

TEACHING ACADEMIC VOCABULARY TO DOCTORAL STUDENTS

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Abstract: *The majority of non-native English doctoral students enrolled in the PhD programs provided today by “Dunărea de Jos” University of Galați master general English grammar and vocabulary and are familiar with the technical and highly technical vocabulary of their specialized professional area as most of them have professional experience in their field of study. At this point, they might be interested in developing their scientific knowledge and in acquiring or consolidating the vocabulary which is used in academic contexts to present arguments, define, make comparisons, state contrasts and so on. In addition, they need to develop their research skills and fully understand the intricacies of academic writing in an attempt to produce valuable scientific papers (planning, ordering the information, referencing, drawing conclusions). Moreover, they need to improve their communication skills and learn how to present effectively the findings of their research (assess and interpret results, describe data using key quantifying expressions, reporting, explain, emphasize, inform and engage the audience), in an attempt to develop interpersonal communication. However, it is of the utmost importance at this stage to learn how to overcome anxiety or fear of public speaking in order to be able to share their ideas and opinions. The present paper is part of a larger study and outlines the importance of providing doctoral students with all the information they might need in order to make original and correctly formulated contributions to their research field and to help them cope with the new harsh reality. Furthermore, it emphasizes the complex role of the ESP teacher, who may have a great impact not only on student learning but also on student academic well-being.*

Keywords: *doctoral students, academic vocabulary, academic writing, psychological dimension*