

EFFECTIVE METHODS FOR TEACHING ENGLISH FOR ACADEMIC PURPOSES (EAP) TO BIOLOGY FACULTY STUDENTS

Uktamova Shokhsanam

Researcher

Abstract: This thesis explores the most effective methods for teaching English for Academic Purposes (EAP) to students of the Biology faculty. As English has become the dominant language of scientific communication, biology students require strong academic English skills to succeed in reading research papers, writing laboratory reports, and participating in international scientific discourse. The study reviews current pedagogical approaches, including task-based learning (TBL), content-based instruction (CBI), genre-based pedagogy (GBP), and corpus-assisted language learning (CALL), and evaluates their suitability for EAP instruction within biological sciences. The findings highlight that an integrated approach—combining content-based and genre-based methodologies supported by authentic materials and digital tools—offers the most effective framework for EAP instruction in biology contexts.

Introduction

English has become the global language of science, and proficiency in academic English is essential for biology students who must read, interpret, and produce scientific literature. English for Academic Purposes (EAP) courses aim to equip learners with the linguistic, rhetorical, and cognitive skills required for academic study and professional communication. However, teaching EAP to biology students presents unique challenges because it must address not only general academic skills but also the discipline-specific language of biology, which includes specialized terminology, report structures, and modes of argumentation.

Statement of the Problem. Many EAP courses at universities adopt general English syllabi that do not meet the specific linguistic and cognitive needs of biology students. This leads to a gap between language instruction and students' real academic requirements. Therefore, identifying and applying the most suitable teaching methods for biology-oriented EAP courses is crucial.

EAP focuses on developing academic communication skills necessary for higher education and research. In biology, disciplinary literacy involves understanding and using scientific discourse features such as passive voice, hedging, data description, and cause-effect structures.

TBL emphasizes using language as a tool for completing meaningful tasks. In EAP for biology, tasks may include summarizing research articles, preparing lab presentations, or describing experimental procedures. TBL promotes learner engagement, collaboration, and practical language use, but may require adaptation to ensure discipline-specific focus. CBI integrates language learning with subject content. When applied to biology, this method allows students to learn English through scientific topics, fostering both content mastery and linguistic competence. CBI is especially effective for improving vocabulary acquisition and reading comprehension in scientific contexts. GBP, derived from the work of Swales (1990) and Hyland (2007), teaches students how to recognize and produce academic genres such as research papers, lab reports, and abstracts. For biology students, this method is vital because it mirrors the real communication practices of the scientific community. CALL

involves using digital corpora—collections of authentic scientific texts—to analyze patterns of vocabulary, grammar, and discourse. This approach helps biology students understand how specific terms and structures are used in authentic contexts.

Recent studies advocate for a combination of these methods. Integrating CBI and GBP, for instance, allows students to learn the language of biology while mastering its rhetorical conventions. Similarly, incorporating corpus tools into task-based projects enhances data-driven learning.

A hybrid model—combining Content-Based Instruction and Genre-Based Pedagogy, supported by Task-Based Learning and digital corpus tools—is the most suitable for teaching EAP to biology students. This integrated approach aligns linguistic skills with scientific communication demands and promotes autonomous, discipline-specific learning.

Conclusion

Effective EAP teaching for biology faculty students requires methods that integrate language learning with the authentic communicative practices of the discipline. Content-Based and Genre-Based approaches, complemented by task-based and corpus-driven activities, offer a balanced and engaging framework for developing academic English competence in biological contexts.

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