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ENGLISH FOR ACADEMIC PURPOSES AS A KEY COMPONENT OF PHILOLOGY STUDENTS TRAINING

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Abstract. *This article explores the role of the English for Academic Purposes course as a key component in training master's students in philology. It presents evidence from implementing the Vinnitsia Institute of Trade and Economics course, highlighting its positive impact on students' academic writing, research skills, and overall academic performance. The study emphasizes the importance of discipline-specific instruction and integrated teaching approaches. The findings confirm that EAP significantly contributes to developing students' scholarly competencies and prepares them for academic and professional communication in an international context.*

Introduction. The growing internationalization of universities and the fact that English is becoming the *lingua franca* of international academic and scientific communication make English for Academic Purposes (EAP) courses more and more critical in educational programs. The ability to understand and produce academic texts in English is a key component of the research competence of master's students [8].

The course is of particular significance in training future philologists, as it assists students in developing foreign language communication skills essential for success in their future professional activities. This course has been instrumental in empowering students of foreign languages to enhance their proficiency in the effective formulation of complex ideas, the structuring of arguments, the substantiation of claims with evidence, and the critical analysis of academic literature. The development of academic writing skills has been demonstrated to positively impact students' academic performance, with improvements also seen in their foreign language communication and critical thinking skills. Furthermore, these skills can prepare students for academic activities at both national and international levels [1].

The study **aims** to analyze the advantages of implementing the EAP course as a compulsory element for master's degree philology students specializing in a foreign language (English). This investigation will entail an evaluation of the outcomes derived from implementing this course at Vinnytsia Institute of Trade and Economics of State University of Trade and Economics (VITE SUTE).

Results and discussion. EAP course aims to acquire the foreign language competencies necessary for oral and written communication within the scientific community. It provides the most advanced conceptual and methodological knowledge for preparing and presenting scientific work in a foreign language. It lays the foundations of understanding scientific foreign language speech and special terminology, with the prospect of furthering their use during international foreign language certification, as well as in education and professional contexts. The discipline also aims to develop the social skills allowing students to develop their cognitive abilities, strengthen their confidence as language users, and foster a positive attitude towards self-education.

VITE SUTE has included the EAP course as a compulsory part of the philology master's programme since 2023. Students must develop strong academic skills to succeed in academic tasks and be equipped for lifelong learning. Communication is one of the key academic skills, including writing ones, such as essay or report writing, and oral skills, such as presentations [9]. According to Sultan, academic writing, at least in contemporary Western society, is a distinct style of writing used by those in academia and research communities that is noted for its detached objectivity, its use of critical analysis, and its presentation of well-structured, clear arguments based on evidence and reason [6].

Various methods for teaching academic writing are described in the literature [4; 11]. Some researchers assume that standard features of academic writing can be taught separately. However, other studies on effective academic writing methods show that this is not the best way to help students learn [7; 9, 10]. The most important point is that being a good student at university depends on two things: the content of your subject and the way you learn. Also, many students start their studies with little or no knowledge of the rules for academic writing. Teachers rarely explain these principles, and often assume students know what is expected of them [2; 3]. It is hard to learn to write well, and university students need help with academic writing [9; 10].

Consequently, researchers are contemplating efficacious methodologies that will facilitate the acquisition of academic writing skills and promote ongoing development. It is imperative to incorporate student contributions into the embedded subject-specific discourse and instruction, otherwise referred to as the built-in approach, in contradistinction to generic and frequently extracurricular teaching [3; 5; 9]. This approach was used when designing and implementing our course. It fits well with the subject matter and helps students develop their

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academic writing skills by connecting it to the subject content. We emphasized teaching writing in close alignment with the educational and professional needs of the specific field. This model helped students to learn academic skills and use them in their research projects.

The implementation of the EAP course has demonstrated several positive outcomes. Students' confidence in their ability to engage in academic research has significantly increased, resulting in a growing number of publications by master's students. More higher education students have presented the outcomes of their independent research at scientific conferences, roundtables, and seminars. While writing their qualification papers, they demonstrated the ability to critically assess and analyze professional issues, propose innovative solutions, and apply predictive and methodological approaches. The quality of final theses has also improved, with students showing stronger skills in collecting and organizing empirical material, conducting linguistic and literary analysis, interpreting data based on appropriate methodological frameworks, and formulating well-grounded conclusions. This has led to a noticeable decrease in plagiarism rates in master's theses. Students have learned to independently plan, organize, carry out, and present research and academic projects in philology in English.

The results of a survey of higher education students who had taken this course also confirmed our conclusions about the importance of studying EAP for philologists. Thus, the benefits of this course for university education can be highlighted.

Firstly, studying English for Academic Purposes (EAP) helps students to develop their communication skills in a foreign language. Through targeted exercises, students learn to express their thoughts more clearly, use the proper academic vocabulary, and build logical arguments. These skills are helpful for writing and oral communication, presentations, and teamwork, and help students to participate more confidently in academic and professional settings.

Secondly, the competencies gained during the course extend beyond the academic sphere. Writing structured texts, participating in discussions, and preparing formal reports is valuable in postgraduate study and many careers.

Thirdly, the EAP course fosters the development of vital research skills. Students practice creating outlines, using citation tools, and taking organized notes. These techniques help students structure their work effectively, build coherent arguments, and present their findings logically and evidence-based.

Fourthly, an important part of the course is critically evaluating academic sources. Students learn to assess the credibility of materials by considering the author's expertise, the publication's reputation, and whether the work has been peer-reviewed. This strengthens their ability to select reliable information and promotes academic honesty.

Finally, collaborative writing tasks form an integral part of the course. Roles are typically assigned to group members, such as conducting research, drafting sections, editing, or managing references. For instance, one student might oversee the timeline, while another ensures correct citations. Such collaboration improves the overall quality of the project and fosters vital skills such as teamwork, time management, and responsibility.

Conclusions. The English for Academic Purposes (EAP) course plays a pivotal role in developing the academic literacy and research skills of philology master's students. It fosters advanced academic writing, critical analysis, and foreign language communication skills essential for scholarly and professional engagement. The course encourages independent and collaborative research practices while reinforcing academic integrity. Empirical evidence from its implementation shows that students perform better in academic projects and final theses. Therefore, the EAP course is vital to graduate training in philology in internationalized higher education.

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