

BASICS OF SCIENTIFIC FOREIGN LANGUAGE COMMUNICATION FOR MASTERS MAJORING IN HISTORY: METHODOLOGICAL ASPECT

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The present article contextualizes the field of English for Academic Purposes, with a particular focus on the Master students' professional and academic skills in History and the role of the course in their making further career choices. Although literature presents some theoretical and pedagogical models of EAP course designs, there is still no specific methodology for the discipline construction under the academic program for History Masters. The author's views on the design of the discipline "Basics of Scientific Communication in a Foreign Language" are introduced and methodologically substantiated in the work program as well as practically implemented on the basis of the e-learning educational and methodical complex aimed at the first- and second-year Masters in specialty 032 History and Archeology. The competency-based approach reflects the original conception of EAP in its concentration on discipline-specific texts and academic communication activities appropriate to the academic history where language is foregrounded and seen as constitutive of content encompassing chronological thinking, the ability to identify the time sequence for each historical event; historical comprehension, the skills to read and construct historical narratives imaginatively; historical analysis and interpretation, techniques in comparison and distinguishing experiences, beliefs, ideologies; historical research, including historical issues analysis and decision making, the ability to formulate historical problems in question based on historical sources, find contradictions in historical records, and establish socially significant historical interpretations. The focus on socio-cultural and professional competencies in the ethical dimension provides opportunities to examine the relationships between historical events in their past-present-future time sequencing from the history study perspective. The author's work program on the discipline design and the implemented e-learning educational and methodical complex practically aim at the development of students' general and professionally oriented communicative competencies in English

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(linguistic, sociolinguistic, and pragmatic) to succeed in effective communication in their academic and professional environments.

Keywords: *discipline-specific course content, English for Academic Purposes (EAP), e-learning educational and methodical complex, historical thinking, methodological aspect.*

Problem statement. English for Specific Purposes (ESP) has grown to become a significant research study area of English as a Second Language (ESL) since 1960. Due to the Bologna Process, The European Credit Transfer and Accumulation System (ECTS) introduction in 1989 within the framework of the Erasmus / Socrates program, notable concerns to adapt courses, materials, and methodologies of the official curricula to the European requirements led to focusing on the competency-based educational efforts. English for Academic Purposes (EAP) emerged mainly to carry out a “target situation analysis” to identify the students’ communicative needs for their specific academic context with the expectation that the EAP course would prepare students for gainful involvement in future academic research in their professional settings [1: 195].

The actuality of the paper. Although literature presents several theoretical and pedagogical models of EAP course designs, research still lacks a specific methodology for the discipline construction under the academic program for History Masters. A comprehensive review of the relevant literature amongst history educationalists reveals the general claim that students are not to be treated as “receptive vessels for historical facts”, they are to get engaged with “the discipline’s unique problems, practices and habits of mind” [2: 332]. The approaches of researchers in academic history differ in their emphasis, scope, focus, and precise purpose. Nonetheless, they all substantiate the fundamental competency-based educational methodology to achieve “historical literacy,” “historical consciousness”, “historical competence”, “historical reasoning”, and “historical thinking” [12: 88].

Moreover, it is not studied enough how disciplinary variation in EAP meets the specific academic speaking, listening, reading, and writing skills of History Masters. Therefore, this paper analyses a degree of variation of the history-focused EAP in its specific competency-based methodological aspects.

The purpose of the article. The paper aims to examine the teaching of English for Academic Purposes (EAP) treating the issues related to the academic discipline “Basics of Scientific Communication in

a Foreign Language” for History Masters and assess factors that impinge upon methodologies, course design, and classroom activities.

Analysis of current research. The present study is grounded in the increasingly dominant consensus amongst EAP education experts that an EAP course designer needs to construct context-specific frameworks, selecting and combining compatible teaching procedures and materials, which highlight the discipline-specific course content, in particular, the lexical-grammatical and textual features found in the subjects’ discourses to help students process professional texts [1: 199]. R. Anderson states that the discipline-specific texts provide an intellectually stimulating focus on a foreign language allowing the teacher and students to participate in rich and challenging dialogue settings, being deeply involved in “the joint act of knowing and re-knowing the object of study” in terms of I. Shor and P. Freire instead of the static knowledge transfer [1: 198].

According to A.M. Ramdhani, M. Naim, and Sumardi, the historical thinking competency-based approach encompasses chronological thinking, the ability to identify the time sequence for each historical event; historical comprehension, the skills to read and construct historical narratives imaginatively; historical analysis and interpretation, meaning techniques in comparison and distinguishing experiences, beliefs, ideologies; historical research, aimed at historical issues analysis and decision making, the ability to formulate historical problems in question based on historical sources, find contradictions in historical records, and establish socially significant historical interpretations [10: 2].

A coherent framework for reviewing current research on students’ historical thinking skills outlined in a wide corpus of a thorough academic history analysis by P. Stearns, P. Seixas, S. Wineburg, B. Martin, T. Huijgen, B. Henkes, and others centers around the concepts of historical significance, primary source evidence, continuity and change, cause and consequence, historical perspective-taking, the ethical dimension [7: 122].

Therefore, the methodological and conceptual basis outlined in the research has a concrete practical application suggested to address EAP designers aimed at professional competencies formation of the future specialists in academic history, emphasizing foreign language learning framework to meet complex real-life professional settings. In particular, Johan van Driel, Jannet van Drie, and Carla van Boxtel claim that the significance of a historical person, reasoning, reading, and writing

are highly interrelated, so it is relevant to study students' learning processes while they reason, read, and write to evaluate how the assignment of significance is influenced by historical perspectives because students might encounter problems with these activities, especially in foreign language scientific communication [12: 187].

Questioning the content of EAP courses, N. Fedorova substantiates that note-taking, proving feedback, effective reading strategies, independent learning, critical thinking, time management, using the library, editing, proofreading, and presentation skills naturally appear to be the indispensable elements of an EAP course in developing learners' academic study skills [6:403]. Nevertheless, in terms of language learning, a particular EAP course under the IELTS score, as demonstrated by W. S. Pearson, raised a considerable concern voiced by the students whose expectations of the targeted and systematic improvement of their general language skills, had not been met [9:7]. This shortfall of the EAP can be explained by the dominance of content-based instruction concerned with teaching language through the context of a particular subject. N. Fedorova, D. M. Brinton, and C. A. Holten argue in favour of incorporating a more systematic substantial grammar coverage in an EAP course, considering grammar importance for academic writing, especially such competencies as word order and sentence structuring to write clearly without meaning being obscured, demonstrating language knowledge, concision, and accuracy [6: 406].

Presentation of the main material. Educational and scientific program 032.00.01 History developed on the basis of the draft standard of higher education of the second (master's) level of knowledge in 03 Humanities, specialties 032 History and archeology at Borys Grinchenko Kyiv University has been implemented since 2019. "Basics of Scientific Communication in a Foreign Language" as an obligatory component covers program general (GC) and professional competencies (PC) and specifies program learning outcomes (PLO): GC1. Ability to purposefully accumulate knowledge, independently search and process information; PC1. Ability to identify and process historical sources of various kinds, analyze scientific texts, and summarize this information; PC3. Ability to create texts in one of the foreign languages using terms that are accepted in the professional environment; PC4. Ability to participate in discussions on a particular scientific problem, in various forms of scientific communication; PLO12. Ability to demonstrate skills of professional

communication using a foreign language; PLO 14. Ability to participate in the implementation of real research projects [5].

The author's views on the design of the discipline "Basics of Scientific Communication in a Foreign Language" are introduced and methodologically substantiated in the work program as well as practically implemented on the basis of the e-learning educational and methodical complex aimed at the first- and second-year Masters in specialty 032 History and Archeology. The 6-ECTS credit program covers content modules in the historical investigation: key research concepts and professional career skills; stylistic features of academic writing, scientific article layout and formulaic language, case studies of strong and weak argumentation in the paper, degrees of assurance, critical paper review and genre analysis, practical tutorials on how to prepare a scientific paper for publication; plagiarism, academic integrity, and intellectual property concerns; the basis of the International English Language Testing System; scientific methods, quantitative and qualitative approach to historical research, data interpreting, graphs, charts, diagrams analysis, coverage of the recent research in History and Archaeology field; international conferencing, speech and presentation structuring as well as presentation of scientific findings in Master Thesis.

The competency-based approach to the design of the e-learning educational and methodical complex reflects the original conception of EAP in its concentration on discipline-specific texts and academic communication activities appropriate to disciplines where "language is foregrounded and seen as constitutive of content" [1: 200]. A significant number of studies have revealed that EAP courses will practically aim at the development of students' general and professionally oriented communicative competencies in English (linguistic, sociolinguistic, and pragmatic) to succeed in effective communication in their academic and professional environments.

The learners of English as a foreign language are to master the language to meet the requirements of the academic discourse settings for completing various academic tasks. Researchers are increasingly required to publish their findings in prestigious highly scored academic journals in the field to get promoted in their scientific professional circles. In this regard, academic genre knowledge, in particular mastering the research article layout and its rhetorical structures empowers the History Masters to comply with the existing academic conventions and thereby raise their

confidence to present the findings of their research to accommodate in a broader scientific community environment. Indeed, S. Mavadat and S. Talebi explicitly demonstrate in their study that incorporating genre-based activities and tasks in the EAP writing syllabi and materials is recommended to familiarize graduates with the established discursive norms because most non-native authors obviously confront difficulties in writing academic texts that fulfill the expectations of international reviewers and editorial boards [8: 1].

In a similar vein, reasoning within the framework of historical significance undeniably encompasses a claim on the significance of a particular person, historical event, or process and the arguments to support it. This argumentative structure relates to aspects of change and continuity as well as establishes causes and consequences. The focus on socio-cultural and professional competencies in the ethical dimension contributes to the historical events analysis in their past-present-future sequencing from the historical significance study perspective. Johan van Driel, Jannet van Drie, and Carla van Boxtel argue that reasoning, reading, and writing are of paramount importance for historical significance claim development and support because history academic research is grounded on sourcing, corroboration, and contextualization [12: 187].

Reading historical narratives involves splitting the text structure into small segments to perceive the main idea and discursive architectonics which requires a complex of reading skills, that is defining a historical account objective, identifying the topic, summarizing, establishing the correlation between words, sentences, and paragraphs. Overall, a correlation model of argument at the macro level comprises the selection of relevant evidence, the writer's position, and the presentation of the historical perspective in a series of logically ordered propositions [12: 188].

Therefore, the right focus of the EAP designers in history should be necessarily placed on the students' ability to formulate strong arguments depending on their subject knowledge, the ability to write logically and coherently, and the ability to demonstrate their voice and stance [13: 25]. Johan van Driel, Jannet van Drie, and Carla van Boxtel suggest that to write a persuasive text in academic history, arguments should be sustained with evidence retrieved from historical sources, accurately interpreted and coherent in the historical context, exemplified with recording, explanation, and arguing as discussion

necessary contains background explanation, perspectives outline, and position [12: 189-190].

The content and methodological analysis of learning materials designed for the EAP course “Basics of Scientific Communication in a Foreign Language” for History Masters shows that most of them introduce students to theory- and research-informed perspectives and guide them in putting theory to use in real-life professional contexts. Nonetheless, needs analysis refers to the constant flexible EAP course correlation due to the systematic scrutinizing of all subjective and objective information necessary to identify and validate curriculum purposes that satisfy the students’ language learning requirements within the context of learning and teaching situation.

Conclusions and suggestions for further research. The questions raised in the article present clear directions for further inquiry. The research assumes that the quality of the EAP for History Masters depends on the teachers’ ability to adapt to the students’ needs. The framework aims to provide a systematic overview of the competency-based academic methodology of historical thinking applied flexibly in diverse educational contexts.

Argumentative reasoning shown in academic history narrative reading and writing is an important object of study to develop and support claims about historical significance while focusing academic research in history on concepts of historical significance, primary source evidence, continuity and change, cause and consequence, historical perspective-taking, and the ethical dimension. From a linguistic standpoint, a correlation model of argumentation at the macro level comprises the selection of relevant evidence, the writer’s position, and the presentation of the historical perspective in a series of logically ordered propositions to feature evidence, precision, objectivity, explicitness, accuracy, hedging, formal structuring, and balanced clarity. Academic writing is seen as a primary tool to engender historical thinking and reflect how disciplinary knowledge is created and shared in professional settings. History educationalists thoroughly substantiate the value of the academic discipline in practical focus on critical reading and clear, persuasive writing embracing practical skills in creative writing, composition layout, and structure, encouraging experimentation in both historical analysis and in particular all genres writing to demonstrate tangible evidence of historical thinking competencies

mastering. Further research would be done during the implementation stage of the EAP course “Basics of Scientific Communication in a Foreign Language” for History Masters to test the usability and effectiveness of the didactical and methodological framework in authentic classroom settings using experimental studies to determine its validity.

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The article was received by the editors 23.01.2023.

The article was recommended for printing 01.03.2023.

In cites: Shkarban I. (2023). Basics of scientific foreign language communication for masters majoring in history: methodological aspect. *Teaching languages at higher educational establishments at the present stage. Intersubject relations*. 42, pp. 166–177. DOI: <https://doi.org/10.26565/2073-4379-2023-42-12>.

ОСНОВИ НАУКОВОЇ КОМУНІКАЦІЇ ІНОЗЕМНОЮ МОВОЮ ДЛЯ МАГІСТРІВ ІСТОРІЇ: МЕТОДИЧНИЙ АСПЕКТ

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У статті висвітлено проблематику досліджень з англійської мови для академічних цілей, виокремлено професійні та академічні компетентності магістрів з історії, наголошено на значенні дисципліни у подальшому професійному зростанні. Незважаючи на те, що в літературі представлено низку теоретичних і педагогічних моделей розробки курсів з англійської для академічних цілей, відсутні конкретні методики створення робочих програм для магістрів історії. Авторська методика викладання дисципліни «Основи наукової комунікації іноземною мовою» впроваджується та методично обґрунтовуються в робочій програмі, а також практично реалізуються на базі електронного навчально-методичного комплексу для підготовки магістрів першого та другого курсу спеціальності 032 Історія та археологія. Компетентнісно-орієнтований підхід втілено у вихідній концепції англійської для академічних цілей щодо зосередженості на професійно-орієнтованих текстах та науковій комунікації у сфері академічної історії, де мова є первинним складником змістотворення, що охоплює хронологічне мислення, здатність ідентифікувати історичні події у часовій послідовності; історичне розуміння, навички читання та побудови історичних наративів; історичний аналіз та інтерпретацію, порівняльний аналіз та диференціацію досвіду, переконань, ідеологій; історичні дослідження, що ґрунтуються на аналізі історичних подій і стратегій прийняття рішень, здатності досліджувати дискусійні історичні проблеми на основі історичних джерел, знаходити протиріччя в історичних документах і встановлювати суспільно значущі історичні інтерпретації. Зосередження уваги на соціокультурних і професійних компетентностях в етичному вимірі дає можливість встановити взаємозв'язки між історичними подіями в їх часовій послідовності минуле-теперішнє-майбутнє в історичній перспективі. Авторська робоча програма з дисципліни та впроваджений електронний навчально-методичний комплекс практично спрямовані на розвиток у студентів загальної та професійно орієнтованої комунікативної компетентності англійською мовою (лінгвістичної, соціолінгвістичної та прагматичної) для успішного ефективного спілкування в навчальній діяльності та професійному середовищі.

Ключові слова: англійська мова для академічних цілей, електронний навчально-методичний комплекс, зміст дисципліни, історичне мислення, методологічний аспект.

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Стаття надійшла до редакції 23.01.2023.

Статтю рекомендовано до друку 01.03.2023.

Як цитувати: Shkarban I. Basics of scientific foreign language communication for masters majoring in history: methodological aspect. *Викладання мов у вищих навчальних закладах освіти на сучасному етапі. Міжпредметні зв'язки*. 2023. Вип. 42. С. 166–177. DOI: <https://doi.org/10.26565/2073-4379-2023-42-12>.