**1. Introduction**

English for academic purposes (EAP) is a major domain of English for specific purposes (ESP) that focuses on the specific communicative needs and practices of academic experts (Reference). Provided that the core principle of ESP is “tailoring instruction to specific rather than general learning purposes” (Reference, page #), EAP researchers and instructors have placed special importance on academic writing competence, which is most needed for postgraduate students — a major beneficiary of EAP programs — to excel in their research and academic careers (Reference). A variety of components in academic writing, such as vocabulary, register, and style, have been intensively investigated, and the results have helped EAP practitioners develop finely customized instruction(References).

Although many of these customization-oriented approaches have been found to be effective (Reference), a marked gap exists with regard to the exhaustive investigation of academic texts written by EAP learners, which would provide valuable information for the development of a customized academic writing program and the measurement of substantial gain or qualitative improvements. Instead of analyzing genuine features of EAP learners’ writings, EAP instruction studies have relied on indirect measurements of academic writing competence, such as standardized English test scores, academic status, or band scores (Reference). When these indirect methods are used, it is very difficult to identify specific difficulties a certain learner group faces and estimate learning gains for individual instructional focus.

Accordingly, the purpose of the present study is to develop an EAP writing course for Korean postgraduate students based on the analysis of their writings. This customization process has led the instructor to implement a dual instruction mode (i.e., lecture plus conference) and adopt the consciousness-raising approach (Reference) for teaching a variety of cohesive devices (i.e., conjunction, referencing, and shell noun). In addition, classroom materials have been tailored to the target learners as texts directly extracted from their writings or academic journal papers in their discipline were often used as samples in the class. The effectiveness of this customized instruction is measured through a comparative analysis of pre- and post-instruction writings.

**2. Previous Studies**

**2.1 EAP Writing Instruction**

The primary goal of EAP programs is to help novice researchers acquire academic literacy, which is distinguished from general literacy and broadly defined as the linguistic and social competence to comprehend and articulate academic texts (Reference). Academic literacy includes a complex set of language skills or cross-cultural insights that are required for success in academic communities, yet EAP education and research have focused primarily on academic writing because postgraduate students — the main beneficiary of EAP programs — are in great need of writing skills(Reference). First, they are often asked to write academically as course requirement(Reference). In addition, postgraduate students, as novice scholars, need to acquire strong academic writing competence to present research designs and findings in a logical, comprehensive, and persuasive manner (Reference). Moreover, academic writing skills are essential for publishing research papers and monographs, which play a critical role in the academic job market and research projects(Reference). Noting the significance of academic writing, researchers, educators, and policy makers in higher education have endeavored to provide a variety of EAP writing courses in their institutions(Reference).