

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

ЗАТВЕРДЖЕНО

на засіданні кафедри педагогіки,
іноземної філології та перекладу

Протокол № 2 від 01.09.2025 р.

ПОГОДЖЕНО

Проректор з навчально-методичної роботи



Маріна НЕМАШКАЛО

**АКАДЕМІЧНА АНГЛІЙСЬКА МОВА ДЛЯ НАУКОВЦІВ
робоча програма навчальної дисципліни (РПНД)**

Галузь знань	Г Інформаційні технології
Спеціальність	ГЗ Комп'ютерні науки
Освітній рівень	третій (освітньо-науковий)
Освітня програма	Комп'ютерні науки

Статус дисципліни

обов'язкова

Мова викладання, навчання та оцінювання

англійська

Розробник:

доктор філософії, доцент

Тетяна ПОГОРЕЛОВА

Завідувач кафедри
педагогіки, іноземної філології та перекладу

Тетяна ПОГОРЕЛОВА

Гарант програми

Ольга СТАРКОВА

**Харків
2025**

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF
ECONOMICS**

APPROVED

Department of Pedagogy, Foreign
Philology and Translation.
Protocol № 2 of 01.09.2025

APPROVED

Vice-rector for Educational and
Methodical Work
Karina NEMASHKALO



ACADEMIC ENGLISH FOR RESEARCHERS

Program of the course

Field of study	F Information Technologies
Speciality	F3 Computer Science
Educational level	Third (Educational)
Educational programme	Computer Science

Discipline status	mandatory
Language of teaching, learning, and assessment	English

Compiled by: PhD, Associate Professor of the
Department of Pedagogy,
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Tetiana POHORELOVA

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Tetiana POHORELOVA

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Olha STARKOVA

**Kharkiv
2025**

INTRODUCTION

The study program is designed for PhD students in the specialty F3 "Computer Science" at the third (educational and scientific) level of the "Computer Science" study program.

The course is designed to develop and enhance foreign-language communicative competence, equipping future scholars with the linguistic, academic, and communicative skills necessary for effective engagement with the international academic community. Particular emphasis is placed on the ability to communicate confidently in professional and scholarly contexts and to present, discuss, and disseminate research findings effectively in both oral and written forms.

The course is intended to:

- deepen students' knowledge and practical command of the academic style and conventions of the English language;
- develop proficiency in working with English-language scholarly texts, including their analysis, interpretation, synthesis, and critical evaluation;
- foster critical thinking and the ability to formulate, substantiate, and communicate well-grounded academic arguments;
- develop effective communicative and behavioural strategies for participation in international scientific conferences, academic discussions, seminars, and debates;
- develop the ability to critically and objectively evaluate scholarly presentations, research contributions, and academic discourse, with particular attention to the effective presentation of one's own research achievements;
- enhance students' ability to communicate research findings clearly, coherently, and persuasively in accordance with international academic conventions.

The content of the course "Academic English for Researchers" for students of the third educational and scientific level is determined by the conceptual

interdisciplinary relationship between the courses "Philosophy of Science," "Methodology and Organization of Scientific Research," and "Academic Ukrainian for Scientists."

The learning outcomes and competencies formed by the course are defined in Table 1.

Table 1

Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
LO02	GC02

Where,

LO 02 - To fluently present and discuss research results, scientific, and applied problems of computer science with specialists and non-specialists in the state and foreign languages, and to publish research results in scientific publications in leading international scientific journals;

GC02 - The ability to search, process, and analyze information from various sources.

COURSE CONTENT

Content Module 1. Features of Academic English for Scientists

Topic 1. Lexical Tools of Academic English

Acquisition of communicative competence in a foreign language on the topics: "Lexical features of Academic English," "Research terminology," "Typical lexical errors," "Phraseological terminology and clichés."

Topic 2. Grammatical Features of Academic English

Acquisition of communicative competence in a foreign language on the topics: "Morphological features of academic English," "Syntax of a scientific text," "Active vs. passive voice for effective writing," "Methods of

incorporating source material and citations in scientific texts," "Typical grammatical errors."

Topic 3. Editing Academic Texts

Acquisition of communicative competence in a foreign language on the topics: "Text processing and formatting of English-language academic texts," "Document structure and abbreviations in scientific texts," "Editing and proofreading English-language scientific texts."

Topic 4. Preparing an Oral Scientific Presentation

Acquisition of communicative competence in a foreign language on the topics: "Structure of an oral scientific presentation, message, or speech," "Stages of preparing an oral research report," "Communicative and behavioral strategies for international scientific conferences, discussions, and debates."

The list of practical (seminar) classes/tasks by the course is given in Table. 2.

Table 2

List of practical (seminar) classes/tasks

Topics and tasks	Content
Topic 1. Task 1	Topics of practical classes: "Lexical features of academic English," "Scientific terminology," "Typical lexical errors," and "Academic phraseology and standard clichés."
Topic 2. Task 2	Topics of practical classes: "Morphological features of academic English," "Syntax of scientific texts," "Active and passive voice for clear and effective writing," "Methods of quoting, paraphrasing, and referencing in English scientific texts," and "Typical grammatical errors."
Topic 3. Task 3	"Formatting and processing English-language scientific texts," "Document structure, sectioning, and abbreviations in English scientific texts," and "Editing and proofreading English-language scientific texts."
Topic 4. Task 4.	Topics of practical classes: "Structure of an oral scientific presentation, talk, or speech," "Stages of preparing an oral research report," and "Communicative and behavioral strategies for international scientific conferences, discussions, and debates."

The list of self-studies in the course is given in Table 3.

Table 3

List of self-studies

Topic	Content
Topic 1.	Review of theoretical material on the topic. Performing lexical and grammatical tasks on the topic. Completing an individual task
Topic 2.	Review of theoretical material on the topic. Performing lexical and grammatical tasks on the topic. Completing an individual task
Topic 3.	Review of theoretical material on the topic. Performing lexical and grammatical tasks on the topic. Completing an individual task
Topic 4.	Review of theoretical material on the topic. Performing lexical and grammatical tasks on the topic. Completing an individual task

The number of hours of practical (seminar) studies and self-study is specified in the technological card for the course.

TEACHING METHODS

During the course, blended learning technology is used to enhance PhD students' educational and cognitive engagement. The course incorporates the following learning and teaching methods: individual or pair work (for each topic), triad or small group work (for each topic), language role-playing games (Topic 4), presentations (Topic 4), debates (Topic 4), individual research projects aligned with students' research interests (Topics 1–4), and student conferences (Topics 1–4).

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system to assess students' learning outcomes.

Current control is carried out during practical classes and is aimed at checking the level of readiness of the student to perform a specific type of

activity, and is evaluated by the number of points scored for courses with a form of semester control as an exam: the maximum amount is 60 points; the minimum amount required is 35 points.

The final control includes current control and an exam.

Semester control is carried out in the form of a semester exam.

The final grade in the course is determined for disciplines with an exam; it is the sum of all points received during the current control and the exam grade.

During the teaching of the course, the following control measures are used:

Current control: competence-oriented tasks on topics (total maximum number of points – 20 points), self-study work (total maximum number of points - 20 points), an individual research task (project) related to the PhD student's research (maximum score – 10 points), and the presentation of the individual research task (project) (maximum score – 10 points).

Semester control: Grading including Exam (40 points).

More detailed information about the assessment system is provided in the course's technological card.

An example of an exam card and assessment criteria.

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Third (educational and scientific) cycle of higher education
Specialty F3 “Computer Science”
Study program “Computer Science”
Study course ACADEMIC ENGLISH FOR RESEARCHERS

EXAMINATION CARD № 1

Task 1. Choose the correct option and fill in the blanks in the sentences (5 points):

1. The research paper ____ (was/were/has been) published in a peer-reviewed journal.
2. One of the most significant ____ (finding/findings/find) of the study is the correlation between sleep and productivity.

3. The experiment was conducted ____ (by/with/through) a double-blind method.
4. The results of the study ____ (suggest/suggests/suggested) a strong link between diet and cognitive performance.
5. Before submitting the paper, the author ____ (reviewed/had reviewed/has reviewed) the sources carefully.
6. Academic writing ____ (requires/require/required) clarity and precision.
7. The study focuses ____ (in/on/at) the impact of climate change on agriculture.
8. Proper citation prevents ____ (plagiarism/plagiarise/plagiarising).
9. The professor emphasized the importance of ____ (critical/critically/criticism) thinking in research.
10. The conclusion of the paper ____ (summarizes/summarize/summarized) the key findings.

Task 2. Match the terms with the given definitions (5 points).

Term	Definition
1. Literature Review	a) Replicating the methods of an existing scientific study on a new dataset or environment to verify its conclusions.
2. Abstract	b) A test environment or standard dataset used to measure and compare the quantitative performance of algorithms or models.
3. Peer Review	c) The practice of making research data, code, software, and methodological protocols freely accessible to the scientific community.
4. Benchmark Dataset	d) A brief, self-contained summary of a research paper detailing the problem, methodology, key findings, and conclusion.

5. Reproducibility Study	e) A comprehensive analysis and critical evaluation of existing published research relevant to a specific scientific problem.
6. Methodological Rigor	f) The formal acknowledgment of external ideas, algorithms, datasets, or text incorporated into a research manuscript.
7. Open Science	g) The evaluation of academic work by independent experts in the same discipline to ensure quality, validity, and accuracy before publication.
8. Conceptual Framework	h) An unproven assertion, model, or theoretical explanation proposed as a starting point for scientific experimentation.
9. Citation & Referencing	i) Strict adherence to sound experimental design, ethical principles, and systematic data analysis to ensure valid conclusions.
10. Scientific Hypothesis	j) An analytical structure of concepts, assumptions, and theories to a research investigation.

Task 3. Write a short abstract (10 sentences) for a research paper on one of the topics (10 points):

- The role of artificial intelligence in academic writing.
- The impact of multilingualism on scientific communication.
- Ethical considerations in modern scientific research.

- The influence of open-access journals on global research dissemination.
- The challenges of translating scientific texts across different languages.
- The role of peer review in ensuring research quality.
- The importance of academic integrity in higher education.

Task 4. Edit the following passage by correcting grammatical, lexical, and stylistic mistakes (10 points):

In modern days, scientists are relying more on technology to analyze data. It is highly important that they does not ignore ethical consideration, since it might causes serious issues in credibility of they researches. Nowadays, with the development of artificial intelligences and big datas, the researches becoming more and more depend on computational tools. However, when scientist use such technology without critically evaluating it, they risks to make biases in they findings. Ethical compliance must not be underestimated, because it can lead to misleading conclusion and also affect public trust in scientific work. Furthermore, transparency in methodology and accountability in datas collection is necessary to keep the quality of researches. When ethical standards is followed, it ensures that scientist contributing to knowledges in responsible way and advancing they field with credibility.

Task 5. Write a formal academic email to a journal editor submitting a revised version of your manuscript in the field of Computer Science (e.g., Artificial Intelligence, Software Engineering, or Cybersecurity). Your email should include (10 points):

- A proper subject line and professional greeting.
- A brief statement referencing your manuscript's title.
- A polite acknowledgment of the editor's decision and the reviewers' constructive feedback.
- A summary outlining key revisions made (e.g., updated benchmark experiments, algorithm refinements, or clarified technical notation) along with a mention of the attached Response to Reviewers document.
- A formal closing statement and professional sign-off.

Approved at the Department of Pedagogy, Foreign Philology and Translation meeting, protocol № , dated « » 202_ .

Examiner
Head of the Department

Oksana Kovalenko
Tetiana Pohorielova

The assessment criteria

The final score for the exam is the sum of the points for all tasks, rounded to the nearest whole number in accordance with mathematical rules. The examination paper consists of 4 tasks: 3 at the level of heuristic productive activity and 1 creative. The assessment is based on a 40-point system and is given in Table 4.

Table 4

Tasks	Points	Assessment criteria
1. Choose the correct option and fill in the blanks in the sentences (10 sentences).	5	One correct sentence is worth 0.5 points.
2. Match the terms with the given definitions (10 terms and 10 definitions).	5	One correct sentence is worth 0.5 points.
3. Write a short abstract (10 sentences) for a research paper on one of the topics below.	10	One correct sentence is worth 1 point.
4. Edit the following passage by correcting grammatical, lexical, and stylistic mistakes (10 mistakes).	10	One correct sentence is worth 1 point.
5. Write a formal academic email to a journal editor requesting a revision of your submitted manuscript.	10	Points are allocated according to the following criteria: meaningful content (elaboration of all conditions specified in communicative situations) – 5 points, the structure of the text and its coherence - 3 points, absence of lexical and spelling errors - 1 point, grammatical correctness - 1 point.

RECOMMENDED LITERATURE

Main

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2. McCarthy M., O'Dell F. Academic Vocabulary in Use. Edition with Answers/ M. McCarthy, F. O'Dell. – Cambridge, Cambridge University Press, 2016. – 174 p.
3. Powell M. Dynamic Presentations. / M. Powell. – Cambridge, Cambridge University Press, 2016. – 96 p.
4. Wallwork, Adrian. *English for Academic Research: Grammar Exercises*. 2nd ed., Springer Cham, 2024. <https://link.springer.com/book/10.1007/978-3-031-53168-2>
5. Wallwork, Adrian. *English for Writing Research Papers*. 3rd ed., Springer Cham, 2023. <https://link.springer.com/book/10.1007/978-3-031-31072-0>
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7. Topkaya, Ece Zehir, and Handan Çelik, editors. *Teaching English for Academic Purposes: Theory into Practice*. 1st ed., Palgrave Macmillan Cham, 2024. <https://link.springer.com/book/10.1007/978-3-031-72545-6>
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9. Dubtsova O. *Lingua-Ethological Causes of Communicative Failures: Pragmatic Aspect* / O. Dubtsova, V. Petrenko, O. Kovalenko, N. Samsonenko //

Journal of Educational and Social Research. – 2020. – Vol. 10, №1. – P. 143–151. – Access mode :

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11. Pohorielova T. The definition of university students' soft skills: a modern Chinese perspective / T. Pohorielova, Z. Lei // Higher Education of Ukraine. – 2024. - Issue 1 (92). Access mode : <http://repository.hneu.edu.ua/handle/123456789/34111>

12. Chekhratova O. Developing Students' Autonomy and Responsibility via Promoting Digital and Media Literacy in an English-language Classroom / O. Chekhratova, O. Kovalenko, V. Petrenko et al. // Amazonia Investiga. – 2022. – Vol. 11. – Issue 52. – P. 15-23. Access mode : <http://repository.hneu.edu.ua/handle/123456789/27621>

13. Chekhratova O. Ethical research in the age of artificial intelligence / O. Chekhratova, T. Pohorielova // Вісник Сковородинівської академії молодих учених: ХНПУ імені Г. С. Сковороди, 2024. - С. 164-170. Access mode : <http://repository.hneu.edu.ua/handle/123456789/34110>

Information resources

14. S. Kuznets KhNUE PNS Website Course: Academic English for Scientists (mandatory)_ PhD_students_Assoc. prof. Viktoriia Petrenko . [Electronic resource]. - Access mode: <https://pns.hneu.edu.ua/course/view.php?id=9185>

15. The Economist. Journal [Electronic resource]. Access mode : <https://www.economist.com/weeklyedition/archive>