

THE ROLE OF ENGLISH FOR ACADEMIC PURPOSES (EAP) IN DEVELOPING LANGUAGE PROFICIENCY AND ETHICAL WRITING PRACTICES.

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Abstract

This article presents the EAP program's commitment to enhancing students' academic language skills, including reading, writing, listening, and speaking, through a holistic approach that integrates various language competencies. It discusses the significance of mastering academic grammar and vocabulary, the role of reporting verbs in shaping academic discourse, and the importance of summary writing as a tool for preventing plagiarism. By fostering critical thinking and research methodologies, the EAP program aims to prepare students for the demands of academic success and to cultivate a culture of ethical writing practices. The insights provided are grounded in established literature, underscoring the necessity of effective EAP instruction in higher education.

Keywords

English for Academic Purposes (EAP program), academic writing, reporting verbs, stance, summary writing, plagiarism prevention, language proficiency, critical thinking.

Introduction: In today's globalized academic landscape, proficiency in English has become a crucial asset for students pursuing higher education. The ability to communicate effectively in academic contexts not only facilitates access to knowledge but also empowers students to engage meaningfully with their disciplines. Recognizing this need, the English for Academic Purposes (EAP) program at Uzbekistan State World Languages University (UzSWLU) has been designed to equip students with the essential language skills and strategies necessary for academic success. The EAP program focuses on developing a comprehensive understanding of academic language, including advanced grammar, vocabulary, and writing conventions. This program aims to enhance students' abilities to navigate complex academic texts, articulate their ideas clearly,

and engage in scholarly discourse. Furthermore, it emphasizes the importance of ethical writing practices, particularly in the context of summary writing and plagiarism prevention, fostering a culture of academic integrity among learners. Through a combination of theoretical insights and practical applications, the EAP program seeks to prepare students not only for their immediate academic challenges but also for their future professional endeavors. By cultivating critical thinking skills and a deep understanding of disciplinary conventions, the program aspires to empower students to become confident and competent contributors to their respective fields. This article explores the objectives, methodologies, and anticipated outcomes of the EAP program, highlighting its significance in shaping the academic journeys of students at UzSWLU.

Summary writing and plagiarism prevention: Summary writing is a crucial skill in academic discourse since it allows writers to distill complex information into concise and coherent representations. According to Charles and Pecorari (2015), a well-crafted summary retains the original meaning while presenting it in a condensed form, and therefore, they are invaluable tools for both writers and readers due to its help in comprehension and retention of key ideas. Similarly, Alley (1996) suggests focusing on the main points by omitting unnecessary details and rephrasing the information in one's words in summary writing as this process requires a deep understanding of the source material and the ability to articulate its essence succinctly. As Pecorari (2023) warned that plagiarism involves presenting someone else's work as one's own and it is a serious breach of academic integrity, plagiarism prevention is intrinsically linked to the practice of summary writing. Effective summary writing is a key strategy in preventing plagiarism due to its need for the writer's engagement with the source material, which leads to a personalized interpretation rather than verbatim reproduction (Charles & Pecorari, 2015). Alley (1996) also supports this perspective as crafting a summary involves rephrasing and restructuring information by reinforcing the understanding of unacceptable conduct in copying directly from a source. Charles and Pecorari (2015) underscore the importance of proper attribution in summary writing to avoid plagiarism since it is crucial to indicate the original sources. This attribution can be achieved through the use of reporting verbs, citation styles and other conventions to signal the reader about the source of the information and acknowledge the intellectual contributions of others. However, plagiarism prevention goes beyond the mechanics of citation as it involves instilling a culture of ethical writing practices (Pecorari, 2023). Therefore, explicit instruction on summary writing and citation conventions is essential for nurturing academic

integrity, and educators play a pivotal role in guiding students on the ways of effective summary writing by maintaining ethical standards. Not only can this proactive approach provide students with the necessary skills, but it can also foster a commitment to intellectual honesty by ensuring their understanding of the importance of original thought and proper attribution.

Examples:

CTRL + C plagiarism

This article introduces Digital Multimodal Composing (DMC) in English language teaching, emphasizing its role in expressing meaning by integrating linguistic and additional modes of communication. DMC-based tasks and genres, such as blogs, lab reports, and websites, are increasingly prevalent in English Language Teaching (ELT) contexts, recognizing DMC as a vital component of teachers' pedagogic toolkit for enhancing learners' multiliteracy skills. Despite its potential benefits, integrating DMC into classrooms poses challenges for language instructors. The article reviews empirical studies supporting DMC's use for second language acquisition (SLA) and presents three sample DMC tasks with web-based tools. Notably, Tanrikulu's (2020) study shows that students found DMC effective in developing writing skills, enhancing engagement, autonomy, and creative thinking. The article suggests poster/brochure tasks, storyboards, and digital video projects as DMC options, citing platforms like Canva and Milanote. It emphasizes the importance of assessing DMCs based on creativity, organization, language, modal interaction, and genre, guiding students through pre-design, design, sharing, and reflection stages. Overall, DMC-oriented tasks are recognized as integral to student success in both academic and professional contexts, aligning with the increasingly digital nature of communication. The article encourages ELT practitioners to explore and experiment with DMC activities in their classrooms.

Find + Replace plagiarism

This article provides ELT practitioners with an introduction to the use of Digital Multimodal Composing (DMC) in English language teaching, focusing on the production of digital texts that integrate linguistic and additional modes of communication. DMC-based tasks and genres, found across various ELT contexts such as blogs, lab reports, portfolios, and video projects, are increasingly recognized as essential components of a teacher's pedagogic toolkit. Despite its potential benefits for promoting learners' multi-literacy skills, integrating DMC into the classroom poses considerable

challenges for language instructors. The article reviews empirical studies supporting DMC's implication for second language acquisition (SLA) and presents three sample DMC tasks along with different web-based tools for completing them. Tanrikulu's (2020) study is referenced, demonstrating that students found DMC effective in developing writing skills, enhancing engagement, autonomy, and creative thinking. The article suggests poster/brochure tasks, storyboards, and digital video projects as DMC options, using platforms like Canva and Milanote. It emphasizes the significance of evaluating DMCs based on creativity, organization, language, modal interaction, and genre, guiding students through pre-design, design, sharing, and reflection stages. DMC-oriented tasks are considered as essential to student success in academic and professional contexts, and the article motivates ELT instructors to employ these tasks in their classes.

Summary avoiding plagiarism

The article discusses Digital Multimodal Composing (DMC) in L2 classrooms, emphasizing its role in developing multi-literacy skills in the context of our technology-driven society. The author underscores the effectiveness of DMC in fostering authentic and meaningful writing skills compared to other approaches. Three DMC tasks, namely Poster/brochures, Storyboards, and Digital video projects, are highlighted as essential for improving grammar points and promoting creativity. The platforms Canva and Milanote are recommended for their user-friendly nature and instructional support. The complexity of digital video projects is acknowledged, requiring advanced technical skills and attention to copyright issues. Teachers are advised to consider time constraints and provide necessary guidance to students. The article concludes that DMC-oriented tasks are key elements for student success in academic and professional settings. As ELT practitioners navigate the evolving landscape of digital multimodal composing, the positive impact on communication skills, critical thinking, and engagement becomes evident, making DMC a valuable tool in language teaching.

Integral and non-integral citation: According to Hyland (2008), academic writing employs two primary approaches like integral and non-integral styles to incorporate citations seamlessly into the text. As Kurtz et al. (2005) noted, the author integrates the source information directly into the sentence structure, and it is regarded as integral citing. As this method seamlessly merges the author's voice

with the cited material to give a fluid and integrated reading experience, this kind of citations are often preferred to emphasize on the source as it plays a subordinate role in supporting the author's argument (Hyland, 2008). In this sense, this approach ensures a smooth flow of information by improving the coherence. On the other hand, as Petric (2007) delves into the nuances of non-integral citations, they are employed to maintain a clear boundary between the author's voice and the cited material. As the source information is presented separately from a clause or sentence being detached from the author's voice and placed into a parenthesis at the end of the sentence in integral citations, this method is particularly useful to focus on the author's viewpoint. As Hyland (2008) underlines, the choice between integral and non-integral citations is influenced by factors including the writer's stance, the rhetorical purpose and the level of prominence assigned to the source. In this sense, integral citations offer a more integrated approach as they align the author closely with the cited material whereas non-integral ones maintain a degree of separation due to a more explicit presentation of the source's contribution. Overall, it is important to interplay between integral and non-integral citations in academic writing based on the writer's intent in terms of source integration. As Jiang (2018) indicated, DMC is an integral part of language teaching as it enables language learners to integrate their previous experiences in multimodality into their school tasks, especially English writing. This is because it ensures better opportunities for creativity and critical thinking. Moreover, language teachers find DMC as their essential pedagogic toolkit since language learners can hone their communication skills applying various modes and media once they have gained sufficient knowledge of digital multimodal composing (Jiang, 2018). Yet, DMC can pose certain challenges in language learning. For instance, the digital divide can be one of these concerns since it leads to learners' uneven access to technological tools or having various digital literacy skills. In this sense, some students feel challenged in employing DMC since they do not possess equal access to technology or technological training, which creates a need for addressing issues of equity in giving important resources in class activities. Besides that, another challenge has to do with the potential information overload and digital distraction (Kessler & Marino, 2023). As there are ample digital tools and resources, language learners often struggle to handle this issue and evaluate available information in an effective manner. A research conducted by Cowie and Sakui (2021) supports this hypothesis as most students cannot realize the use of a wide range of options for DMC, and simply choose the easiest ones including video-based tools.

Reporting verbs: According to Hyland (2008), reporting verbs play a pivotal role in academic writing due to their significance in serving as linguistic tools to convey the author's stance towards the information presented. Similarly, Bloch (2010) highlights the significance of reporting verbs in framing the author's attitude towards cited sources to indicate the act of reporting and to carry a nuanced portrayal of the author's evaluation of the cited material. Therefore, the choice of reporting verbs can influence the perceived reliability and credibility of the information as this decision can display their crucial role in constructing a persuasive scholarly narrative. Moreover, as Hyland (2014) delves into the syntactic and rhetorical functions of reporting verbs, these verbs act as signposts to emphasize their role in guiding readers through the author's argument and indicate the author's stance including support, challenge, or neutral presentation. Therefore, this nuanced use of reporting verbs contributes to the development of a coherent and persuasive academic text, and helps to manage the flow of information by expressing the stance towards the literature. For instance, the verb "argue" shows a stronger positioning while "state" indicate neutrality to the statement. Moreover, Hyland (2008) extends the exploration of reporting verbs to the realm of disciplinary variation since different academic disciplines exhibit distinct preferences for reporting verbs to reflect their disciplinary norms and values. In this context, reporting verbs become more than functional tools due to their nature of indicating disciplinary identity. The following table taken from Hyland (2008, p. 553) can clearly demonstrate these differences:

Obviously, scholars of various disciplines employ different reporting verbs. In this sense, reporting verbs in academic writing are not mere conduits of information since they are powerful instruments to shape the author's stance by guiding the reader through the argument and establishing disciplinary identity. To be more specific, the revised EAP Program will focus on enhancing language proficiency, developing academic skills and promoting the growth of cultural integration. Hamp-Lyons (2011) argued that EAP Program is necessarily essential to improve student's reading, writing, listening, speaking skills to ensure the ability of effective comprehending in academic setting, and to offer academic skills such as critical thinking, research methodologies, note-taking, essay writing and presentation skills as well. While in the integrated skill approach, students will engage in activities and assignments that require them to use multiple language skills simultaneously, content-based instruction program will offer contents from various academic disciplines which is intended to develop vocabulary skills. As defined by Richard and Rodgers (2001), content-based Instruction refers to a

strategy to second language teaching in which teaching is organized around the content or facts that students will learn. At the end of the term, students will be required to take a proficiency test including the IELTS examination to demonstrate their acquired knowledge and obtain permission to move to the next course. As Hughes (202) asserts that proficiency tests are principal to measure one's linguistic abilities as they can ensure to monitor students' progress regularly. Apart from that, providing regular constructive feedback is an efficient way to monitor students' progress and demonstrate their weak areas to improve.

Stance: Stance in academic writing is a nuanced and multifaceted concept as it encompasses an author's positioning, attitudes and engagement with the presented content. According to Yoon and Tabari (2023), it extends beyond a mere expression of personal opinion due to its strategic use of language to convey authority, credibility and the author's relationship to the subject matter. Therefore, it is a dynamic interplay between the writer and the discourse community to highlight the importance of context and audience awareness. Similarly, Hyland and Jiang (2022) further gives a more elaborate explanation of stance by linking it to the concept of meta-discourse. As meta-discourse refers to the language used to guide readers through a text by indicating the writer's stance towards their own ideas and the readers, it includes devices such as hedges, boosters and attitude markers to shape the author's voice and persuasiveness. Therefore, it is also highlighted in the work that effective communication in academic writing involves both giving information and managing the reader's perception of the author's stance by fostering clarity and coherence (Hyland & Jiang, 2022). Besides these authors, Chang and Schleppegrell (2011) examine its role in academic genres and highlight its scope in negotiating the expectations of a particular academic community and adopting an appropriate voice. In other words, students must learn to navigate the conventions and expectations of their disciplines by adapting their stance to align with the discourse norms in academic studies. Therefore, understanding and mastering stance is crucial for scholars and students alike because of its role in shaping the author's voice by affecting the reception and persuasiveness of academic discourse. This program proposal provides with a unique opportunity for UzSWLU freshmen as it ensures more detailed and better performance structure compared to the previous courses. As for the target learners, I chose students at CEFR B2 proficiency level. The main purpose of the proposal is to find out specific academic needs of students to enable them to apply multiple language skills by engaging in class activities and assignments. The reason is that honing their language and academic skills is pivotal to ensure their academic success at the

university. At the end of the term, students will be required to take a proficiency test including the IELTS examination to demonstrate their acquired knowledge and obtain permission to move to the next course. As Hughes (202) asserts that proficiency tests are principal to measure one's linguistic abilities as they can ensure to monitor students' progress regularly. Apart from that, providing regular constructive feedback is an efficient way to monitor students' progress and demonstrate them weak areas to improve.

Reflective Summary: Undertaking TESL 5740 has been an enriching journey due to its assistance in providing me with invaluable skills as a graduate student and aspiring EAP instructor with the help of several course readings and the activities my professor organized during the classes. To commence with, Charles and Pecorari (2015) have been instrumental in shaping my understanding of the EAP framework as the book explains the core principles and purposes of EAP and gives insights about the use of language in academic contexts. Understanding the nuances of academic language such as nominalization and hedging has enhanced my ability to engage effectively in scholarly conversations by deciphering academic texts, and crafting my own contributions in the alignment with disciplinary expectations. As an EAP instructor, these takeaways help me to guide students through the maze of academic discourse by illuminating the intricacies of genre analysis and discourse community expectations to empower learners to navigate various academic domains successfully. For instance, by explicitly teaching strategies for organizing content, employing visual aids and managing time during presentations, I can empower my future EAP learners to navigate the expectations of academic discourse confidently. Besides that, enhancing my academic reading strategies including skimming, scanning, critical reading and note-taking has been the transformative process for me since I can explore any academic text without further challenges. To achieve this, McGrath et al.'s (2016) suggestions on navigating dense academic texts by identifying key arguments and synthesizing information effectively have been essential, and I intend to equip my EAP learners with these skills necessary for their success in academic endeavors. Furthermore, having learned about the conventions of academic writing including proper structuring, clarity and adherence to academic style with the help of Alley (1996), I could significantly refine my own writing, especially my editing skills to improve clarity and coherence in my written papers. I believe this enhanced understanding of academic writing can serve as a foundation for my role as an EAP instructor since I now realize the significance of facilitating my students in developing their academic writing skills by emphasizing the principles of clarity, coherence, and

adherence to disciplinary conventions. Additionally, based on the principles proposed by Schmitt and Hamp-Lyons (2015), I can hone my assessing approach in a strategic way by ensuring alignment with course objectives. As assessments serve as tools for growth rather than mere evaluations, I now recognize that authentically measuring students' language proficiency and academic skills aligns with the broader goal of fostering a fair and supportive learning environment for language learners. In conclusion, relying on the insights I gained from several course readings, I have transformed my language skills and acquired sufficient understanding of academic demands to be an aspiring EAP instructor by having a foundation for effective EAP instruction.

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