

Academic English Course as the Means of Improving Academic Writing Skills

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Academic writing in English (EAcWr) as a part of the English language of academic purposes today is one of the most important disciplines in the formation of a scientist and the ability to be self-representative at a decent scientific level. Traditional English writing, aimed at isolating and correcting speech errors and creative styles, no longer plays its role in the academic perspective. This transformation from a scientific point of view is manifested in the syntactic complexity of the number of words, completeness of the sentence and the complexity of lexemes.

In the course of the research we posed the following aims: firstly, to briefly present the structure, principles and key ideas and

concepts of the EAcWr course in Ukrainian universities; secondly, to highlight and formulate problematic issues faced by third-level applicants during the course of academic writing. The article will also highlight the solutions for some of the identified issues.

The stated purposes involve solving a number of specific tasks, namely: 1) to clarify the nature, place and role of EAcWr in the formation and stating of the scientist's personality; 2) to analyze the principles of EAcWr; 3) to consider and identify competencies that are necessary for the successful implementation and mastery of the discipline; 4) to identify the problematic issues and suggest ways of their solution.

Academic writing is the most important component of academic language behavior in the discursive community. This component helps to use English for research, investigating and teaching in universities in order to form the personality of a young scientist. EAcWr performs certain functions aimed at conveying the agreed meaning of complex ideas and concepts for a group of scientists [Schmied, 2011: 1]. It has also become a theoretical basis for the practical use of writing in professional fields: journalism, medicine, law, marketing and more. Thus, due to the defined wide range of uses of EAcWr, we can identify three main levels of communities that can use academic writing as needed: 1) academic writing for students (for example, writing an essay); 2) academic writing for scientists (for example, to present the results of their research); 3) academic writing for research (for example, to write a scientific publication or provide a review of an article) [Schmied, 2011: 2].

In this regard, we can identify and unify some of the main features inherent in the scientific language of academic writing: a) the complexity of statements; b) technicality; c) authoritarianism; d) argumentativeness.

The question of the importance of EAcWr is fragmentarily covered in the works of Ukrainian researchers T. Babenko [Babenko, 2016], V. Nedogibchenko [Nedogibchenko, 2013], T. Tymoshenko [Tymoshenko, 2009], generally revealing the problems of academic integrity, and in the works of foreign researchers R. Kellogg [Kellogg, 2008], L. Sharpe [Sharpe, 2016], J. Swales [Swales, 2004], but is completely unresolved because the

problems of teaching and perception of course materials vary from one educational institution to another.

One of the most important features of the object of study is certain fixed principles that characterize and distinguish the style of science from easy conversational or even journalistic styles. The materials of the analysis allow us to identify certain standards inherent in the thinking of the academic community and critical scientific considerations: first of all, it is a conceptual accuracy that is emphasized by the logic of language; secondly, spelling and punctuation, correctly designed work structure; third, the logic and consistency of the material. Accuracy of *Lingva Scientia* (the language of science) involves the selection of tools that have the quality of unambiguity and the ability to best express the essence of the concept, i.e. logically expressed common opinion about a particular phenomenon or object.

There are certain features of academic language that are inherent in the form of social scientific consciousness and are characterized by the fact that they highlight and emphasize the most accurate, concise, unambiguous expression of thought. The main form of thinking in the field of science is the concept, and the linguistic embodiment of the dynamics of thinking is expressed in judgments and conclusions.

The main purpose of science is to reveal patterns, and hence – a generalized and abstract way of thinking, from which the main features of academic style come: objectivity, abstractness, intelligence and conciseness. Distinctive features of the actual academic style are the accuracy of the information provided, the persuasiveness of reasoning and argumentation, the logical sequence of presentation, the conciseness of the form with an emphasis on the addressee-specialist. The dominant aspect of academic writing is conceptual accuracy, a certain logic of the language and style of presentation. The accuracy of scientific language involves the selection of linguistic means, which are characterized by the quality of unambiguity and the ability to best express the essence of the concept, i.e. logically formed common opinion about the subject, phenomenon. That is why in the language

of science it is customary to avoid the use of various figurative means, such as metaphors.

We consider it necessary to single out the main goals and objectives of the EAcWr course. We talked about the means of speech at different levels of speech, so one of the important goals of the discipline we consider: mastering the forms and functional styles of language; formation of skills of pragmatic thinking in English, the ability to analyze variable units of language and use them to create a scientific text; effective creation of different types of written academic texts in the field of scientific interests; creation of a scientific text that provides a description of a research project of scientific interest in the amount of 2500 to 5000 words using Power Point Presentation technologies; training in analytical review of English-language sources on the subject of the research project; creation of a written text describing the research project in English academic language and its defense in the form of an oral presentation; learning to apply the basic rules of citation and design of in-text and out-of-text references to cited sources (for example, ARA style, Harvard style, etc.); the ability to use the required number of generally accepted academic functional clichés.

The objectives of the EAcWr course are as follows: 1) to teach students of educational levels to use academic metalanguage; 2) to address and analyze variable data obtained from different types of scientific sources; 3) to learn to quote, paraphrase and generalize; 4) to learn to write clear, well-structured paragraphs, paragraphs. In order to successfully complete the tasks of the discipline, third-level students must have priority general competencies, mainly such as a high level of academic training, erudition and the ability to analyze, systematize, unify and generalize.

According to the general competencies we can list the narrower ones: the ability to use lexical and grammatical means of scientific style; ability to perform transformational tasks and analyze and create texts of academic orientation; ability to structurally analyze the text, to give a detailed analysis of statements; ability to build and use various syntactic constructions; ability to use text compression correctly [Strongman, 2013: 4 – 7].

This paper attempted to analyze the principles, structure and key ideas of the discipline EAcWr, to clarify the nature, place and role of EAcWr in the formation of the scientist's personality. The competencies necessary for successful implementation and mastering of the discipline were also considered and singled out, as well as problematic issues and means of solving them.

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