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**HERASYMENKO Liudmyla,**

PhD in Pedagogy, Associate Professor,  
Associate Professor of the Professional and Aviation  
Language Training Department  
ORCID 0000-0001-9843-0073

**MURAVSKA Svitlana,**

PhD in Pedagogy, Associate Professor,  
Associate Professor of the Professional and Aviation  
Language Training Department  
ORCID 0000-0001-8123-7293

### MAIN ASPECTS OF TEACHING ACADEMIC ENGLISH FOR PhD STUDENTS

**Annotation.** *The article deals with main aspects of teaching Academic English for PhD students. This discipline belongs to the list of obligatory academic disciplines according to the third (educational and scientific level of higher education). English for Academic Purposes (EAP) is considered to be a part of English for Specific Purposes (ESP). In designing the course, we used the course design model by A. Gillett and L. Wray where the particular attention is paid to the students' needs. The goal of studying the discipline Academic English is the formation of English-language communicative competence for effective research activities of PhD students. The main forms of education are practical classes and independent work. During the practical classes, the following teaching methods are used: a reproductive method; interactive methods; a method of collaborative learning; a problematic method; a heuristic method; a research method; role playing; a project method; preparation and writing of scientific papers. The particular attention is paid to the method of collaborative learning, which helps to foster critical thinking skills, enhances the ability to learn, and provides the informal setting.*

**Key words:** *Academic English, EAP, academic writing, Doctor of Philosophy, PhD students, PhD training, collaborative learning, linguistic competences.*

**Problem statement.** According to the National Qualifications Framework [3] (the third cycle of education) holders of the degree of Doctor of Philosophy in the course of postgraduate studies must acquire linguistic competencies that are sufficient to conduct "free communication on issues related to the field of scientific and expert knowledge, with colleagues, the wider scientific community, society as a whole". In particular, PhD holders must be able to use "academic Ukrainian and foreign languages in professional activities and research" [4, p. 8].

The subject of Academic English belongs to the list of obligatory academic disciplines according to the third (educational and scientific level of higher education). It provides the formation of exploratory professionally oriented communicative competence and allows for mastering English Academic Writing by taking into account the peculiarities of modern English-language scientific discourse. The course is focused on the development of language competencies that are necessary for understanding and analysis of oral and written scientific texts, presentation and discussion of the results of scientific activity in English in oral and written forms.

**Analysis of recent research and publications.** There are numerous studies on different aspects of teaching English for Academic Purposes: designing EAP course (A. J. Gillett & L. Wray); EAP theory, principles and practice (O. Alexander, S. Argent, & J. Spencer; I. Bruce); assessing EAP (S. Argent & O. Alexander). There are studies in teaching academic reading, listening and writing (R. Barrass; S. Bailey; H. T. Abdulaziz & A. D. Stover; M. L. Arnaudet &

M. E. Barrett; A. Burgmeier, G. Eldred, & C. B. Zimmerman; C. Campbell; N. E. Dollahite & J. Haun; J. Flowerdew; L. Holschuh, & P. Kelley, M. Wallace & A. Wray, etc.). The peculiarities of dissertation writing have been studied by L. Cooley & J. Lewkowicz, D. Evans, L. Menasche, N. Murray & D. Beglar, S. G. Naoum, A. M. Penrose & S. B. Katz, C. Perry, etc. Teaching academic vocabulary has been the subject of research of M. Paquot, L. J. Zwier.

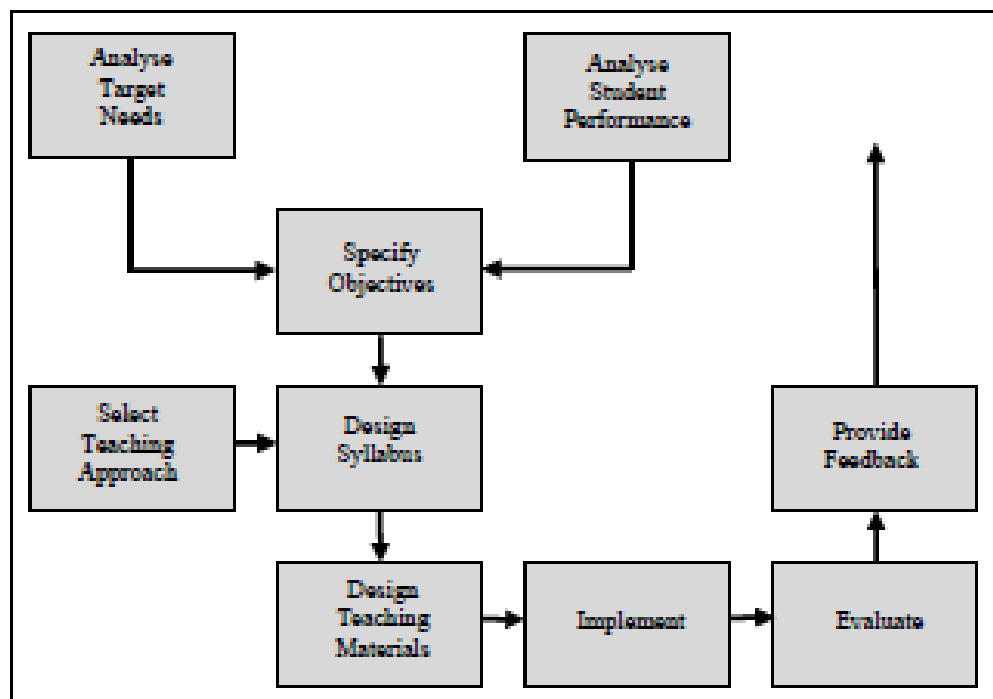
In Ukraine teaching EAP for PhD students is presented in the publications of S. P. Mykhyda, S. I. Shandruk, K. G. Mahramova, L. L. Smirnova, & G. V. Polishchuk [3], T. Yahontova [6]. Although previous studies have addressed the problem of preparation of PhD students, none has given the grounds for designing the Academic English course for them.

**The purpose of the article** is to give a brief overview of the course Academic English for PhD students, to describe the set of knowledge and skills, tasks, topics, methods and forms for teaching Academic English for PhD students.

English for Academic Purposes (EAP) "refers to the language and associated practices that people need in order to undertake study or work in English medium higher education" [2, p. 1]. It is considered to be a branch of ESP (English for Specific Purposes). EAP and ESP have similar characteristics [2]: 1) they are goal-oriented; 2) ESP and EAP courses are based on an analysis of needs; 3) there is a very clearly specified period when the course is taught, and it is taught mostly for adults; 4) students may need specialist language; 5) sometimes, a very high level of English language proficiency is not necessarily required, as the main goal is to understand their academic content in the field.

While designing of the course the particular attention is paid to the students' needs, they help to specify objectives for designing the syllabus. A. Gillett and L. Wray [2, p. 2] developed Course design model (Fig.1), where they determined the main phases of designing the course. We have applied this approach for creating Academic English course for PhD students.

The course Academic English is designed to achieve the C1 level of proficiency in a foreign language, which presupposes a free understanding of a wide range of sufficiently complex and voluminous texts, allows you to express your point of view quickly and spontaneously without noticeable difficulties, allows you to use the language effectively and flexibly in social life, express your point of view on complex topics logically and in details.



**Figure 1: Course design model**

Achieving the C1 level of communicative competence ensures the implementation of the principle of academic mobility in the global educational space and provides the opportunity to participate in various educational and grant programs.

The goal of studying the discipline Academic English is the formation of English-language communicative competence for effective research activities of higher education students (university students).

The objectives of studying the discipline Academic English are the formation of higher education students' general and professionally oriented communicative competences (linguistic, sociolinguistic and pragmatic) to ensure effective communication in an academic environment; studying the peculiarities of the functioning of the English language in the scientific and educational environment, learning the peculiarities of the English-language scientific discourse; improvement of the skills to produce high quality texts of scientific genres of the professional orientation in English; mastering the culture of scientific and business communication.

For designing an Academic English course the key point is to understand the students' needs. We have analyzed the spheres where future PhDs will work and communicate. According to it we have distinguished the main sets of knowledge. In the result of studying the academic discipline the higher education students must *know*: grammatical structures, which are necessary for flexible expression of relevant functions and concepts, as well as for understanding and producing a wide range of texts in various fields; language forms typical for official and colloquial registers of speech; a wide range of lexical units from various fields of use; pronunciation of sounds, stress, rhythm, basic intonation patterns of utterances; rules of English syntax to enable recognition and production of a wide range of texts.

We have distinguished the *abilities* that are necessary for future PhD students:

- understand the main ideas and recognize relevant information both in the process of reading texts of the academic genre (articles on professional topics, reports, conference announcements, etc.) and in the process of authentic speech (video and audio materials);
- understand organizational features, the structure of authentic scientific texts;
- understand the general content and most of the essential details in scientific texts and authentic videos and audio materials on professional topics, express an opinion about their content;
- distinguish different stylistic registers in oral and written communication with friends, strangers, colleagues, employers and with people of different ages and social status, having at the same time different communication intentions;
- determine the position and point of view of the speaker, respond to the main ideas and recognize essential information during detailed discussions, debates, official talks, lectures, conversations on various topics;
- clearly express your position on a wide range of professional and scientific topics;
- use basic means of communication to combine statements into a clear, logically unified discourse;
- participate in discussions on professional issues (seminars, colloquiums, conferences, symposia), express your opinion on issues related to professional and scientific topics;
- express your point of view precisely and concisely in relation to professional and scientific activities using the appropriate academic vocabulary, structures and presentation style;
- understand authentic scientific correspondence;
- write clear, detailed texts of various types (e.g. letters, reviews, reports, articles, reports) with a high degree of grammatical correctness;
- understand the main idea, recognize relevant information and respond in the process of discussion in a scientific and professional environment;
- present your own scientific research in English;
- use and conduct academic and professional correspondence, fill out forms, write Bio-data, CV, Cover Letter, Request Letter, Submission Letter, Grant Proposal;

– compile a list of used sources according to existing international standards (MLA, APA, Chicago) and get acquainted with the general requirements for writing and design of scientific articles in international journals.

It is worth noting that in the process of studying Academic English the future PhD students will be familiar with: the systems of international assessment of English language proficiency levels (international exams IELTS; TOEFL; CAE; FCE, etc.); the rules for the preparation of the dissertation and the procedure for the preparation of documents for making public speeches abroad; the rules for publishing articles and the results of scientific research in European countries.

The main forms of education are practical classes and independent work. During the practical classes, the following teaching methods are used: reproductive method; interactive methods; problematic method; partial search, or heuristic, method; research method; business game; project method; preparation and writing of scientific papers (abstracts, abstracts of conference reports, etc.).

For teaching Academic English we also use the method of collaborative learning. As S. Mykhyda et al. [3] state in their research collaborative learning helps to foster critical thinking skills, enhances the ability to learn, provides the informal setting. During the course of Academic English the PhD students work in pairs and small groups. Giving their opinions, analyzing information from the textbooks and answering questions enhance students' speaking skills. At the end of the course the PhD students are to present their research in English in front of the audience.

V. Petrenko [1] says that writing scientific articles in English by PhD students is difficult because they have certain difficulties with the ability to think critically, namely: uncertainty about the truth or falsity of certain judgments; the ability to justify the argument; misunderstanding of one's own mistakes to prove the argument; not sufficiently developed ability to reflect, etc. The interactive methods (discussions, pair and group work) used in the process of teaching Academic English help not only to improve speaking skills, but also enhance critical thinking skills. One of the examples of applying interactive methods is Think-Pair-Share (TPS), which helps to improve students' oral presentation skill by clarifying issues and generate solution [5].

A great deal of attention is also paid to teaching listening skills as this is an important way to gaining access to information in the world today. The main challenge is to find relevant authentic audio and video material to the chosen academic topics. The basic format for listening is a pre-listening exercise that has discussion questions, the main listening exercise, and post-listening exercise.

During self-study PhD students constantly and systematically conduct the analysis of educational theoretical material for independent preparation (grammatical rules, lexical units, structural and organizational features of texts of the scientific genre). The students are motivated to study and consolidate professional and academic vocabulary. For this purpose they prepare a special professional vocabulary during the year, which they hand in before taking an exam. As a home assignment the students do exercises on mastering grammatical competence, tasks on development reading and listening skills. However, the most important part of self-study is writing various types of scientific papers and business communication (reviews, reports, articles, theses, etc.), participation in scientific and practical conferences, round tables, seminars, etc.

**Conclusions and prospects of further research.** As conducted research has proved Academic English is an essential subject for training PhD students as English is now considered the language of international academic communication in the world. This fact has certain advantages and disadvantages. On the one hand, for people who do not speak English it can be difficult to take the leading role in the world of science. On the contrary, people who have a good command of the English language have more positive perspectives and can take an active part in the process of promoting international communication and cooperation on the global level. As English is an academic lingua franca, learning Academic English by PhD students is a necessary prerequisite for realizing their potential and ambitions on the international level.

Further research on the subject can be devoted to finding more interactive ways of teaching Academic English, using more practical tasks on English Academic Style and Language, analyzing major English Academic Genres (summaries, research papers, research paper abstracts, conference abstracts, reviews).

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**ГЕРАСИМЕНКО Людмила Сергіївна**, кандидат педагогічних наук, доцент, доцент кафедри професійної та авіаційної мовної підготовки. Львівська академія Національного авіаційного університету;

**МУРАВСЬКА Світлана Миколаївна**, кандидат педагогічних наук, доцент, доцент кафедри професійної та авіаційної мовної підготовки. Львівська академія Національного авіаційного університету.

## ОСНОВНІ АСПЕКТИ ВИКЛАДАННЯ ДИСЦИПЛІНИ «НАУКОВА АНГЛІЙСЬКА МОВА» ДЛЯ МАЙБУТНІХ ДОКТОРІВ ФІЛОСОФІЇ

**Анотація.** Стаття розкриває основні аспекти викладання дисципліни «Наукова англійська мова» аспірантам. Ця дисципліна належить до обов'язкових академічних дисциплін відповідно до третього (освітньо-наукового) рівня вищої освіти. У процесі розроблення курсу ми використовували «Модель проєктування курсу» за Л. Джіллетт та Л. Рей, де особлива увага приділяється потребам студентів.

Метою навчання дисципліни «Наукова англійська мова» є формування англомовної комунікативної компетентності для ефективної науково-дослідної діяльності здобувачів вищої освіти. Завданнями вивчення дисципліни «Наукова англійська мова» є формування у здобувачів вищої освіти загальних та професійно орієнтованих комунікативних компетенцій (лінгвістичної, соціолінгвістичної і прагматичної) для забезпечення ефективного спілкування в академічному середовищі; вивчення особливостей функціонування англійської мови у науковому та освітньому середовищі, засвоєння специфіки англомовного наукового дискурсу; удосконалення вмінь продукувати якісні тексти наукових жанрів фахового спрямування англійською мовою; оволодіння культурою науково-ділової комунікації.

Основні форми навчання включають практичні заняття та самостійну роботу. Під час вивчення курсу під час практичних занять використовуються такі методи навчання: репродуктивний метод; метод колаборативного навчання; інтерактивні методи; проблемний метод; частково-пошуковий, або евристичний, метод; дослідницький метод; ділова гра; метод проєкту; підготовка та написання наукових робіт (анотації, тез доповідей на конференцію тощо). Особливу увагу приділено методу колаборативного навчання, який допомагає розвивати навички критичного мислення, підвищує здібності до навчання та забезпечує неформальну обстановку.

**Ключові слова:** наукова англійська мова, англійська для академічних цілей, академічне письмо, доктор філософії, аспіранти, підготовка аспірантів, колаборативне навчання, лінгвістичні компетенції.

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