TARIXIY TILSHUNOSLIKNING TILLAR O'RGANISHDAGI AHAMIYATI

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Annotatsiya. Bu tezisda qiyosiy-tarixiy tilshunoslikning tillar o'rganishdagi ahamiyati, dunyo tillarining turli xilligi, ular o'rtasidagi o'xshash va farqli tomonlarini qiyoslab o'rganish yoritilgan.

Kalit so'zlar. Tillar, tilshunoslik, o'rganmoq, tarixiy va qiyosiy.

"Til o'rganish kishilik jamiyatida bag'oyat muhim sohalardan hisoblanadi". [1] (J.Jalolov. Chet til o'q

itish metodikasi.–T.: O'qituvchi. 1996.)

Jahondagi hamma tillarni tekshirish, o'rganish XIII-asrdan boshlandi. XIX-asrning birinchi yarmida tillarni bir-biriga solishtirib tekshirish keng tus oldi. Mustamlaka mamlakatlarning tabbiy boyliklarini talash, mehnatkash ommani og'ir mehnatda ishlatish hisobiga boy bo'lishni maqsad qilib olgan hukmron sinfi uzoq qit'alardagi xalqlarning tillarini tekshirib, bu tillarni Yevropadagi tillar bilan taqqoslab o'rganishga kirishdi. Bu sohada hind tilini solishtirib tekshirish katta rol o'ynadi. Natijada bu davrda tilshunoslar tomonidan "Hind-yevropa tilshunosligi" deb nomlangan ta'limot paydo bo'ldi.

"XI-XII-asrlar Sharq tilshunosligida (M.Koshg'ariy va M.Zamaxshariy lug'atlarida qarindosh va noqarindosh tillar lug'aviy birliklarning chog'ishtirilishi) mavjud bo'lgan. Chog'ishtirma tilshunoslik XVII-XVIII- asrlarda Yevropadagi va dunyoning boshqa mintaqalaridagi turli tuman qarindosh tillar bo'yicha tadqiqot