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THE DEVELOPMENT OF ACADEMIC WRITING COMPETENCE
THROUGH THE INSTRUCTION OF FORMULAIC SEQUENCES

Abstract
Nowadays, communication and transfer of information, especially in academic community, takes place mostly in writing rather than orally: publishing research results, research essays and articles, and students' theses and dissertations. In this regard, the need to learn how to write scientific and academic texts has increased dramatically, which in turn makes academic writing more relevant. As writing is a complex activity that engages cognitive skills and abilities, instructing formulaic sequences may take a place as one of the valid methods to develop written discourse sub-competence, hence academic writing competence. This paper attempts to analyze the impact of teaching academic formulaic sequences on the formation of academic writing competence among master students. The research was conducted via experimental case study with fourteen respondents. The findings of the presented study are based on quantitative analysis of the frequency of formulaic sequences used by the respondents in four tests: pre-test, progress test, post-test and delayed post-test in order to see the dynamics in the study. The findings allow considering that focused instruction of academic formulaic sequences may help the students in developing such skills as constructing complex sentences, idea communication, to construct an academic text in terms of cohesion and coherence, which inevitably contribute to the development of written discourse sub–competence, therefore, to the overall formation of academic writing competence among the students.

Keywords: academic writing, educational environment, formulaic sequences, competence, case study, academic text, focused instruction, written discourse.

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ФОРМУЛАЛЫҚ СЕКВЕНЦИЯЛАРДЫ ОҚЫТУ АРҚЫЛЫ АКАДЕМИЯЛЫҚ ЖАЗУ ҚҰЗЫРЕТТІЛІГІН ДАМЫТУ

Аңдатпа

Қазіргі уақытта ақпарат алмасу, әсіресе академиялық қоғамдастықта ақпарат алмасу ауызша емес, көбінесе жазбаша түрде жүзеге асады: зерттеу нәтижелерін, зерттеу эсселері мен мақалаларын, студенттердің тезистері мен диссертацияларын жариялау сияқты процестер. Осыған байланысты ғылыми және академиялық мәтіндерді жазуды үйрену қажеттілігі күрт өсуде, бұл өз кезегінде академиялық жазуды өзекті ететіндігі анық. Жазу когнитивтік дағдылар мен құзіреттіліктерді қамтитын күрделі әрекет болғандықтан, формулалық секвенцияларды оқыту жазбаша дискурстың қосалқы құзыреттілігін, демек, академиялық жазу құзыреттілігін дамытудың жарамды әдістерінің бірі ретінде орын алуы мүмкін. Бұл зерттеуде академиялық формулалық секвенцияларды оқытудың магистранттар арасында академиялық жазу құзыреттілігін қалыптастыруға әсерін талдауға бағытталады. Зерттеу он төрт респондентпенті бар эксперименттік жағдайды зерделеу арқылы жүзеге асырылды. Зерттеу нәтижелерін талдауы студенттердің формулалық секвенцияларды пайдаланудың жиілігінің сандық есебін қолдана отырып жүргізілді: алдын ала тестілеу, үлгерім тесті, кейінгі тестілеу және кешіктірілген кейінгі тест; бұл динамикасын бақылауға мүмкіндік берді. Қорытындылар академиялық формулалық секвенцияларды мақсатты түрде оқыту студенттерге күрделі сөйлемдер құру, ойды еркін жеткізу, сабақтастық пен салаластық тұрғысынан академиялық мәтінді құру сияқты дағдыларды дамытуға көмектесетінін ескеруге мүмкіндік береді, бұл жазбаша дискурстың дамуына сөзсіз ықпал етеді.

Түйін сөздер: академиялық жазу, білім беру ортасы, формулалық секвенциялар, құзыреттілік, кейс-стади, академиялық мәтін, бағдарланған оқыту, жазбаша дискурс.

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РАЗВИТИЕ КОМПЕТЕНЦИИ АКАДЕМИЧЕСКОГО ПИСЬМА ПРИ ПОМОЩИ ОБУЧЕНИЯ ФОРМУЛЬНЫМ СЕКВЕНЦИЯМ

Аннотация

В настоящее время общение и передача информации, особенно в академическом сообществе, происходит в основном не в устной, а в письменной форме: публикация результатов исследований, научных эссе и статей, студенческих диссертаций. В связи с этим резко возросла необходимость научиться писать научные и академические тексты, что, в свою очередь, делает академическое письмо более актуальным. Поскольку письмо – это сложная деятельность, в которой задействованы когнитивные навыки и умения, обучение формульным секвенциям может занять место как одного из действенных методов развития субкомпетенции письменного дискурса, а значит, и компетенции академического письма. В данной работе предпринята попытка проанализировать влияние обучения академическим формульным секвенциям на формирование компетенции академического письма у студентов магистратуры. Исследование проводилось методом экспериментального кейс-стади с четырнадцатью респондентами. Анализ результатов исследования проводился с помощью количественного подсчета частоты использования формульных секвенций студентами на четырех этапах: пре-тест, прогресс-тест, пост-тест и отложенный пост-тест, что позволило отследить динамику частотности. Полученные результаты позволяют считать, что целенаправленное обучение академическим формульным секвенциям может помочь студентам в развитии таких навыков, как

построение сложных предложений, коммуникация идей, построение академического текста с точки зрения связности и когерентности, что, соответственно, способствует развитию субкомпетенции письменного дискурса, а значит, и общему формированию компетенции академического письма у студентов.

Ключевые слова: академическое письмо, образовательная среда, формульные секвенции, компетенция, кейс-стади, академический текст, целенаправленное обучение, письменный дискурс.

Introduction. Nowadays, communication and transfer of information, especially in academia, takes place mostly in written form rather than verbally: publishing research results, research essays and articles, students' theses and dissertations. In this context, the need to learn how to write scientific and academic texts in accordance with the requirements of international scientific journals has increased dramatically, which in turn implies learning how to write academically. Unfortunately, at the moment in Kazakhstan, as a post-Soviet country, the problem of academic writing is acute. This is due to the fact that in the Soviet period, any scientific achievements were kept secret from the foreign scientific community, because the diplomatic isolation of the USSR had a direct impact on the educational system. All this led to discrepancies in the understanding of the construction of a scientific (academic) text and now students deal with various problems during the process of writing academic essays, theses, articles. Given that the key component of academic literacy is academic writing, it would be logical to conclude about the degree of importance of implementation and development of this scientific and methodological branch of knowledge.

It should be understood that writing is the most complex and, consequently, slowly developing set of competencies. This, in turn, necessitates the use of pedagogical methods and technologies that will facilitate the development of these competencies. I.Korotkina emphasizes that there are 3 complexes of competences in academic writing: a complex of metalinguistic (supralinguistic) competences, communicative competences, and written discourse competences. The first ones mean mastering the methods of formulating and justifying their hypotheses and ideas, the second ones mean interaction with scientific colleagues and the ability to prove their scientific position, and finally, the third ones mean the ability to formulate results in the form of a logically ordered text [1; 5]. Taking into account the classification proposed by I.B. Korotkina, and relying on the scientific works of S.S. Kunanbaeva, which raises the question of the need to decompose competences into sub–competences when their content is multi-component and complex, and therefore cannot be mastered by a student (and / or diagnosed by a teacher) in one situation, in this article the authors will follow the classification "competence – subcompetence". The main idea of this classification is that competence formation is possible through sequential mastering of sub-competences. In other words, sub–competence is a component of competence, which preserves all its properties, correlated with activity [2]. Accordingly, hence the need for a competency-based approach in teaching academic writing. Nowadays, globalization of education becomes an inalienable quality of a human being, defining education as the highest priority. This reality interprets the importance and necessity of new approaches in education and science, and this gave rise to the competence approach, because the final product of the educational process is not knowledge, but competence, an integrated result of learning. In other words, "the competence approach is the core platform of the educational paradigm shift", with its key concept of competence as "properties of personality, the potential ability of an individual to cope with various tasks, as a set of knowledge, skills and abilities necessary to perform a particular professional activity"[3].

One of the main issues is that academic writing requires high cognitive abilities and engages the knowledge of academic vocabulary, and, as Kazakhstani students are not English native speakers, writing academic texts appears to them as a double challenge. Hoey claims that in order to be competent in academic writing it is of prime importance to develop lexical choice sub-competence, in other words, obtain "mastery of collocations, colligations and semantic associations of the vocabulary [...] of the domain-specific and genre-specific primings"[4]. Studies prove that there is a direct correlation between the knowledge of academic vocabulary and students' performance in academic writing [5;6;7]. Moreover, scholars claim that in the case of academic English in order to form the ability to use formulaic phrases it requires prolonged focused training [8; 9]. According to Wray, formulaic sequence is "a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar"[10]. Based on the theoretical framework of corpus studies presented above, the authors of this article attempt to research the effectiveness of focused instruction of academic formulas on the formation of academic writing competence in terms of developing written discourse sub–competence. There appear to be various lexical

databases that include hundreds of the most frequently used words and phrases and proved to be effective. For the purposes of the present study the authors chose the AFL (The Academic Formulas List), developed by Rita Simpson–Vlach and Nick C. Ellis, which proved to be valid in the corpus studies, includes 607 entries and is available at https://www. eapfoundation.com/vocab/academic/afl/ [11].

Materials and methods. The study incorporated as the main research method experimental instruction of formulaic sequences over a ten-weeks period with quasi-experimental design. Target audience were students of the TEFL master degree program (2nd year of study) and non–native English speakers. For the clarity of the study it was verified that all 14 participants completed "Academic writing" discipline in their first year of study, acknowledging that they were aware of the basic academic writing techniques (paraphrasing, quoting, citation, summarizing, etc.) and knew the structure of the main academic genres. Scientific article review was identified to be the genre in focus.

Throughout the study the researcher provided seminar lessons dedicated to the exploration and usage of the most frequent academic formulaic sequences from the Academic Formulas List (AFL), specifically, the written part, which includes 200 entries [11]. Seminar lessons were conducted 2 times a week with lesson duration of 50 minutes. During the experiment respondents were asked to write scientific article reviews in the volume of at least 250 words four times: pretest (before the intervention), progress test (4 weeks after the beginning of the intervention), post-test (at the end of the intervention, 8 weeks after the beginning of the intervention), delayed post-test (2 weeks after the end of the intervention). Figure 1 below shows the timeline of the study:
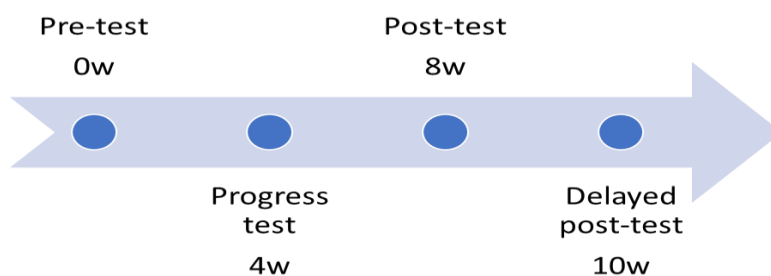

Figure 1. Timeline of the quasi-experimental study

The goal of the tests was to provide data on the progress at different time periods and with the delayed posttest to see how the instruction on the formulaic sequences influenced the respondents' academic vocabulary 14 days after the intervention program.

The tasks for the tests were based on the most recent scientific articles in the field of teaching foreign languages published in Volume 18, Winter 4 The Journal of Asia TEFL indexed in Scopus, specifically, respondents were asked to do the following:

1) Pre – test instruction: Write a 250–words review of the following article: "Learning EFL Writing in Vietnam: Voices from An Upper-Secondary School's Students" by Thi Thuy Loan Nguyen [12];

2) Progress test instruction: Write a 250–words review of the following article: "An Experi-ment on Mobile Learning to Leverage EFL Learners' Engagement, Emotional Intelligence, and Learning Motivation" by David Imamyartha, Eka Wahjuningsih, Areta Puspa, Mutiara Bilqis & Rizki Febri Andika Hudori [13];

3) Post-test instruction: Write a 250–words review of the following article: "Technology Use and Student Engagement During COVID–19: The Case of Online EFL Classes" by Ku Nur Amelia Binti Ku Doris [14];

4) Delayed post-test instruction: "Probing Learners' Critical Reading: Reader-Response Activities in an EFL Context" by Wigati Dyah Prasasti [15].

Results and Discussion. The findings of the presented study are based on quantitative analysis of the frequency of formulaic sequences used by the respondents in all tests. In order to comply with the requirements of the Law of the Republic of Kazakhstan "On personal data and their protection" from 21.05.2013, the names of the respondents were substituted with ID numbers from ID 01 to ID 14. Figure 2 below shows the overall numbers (repeated academic formulas were not considered):
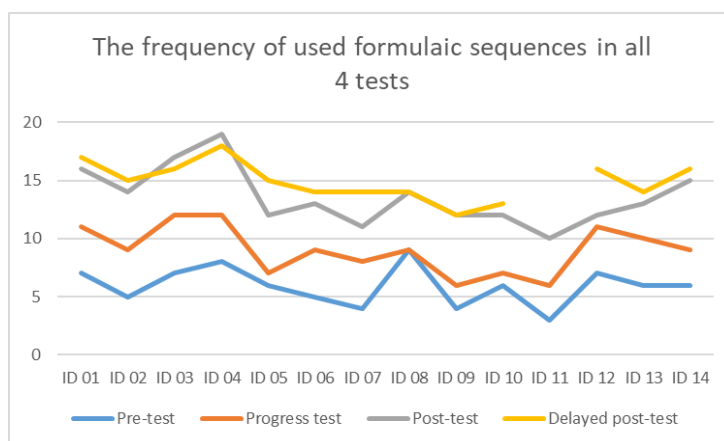
*Figure 2: The frequency of used academic formulaic sequences in all 4 test
s*

As it can be observed from the overall results above, the focused instruction of academic frequent collocations had a positive impact on the growth of the respondents' academic vocabulary. The growth in percentages is shown in Table 1 and it clearly appears that even though two of the respondents exhibited a decrease in the results of the delayed post-test, the overall performance has increased up to 134% in comparison with pre-test results. Note: Respondent ID11 did not submit the article review due to his absence.

	Frequency results				Growth in %		
ID number	Pre-test	Progress test	Post-test	Delayed post-test	Growth in % (pre-test& post-test)	Growth in % (post-test&delayed post-test)	Growth in % (comparison between Pre-Test&Delayed Post-Test)
ID 01	7	11	16	17	129%	6%	143%
ID 02	5	9	14	15	180%	7%	200%
ID 03	7	12	17	16	143%	-6%	129%
ID 04	8	12	19	18	138%	-5%	125%
ID 05	6	7	12	15	100%	25%	150%
ID 06	5	9	13	14	160%	8%	180%
ID 07	4	8	11	14	175%	27%	250%
ID 08	9	9	14	14	56%	0%	56%
ID 09	4	6	12	12	200%	0%	200%
ID 10	6	7	12	13	100%	8%	117%
ID 11	3	6	10	N/A	233%	N/A	N/A
ID 12	7	11	12	16	71%	33%	129%
ID 13	6	10	13	14	117%	8%	133%
ID 14	6	9	15	16	150%	7%	167%
TOTAL:	**83**	**126**	**190**	**194**	**129%**	**2%**	**134%**

Table 1: Final results on frequency of used formulaic sequences and growth in percentage

Conclusion. To conclude, the findings presented in this study suggest that the focused instruction of academic formulaic sequences may have a positive impact on the academic vocabulary of the students and may result in the significant increase of it. Focused instruction may help the students in developing such skills as constructing complex sentences, idea communication, to construct an academic text in terms of cohesion and coherence, which inevitably contribute to the development of written discourse sub–competence, therefore, to the overall formation of academic writing competence among the students.

The formation of academic writing competence implies facing many cognitive challenges. With this study we hoped to contribute to the development of this complex methodological branch by presenting and evaluating the effectiveness of one of the many various methods.

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СТУДЕНТТЕРДІҢ ОҚУ ҮДЕРІСІНДЕГІ ПЕРФЕКЦИОНИСТІК ҚАТЫНАСТАРЫНЫҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ ЕРЕКШЕЛІКТЕРІ

Аңдатпа

Мақалада студенттердің оқу үдерісіндегі перфекционистік қатынастарының психологиялық-педагогикалық ерекшеліктерін қарастыруда алыс және жақын шетелдік, отандық ғалымдардың еңбектеріндегі перфекционизм мәселесінің қазіргі жағдайына талдау жасалады. Бұл құбылыстың құрылымы, түрлері және перфекционизмді анықтаудың белгілі диагностикалық құралдары қарастырылады. Зерттеу үшін интериоризация туралы мәдени-тарихи психологияның тұжырымдамасы (Л.С. Выготский), сондай-ақ шамадан тыс ұмтылушылық немесе ынталану арқылы қызметтің тиімділігін төмендету туралы тұжырымдамасы (Р.Йеркс, Д.Додсон) әдіснамалық негіз ретінде қабылданды. Студенттердің оқу үдерісіндегі перфекционистік қатынастарының психологиялық–педагогикалық ерекшеліктерін зерттеуде перфекционизмді адамның әртүрлі типологиялық сипаттамаларына байланысты жеке қасиет ретінде қарастыру, перфекционизмнің құрылымын зерделеу, перфекционизмге ықпал ететін факторларын анықтау қажет. Сондықтан зерттеуіміздің маңыздылығы тұлғаның бейімделу мінез-құлықтарының ерекшеліктеріне байланысты өзіне бағытталған перфекционистік көзқарастың (өзін-өзі асыра бағалау талаптары), басқаларға (басқаларға шамадан тыс талаптар) және перфекционизмнің әлеуметтік белгіленген түрінің мәнін талдаудан тұрады.

Түйін сөздер: перфекционизм, деструктивті перфекционизм, конструктивті перфекционизм, өзін-өзі жетілдіру, өзіне бағытталған перфекционизм, басқаларға бағытталған перфекционизм, әлеуметтік белгіленген перфекционизм.