

ACADEMIC WRITING FOR NON-LINGUISTIC STUDENTS: CHALLENGES AND TEACHING STRATEGIES

Lysenko Kateryna

PhD in Philology

Taras Shevchenko National University of Kyiv, Ukraine

The increasing role of academic literacy in higher education has led to a growing emphasis on academic writing skills across a wide range of disciplines. University students enrolled in non-linguistic programmes, such as information technology, psychology, economics, and related fields, are increasingly expected to engage with research literature, write summaries and abstracts, and produce short academic texts in English. This tendency reflects a broader shift towards genre-based and discipline-sensitive approaches to academic writing instruction, which emphasise the relationship between language use and disciplinary practices (Hyland, 2019).

Despite this growing demand, academic writing remains one of the most challenging components of language learning for non-linguistic students, particularly in contexts where English is taught as a foreign language. Unlike language majors, these students often have limited exposure to academic genres and research-based texts prior to university study. As a result, academic writing tasks are frequently perceived as abstract, overly formal, or disconnected from students' professional interests, which negatively affects both motivation and performance.

One of the key difficulties lies in students' insufficient familiarity with academic genres and conventions. Non-linguistic students often lack an understanding of how academic texts are structured, how arguments are developed, and how evidence is integrated into written discourse. Their written work frequently demonstrates problems with text organisation, coherence, academic register, and appropriate use of sources. Insufficient awareness of genre conventions often leads students to produce texts that resemble general informational writing rather than academic discourse, particularly in summary and abstract writing tasks (Swales & Feak, 2012).

Another significant challenge concerns working with academic sources. Many students experience difficulty paraphrasing and summarising complex research texts, which often results either in excessive quotation or in unintentional plagiarism. Limited awareness of citation practices and academic integrity requirements further complicates the learning process. In addition, students frequently struggle to distinguish between popular science materials, educational blogs, and peer-reviewed research articles, which affects both the quality and credibility of the sources selected for academic writing tasks. Research in ESP and EAP contexts consistently indicates that source-based writing is among the most problematic skills for learners in non-linguistic programmes (Basturkmen, 2010).

The present study draws on classroom observation, analysis of student-written summaries and short academic texts, and reflective teaching practice in undergraduate ESP and EAP courses for IT and psychology students. This teaching context makes it possible to identify recurring patterns of difficulty and to evaluate the effectiveness of instructional strategies aimed at developing academic writing competence.

The instructional approach adopted in the ESP and EAP courses is based on a combination of genre-based instruction, scaffolded writing tasks, and systematic work with authentic academic sources. Academic writing instruction is organised as a gradual process that moves from controlled, form-focused activities towards more independent, source-based writing tasks. This progression enables non-linguistic students to develop confidence in academic writing while reducing cognitive overload, which is particularly important in foreign language learning contexts (Basturkmen, 2010).

At the initial stage, students engage in guided reading activities aimed at developing awareness of academic text structure and discourse conventions. These activities include identifying the communicative purpose of a text, recognising its macro-structure, and analysing the function of individual sections, such as introductions, literature reviews, and conclusions. Particular attention is paid to topic sentences, key arguments, and supporting evidence, which helps students understand how academic texts are organised at both paragraph and text levels (Swales & Feak, 2012).

The next stage focuses on sentence-level and paragraph-level writing skills. Students complete targeted paraphrasing tasks that require reformulating academic content while preserving meaning and maintaining an appropriate level of formality. These tasks raise awareness of lexical and grammatical features typical of academic discourse, including nominalisation, passive constructions, and hedging devices. Short paragraph-writing tasks are then introduced to develop coherence and cohesion through logical progression and appropriate use of linking devices (Hyland, 2019).

Source-based writing is introduced gradually through structured summary-writing tasks. Students are guided through the processes of selecting relevant information, distinguishing between main ideas and supporting details, and integrating source material into their own writing. Explicit instruction in citation practices and academic integrity is provided, with practical exercises focusing on in-text referencing and avoidance of plagiarism (Basturkmen, 2010).

Peer-review and feedback activities form an integral part of the instructional process. Students evaluate sample texts and peer drafts using clear assessment criteria, which fosters critical reading skills and greater awareness of academic writing quality. Teacher feedback addresses not only linguistic accuracy but also argumentation, organisation, and effective use of sources, supporting reflective writing practices and long-term academic competence.

As a result of this instructional approach, non-linguistic students demonstrate measurable improvement in several key areas of academic writing. Students show greater awareness of academic genre conventions and improved ability to structure research-based texts. Their written work increasingly reflects clearer organisation, more coherent paragraph development, and appropriate use of topic sentences.

Noticeable progress is also observed in students' source-based writing skills. Students demonstrate improved ability to summarise and paraphrase academic texts without distorting meaning, as well as increased accuracy in integrating source material using in-text citations. Instances of excessive quotation and unintentional plagiarism are significantly reduced, indicating a better understanding of academic integrity principles and responsible writing practices.

Furthermore, students' control of academic style and register improves over the course of instruction. Written texts show more consistent use of formal vocabulary, hedging strategies, and cohesive devices, contributing to greater clarity and precision. Qualitative observations also indicate positive changes in students' attitudes towards academic writing, with increased motivation and confidence resulting from the alignment of writing tasks with disciplinary content.

Academic writing instruction for non-linguistic students should therefore be practice-oriented, discipline-sensitive, and closely integrated with professional content. Such an approach not only improves the quality of students' written output but also supports the development of critical reading skills and overall academic competence required for successful participation in contemporary academic and professional contexts (Hyland, 2019).

References

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EMOTIONS AS A DETERMINANT OF SPEECH PERCEPTION IN COGNITIVE PHONETIC RESEARCH

Krasovska Inna

Ph.D., Associate Professor

Department of Foreign Languages for Maths Faculties

Institute of Philology

Taras Shevchenko Kyiv National University, Ukraine

Scientists in different fields have been researching the emotional state of a speaker and its impact on cognitive processes. Though the findings are sometimes controversial, as they have been obtained in pursuit of different theoretical objectives, they testify to how important emotions, sensations, and feelings are for ensuring and sustaining cognitive system performance. Emotions, feelings, and sensations that a speaker experiences in varying communicative situations become an indispensable part of the speaker's mentality and linguistic expertise.