

## **THE FEATURES OF TEACHING EAP AT THE UNIVERSITY LEVEL**

The ability to write academically relevant texts, communicate effectively in an academic environment and other aspects of the English for Academic Purposes course have become a real challenge for both students and teachers at the university level in Ukraine. Today, in the period of increasing possibilities of studying and carrying out scientific research abroad, academic writing competence seems to be crucial not only for personal mastering of English as a foreign language but also for the purposes of academic mobility. The present paper aims at focusing on some issues of teaching EAP and the ways they are addressed at the National Mining University.

It should be noted that currently EAP courses at the NMU involve a wide range of participants including not only Master's and postgraduate students but also university lecturers and members of the staff, who take the EAP course within British Council project "English for Universities". Therefore, the main issues could be specified for the needs of learners, requirements for teachers and the content of the course.

As it was described earlier [2], EAP learners' needs should be catered for with regard to the difference in the level of their background knowledge and their preferred way of learning. In the case of lecturers and university faculty members, the change of the focus from traditional lexical-grammatical approach to competence-based one, aimed at developing productive language skills and competences, was rather difficult and unexpected. It took considerable amount of time, effort and expertise of the course teachers to prove the effectiveness of the approach.

The question of EAP teachers' qualification presents a subject to certain discussion. It seems obvious that an EAP teacher should have experience in the field of scientific research to be able to prepare learners for academic practices in the international context. Therefore, the very process of teaching how to write and communicate in an academic environment is much more demanding and requires not only knowledge of EFL methodology, but also active participation in scientific activities.

This, in turn, defines the content of EAP course which should nowadays encompass such components as writing research proposals, motivational letters, conference abstracts and academic essays and reports, as well as communicating effectively and following the best academic practices in terms of integrity. As Breen states it, "teaching English for academic purposes is not simply the case of incorporating academic vocabulary and texts into EFL methodology. The repeated emphasis on a strong knowledge of academic discourse and structures and the ability to prepare students for academic life may take precedence, it would seem, over the language." [1]

In conclusion, it should be stated that the demand for EAP courses has considerably increased today due to the changes in requirements to Ukrainian academic and scientific degrees. Subsequently, teaching English for academic purposes now

presents new challenges for both EAP teachers and university administration. By means of introducing courses for the university faculty the NMU has successfully met these challenges as the courses ensure close cooperation between EAP teachers and subject specialists. This form of cooperation seems to be highly beneficial for both sides as subject specialists get substantial development of their language competence as well as acknowledgement with international academic practices while teachers of English gain important insights into the needs of representatives of specific fields of science and research.

The future development in the field is likely to be focused on the extension of the reach of academic English to the undergraduate and possibly high school level and incorporation of certain elements that were traditionally associated with EAP into undergraduate ESL courses.

### **Literature:**

1. Cases on Teacher Identity, Diversity and Cognition in Higher education / Paul Breen, editor. – UK: Greenwich School of Management, 2014. – 437 с.

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