

STRATEGIES FOR TEACHING DISCIPLINARY-SPECIFIC WRITING (ENGLISH FOR ACADEMIC PURPOSES) TO PHILOLOGY STUDENTS

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Abstract. *Teaching disciplinary-specific writing within English for Academic Purposes (EAP) is a central challenge in philology education. Philology students are expected to master not only general academic writing skills but also genre-specific conventions of linguistics, literature, and translation studies. This article explores effective pedagogical strategies for developing disciplinary writing competence among philology students. The study synthesizes genre-based instruction, corpus-informed teaching, scaffolding techniques, and process writing approaches. It also presents a conceptual framework and a comparative visualization of strategy effectiveness. The findings suggest that an integrated approach combining explicit instruction and authentic academic tasks significantly improves students' academic writing performance and disciplinary awareness.*

Keywords: *EAP, disciplinary writing, philology students, genre-based approach, academic writing, corpus linguistics, scaffolding*

Introduction

English for Academic Purposes (EAP) has become a crucial component of higher education, particularly in philology departments where students must engage with academic discourse in linguistics, literature, and translation studies. Disciplinary-specific writing refers to writing that follows the conventions, structure, and rhetorical patterns of a specific academic field.

Philology students often face difficulties in mastering academic writing due to:

- Lack of exposure to authentic academic genres
- Limited awareness of disciplinary conventions
- Overreliance on general English writing skills

Therefore, teaching strategies must go beyond grammar instruction and focus on discourse-level competence and genre awareness.

Literature Review

Research in EAP highlights several effective approaches to academic writing instruction:

- **Hyland (2006)** emphasizes genre-based pedagogy, where students learn writing through models of academic texts.

- **Swales (1990)** introduces the concept of discourse communities, stressing that writing is shaped by disciplinary conventions.
- **Tribble (2010)** supports corpus-based instruction for exposing students to authentic language use.
- **Flowerdew (2015)** highlights scaffolding as essential for gradual development of academic literacy.

These studies collectively suggest that disciplinary writing is best taught through contextualized, authentic, and structured approaches.

Methodology

This article is based on a qualitative synthesis of existing pedagogical frameworks and classroom practices in EAP instruction for philology students. The analysis focuses on four major teaching strategies:

1. Genre-Based Instruction
2. Corpus-Based Learning
3. Process Writing Approach
4. Scaffolding and Modeling

Data is synthesized from prior empirical studies and teaching reports in EAP contexts.

Key Teaching Strategies

Genre-Based Instruction

Students analyze academic genres such as:

- Research articles
- Literature reviews
- Abstracts
- Critical essays

This helps them understand structure, rhetorical moves, and discipline-specific language.

Corpus-Based Learning

Students use linguistic corpora to:

- Identify frequent academic phrases
- Analyze collocations
- Observe authentic academic patterns

This promotes data-driven learning and awareness of real academic usage.

Process Writing Approach

Writing is taught as a staged process:

- Pre-writing (idea generation)
- Drafting
- Revising
- Editing

This reduces cognitive load and improves writing quality.

Scaffolding and Modeling

Teachers provide:

- Sample texts
- Writing templates
- Guided tasks
- Feedback cycles

This supports gradual independence in writing.

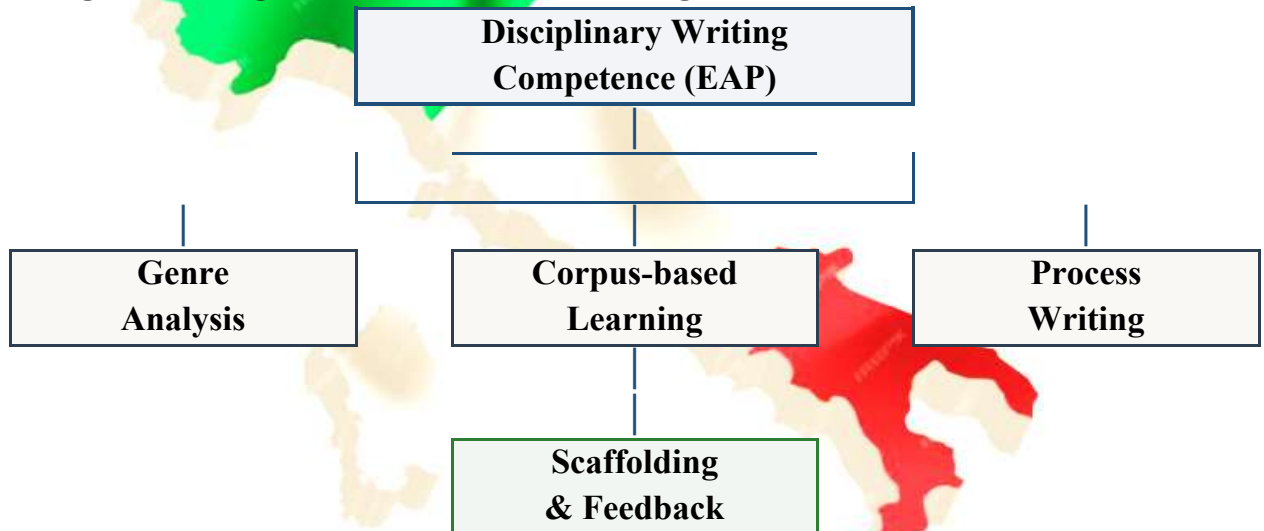
Comparative Effectiveness of Strategies

Below is a visualization of the relative effectiveness of key EAP teaching strategies for philology students.

Conceptual Framework of Disciplinary Writing Instruction

The following diagram shows how different instructional strategies interact in developing disciplinary writing competence.

Figure 1: Integrated Model of EAP Writing Instruction



The conceptual framework presented in **Figure 1** illustrates the multi-dimensional architecture of acquiring **Disciplinary Writing Competence** within the domain of **English for Academic Purposes (EAP)**. At its core, the model argues that true professional or academic writing competence is not a singular skill, but rather an intersection of three mutually reinforcing methodologies: **Genre Analysis**, **Corpus-based Learning**, and **Process Writing**.

Discussion

The findings suggest that no single method is sufficient for teaching disciplinary writing. Instead, an integrated pedagogical model is required. Genre-based instruction provides structure, corpus-based learning ensures authenticity, process writing enhances cognitive development, and scaffolding supports learner autonomy.

For philology students, who often transition from general English learning to specialized academic discourse, this combination is particularly effective.

Conclusion. Teaching disciplinary-specific writing in EAP requires a multi-layered instructional approach. Philology students benefit most from strategies that integrate genre awareness, authentic language exposure, structured writing processes, and guided support. Future curriculum design should prioritize blended instructional models and digital corpus tools to enhance academic writing competence.

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