

ENHANCING COMMUNICATION EFFECTIVENESS IN HIGHER EDUCATION THROUGH DEVELOPMENT OF LINGUISTIC QUALITY OF ACADEMIC WRITING

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Introduction

The effectiveness of scholarly communication depends on the clarity and professionalism of academic writing, particularly when research is shared in a global context. Given that English is the dominant language in academic publishing, the linguistic quality of papers written by non-native English-speaking scholars poses significant challenges in terms of effective communication [4]. Issues related to grammatical accuracy, stylistic coherence, and adherence to academic conventions not only affect the image of individual researchers but also impact institutional credibility and hinder the broader dissemination of research findings. This paper addresses how enhancing the linguistic quality of scholarly writing can improve communication efficacy within higher education institutions and foster a more inclusive academic environment.

Research Problem

For higher education institutions, ensuring effective communication is paramount. However, linguistic barriers in academic writing continue to hinder the visibility and impact of research conducted by non-native English-speaking scholars. Scholarly papers with low linguistic quality can lead to misinterpretation, reduced citations, and, consequently, decreased academic reach. This problem is especially critical within Ukrainian institutions, where scholars increasingly aim to publish in international journals. Addressing linguistic quality in academic publishing is therefore essential for enhancing the communication effectiveness of Ukrainian scholarly writing on the global scale.

Research Aim

The aim of this study is to identify linguistic features essential for clear academic communication and to provide recommendations for improving the linguistic quality of scholarly papers. By focusing on language precision, academic style, and coherence, this research highlights strategies for overcoming common linguistic challenges faced by non-native speakers, thereby supporting higher education institutions in their mission to foster effective and inclusive academic communication.

Methodology

This study relies on a multi-method approach, combining linguistic analysis, case studies, and a controlled revision experiment to gain insights into the impact of linguistic quality on academic communication.

- Linguistic Analysis: A selection of published academic papers across various fields will be analysed to identify recurring linguistic features that influence clarity and readability, such as grammatical structure, vocabulary choice, and adherence to academic conventions.

- Case Studies: A comparative analysis of successful and unsuccessful submissions to high-impact journals will provide insight into the linguistic expectations of these publications [1]. By examining rejected papers, the study will clarify linguistic factors critical to effective academic communication [2].

- Controlled Revision Experiment: Selected academic papers will undergo a controlled linguistic revision to address identified issues. Revised papers will be re-evaluated to assess how linguistic improvements enhance communication clarity and professional perception.

Research Tasks and Procedures:

1. Analyse a representative sample of academic papers in various research fields to identify key linguistic features impacting clarity and coherence, particularly among non-native English-speaking authors [5].

2. Conduct case studies of published and rejected articles, focusing on linguistic elements that contribute to their success or rejection. Analysis of journal guidelines will provide additional insights into the linguistic quality standards expected in academic submissions.

3. Execute an experimental revision of selected papers, addressing linguistic quality issues and submitting them for re-evaluation to assess the impact of these improvements.

4. Develop recommendations for authors and editors to promote effective communication through improved linguistic quality in academic writing.

Thesis Statement

Improving the linguistic quality of academic writing in higher education institutions is essential for clear, effective communication and for fostering an inclusive academic environment. Through enhanced clarity, coherence, and professionalism, academic writing can better reflect and amplify the research contributions of current and student scholars, particularly non-native English speakers, thereby strengthening the global visibility and impact of higher education institutions.

Discussion

The implications of this study are particularly relevant for Ukrainian institutions striving to enhance their academic communication on an

international scale. Ensuring linguistic quality in scholarly writing supports institutions in presenting research in a way that is accessible, credible, and impactful. In an academic setting where effective communication fosters collaboration and academic growth, addressing linguistic barriers is not merely a technical exercise but a strategic priority.

1. **Clarity and Comprehension:** The primary function of academic writing is to convey research findings with clarity and precision. Scholarly papers written with poor linguistic quality often lead to misinterpretation, reducing the research impact.

2. **Professionalism and Credibility:** Linguistic quality directly affects the perceived professionalism of academic work. Journals, especially those with rigorous standards, often judge the credibility of research based on the clarity of its presentation.

3. **Inclusivity and Accessibility:** For higher education institutions, linguistic quality is not only a marker of professionalism but also a matter of inclusivity. Clear, accessible language ensures that research findings reach a diverse audience, including other non-native English speakers.

Recommendations:

1. **Linguistic Support Services:** Institutions should provide access to professional editing services for non-native English-speaking authors, particularly for researchers preparing work for international publication.

2. **Language Training Programs:** Workshops and training sessions focusing on academic English can empower researchers with essential language skills, aiding in the long-term improvement of linguistic quality.

3. **Collaboration with Native English Speakers:** Institutions should encourage collaborations with native English-speaking scholars who can offer guidance on linguistic precision, coherence, and adherence to academic conventions.

4. **Editor and Reviewer Training:** Journals affiliated with higher education institutions should train editors and reviewers to offer constructive feedback on linguistic issues, focusing on clarity and style in addition to strict grammatical correction [3].

Conclusion

The linguistic quality of scholarly writing significantly impacts the communication effectiveness of research and higher education institutions. As academic communication continues to globalise, institutions must address the linguistic challenges faced by non-native English-speaking scholars to ensure their research is clearly and professionally presented. By creating a supportive environment that prioritises linguistic quality, institutions can enhance their visibility, credibility, and inclusivity on the global academic stage.

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STRATEGIES FOR TRANSITIONING EFL STUDENTS FROM A2 TO B1 LEVEL: A CASE STUDY ON THE TOPIC “FAMILY”

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1. Introduction

The transition from A2 to B1 level in English as a Foreign Language (EFL) education can be challenging for learners. Students encounter more complex grammatical structures, vocabulary, and communicative tasks, which often result in common issues in speaking, writing, and listening. This paper overviews teaching strategies to support this transition, using the theme of “Family” as a case study to illustrate practical methods for addressing these issues.

2. Challenges Encountered in the Classroom

2.1 Speaking

2.1.1 Pair and Small Team Conversations

One of the main obstacles at the A2-B1 transition is students’ difficulty in engaging in pair or small group discussions. With the general school