# Interview 10

Speaker 1

Can you describe how you learned English academic writing? How did your teachers teach academic writing?

Speaker 2

Well, I learned academic writing in school and collagen years ago. But you know at that time it was mixing both approaches, the deductive and the inductive. So my teachers were teaching us academic writing in the traditional way, just asking us to write during the class or during the exam time.

Speaker 1

How did you improve your academic writing?

Speaker 2

So, reading and experience, yes. And applying this through practising free writing, reading and then free writing.

Speaker 1

How would you define academic writing?

Speaker 2

To write for academic purposes is to write to according to thee scholarly way, OK. To write according to the rules following the rules of writing. the organising of the process of writing to follow a systematic way before you reach to the final draft or the final draft. Starting from paragraph organisation, the outline, the brainstorming from the brainstorming to the paper organisation to the outline. Then you start the first draft and then the second draft and then the third draft. And then during the draft you focus on the mechanics of writing.

Speaker 1

Is academic writing important for students? Is academic writing important for their academic learning prospects?

Speaker 2

Definitely yes. Yeah, absolutely important. Otherwise they can't have their word reached. The word the writing guide. Because the highest mark, the highest percentage of marks is depend on students’ academic writing.

Speaker 1

How does academic writing impact students’ higher education?

Speaker 2

In higher education, they will not teach students academic writing or reading. Therefore, students should learn academic writing before completing their higher education

Speaker 1

Do you think students are able to express their opinion in their academic writing? why or how?

Speaker 2

It depends on the topic. It depends on the way they were told. The strategy, they were told reading because reading makes a lot of difference again in the quality of writing. So for example, if we have mapping, if we have a lot of discussion about the topic, for example about alternative medicine, conventional medicine, we learn a lot of open discussions and we were able to elicit a lot of ideas and we watched videos and we read an article about this, so I expect a good quality in writing there, and I expect opinions. Also, I expect creativity in the opinions. But if the topic is irrelevant, the topic is new to their minds, is shallow. I don't expect a good quality because they already don't have any knowledge about the topic.

They need to express their opinion by use structure, such as say, in my opinion, to my mind, I believe although, however.

Speaker 1

Are there any barriers to teaching academic writing? What are they?

Speaker 2

I think students' language level. We are all qualified teachers, but the students are a low level of language. I believe that the students here have a lack of motivation to learn academic writing.

Speaker 1

How you define arguments in academic writing?

Speaker 2

It is to learn how to make your style clear, how you start to your argument, how would you present your claim in a clear way. This will help you to improve your writing in argumentative way. But this is used in the research more.

Speaker 1

What do you focus on when teaching writing arguments in academic writing?

Speaker 2

I focus on the relativity of the topic, if the topic is better relative. Very relevant to them, If the topic carries, you know common background, same background. If they share the background about the topic they will contribute, take part in the fact, communicate and then they will produce, you know, a equality of writing that is beyond my expectation. I always focus that students familiars with the topic.

Speaker 1

What do you think makes a text more organised and coherent?

Speaker 2

The chronological order. The signal words, such as first second to explain to open and close force and close every sentence. Paragraphs are related to one another. So for example you. Were able to. Introduce the topic well in paragraph number one and then another paragraph to another paragraph. Move from general to specific. Moved from the specific to examples. And then at the end, when you, when you're concluding, you're giving the general again, you're generalising. So the way paragraphs are interrelated and the way sentences are coherence with one another, using the signal words. It makes a lot of difference.

Speaker 1

What makes the text more persuasive? how what words you use to write.

Speaker 2

I think reading a lot. I don't know if the students are up to this state of doing this now. Because you have to master their reading and then think of persuasive the reader's. But they have to. This to consider the audience, the background of the audience. Who are the audience? Where are the audience? The age, the, the timing, the period? Are they talking to an audience? Who? Are who? Who's? Present now in front of them. For our audience, who belongs to remote past or? It makes a lot of difference. They have to consider the factor of the audience and their background.

Speaker 1

What is your focus when you give students feedback on their academic writing?

Speaker 2

I divide my feedback to find categories, vocabulary, spelling, and the grammar and these are related to the mechanics of writing, and if they answering the question did they understand the task. Because some of the students are unable to understand the message of the task. Then the coherence of the paragraphs and the organisation, supporting details and thesis statement. If they write examples, the evidence. I check if they did use enough signal where they use the right signal word to introduce the sentence, did they introduced the paragraph in a good way or not. Also, how they move from one paragraph to another paragraph. Are they using the general or specific or example.

Speaker 1

I have here, an example of academic writing, can you answer some questions? Which paragraph do you think is better and why? What do think the student needs to improve this paragraph?

Speaker 2

This a well-written essay, I like all paragraphs the introduction ending with the thesis statement the student moved from one paragraph to another. Also, the students used the signal words in linking her sentences. To develop this writing, it might add some references as academic writing need references.

Speaker 1

Can you explain the importance of using these words in academic writing; however, finally, such as, to sum up, I agree?

Speaker 2

These signal words are extremely important and because they show your reader that you are organised person and that you work in a logical way that you're thinking logically. And if you're thinking logically, you can deliver the massage. Again can be communicated to the best way to your readers. So you're not giving your reader a puzzle to solve. Giving your reader an organised word that word a lot of effort has been done beyond this before this, and then you're giving your reader an organised quality of product of high quality so your ideas are approachable makes difference with the reading. When your ideas are organised they are approachable and they appear to your readers easily.

Speaker 1

To what extent it is important to correct the students' mistakes in regard of use conjunctions words in academic writing?

Speaker 2

They have to. They have. To use a variety of things, and they have to know the meaning, and they have to use them in a sensible way. So in the in the beginning they have to use initial words. Like at the beginning first. So they can't use at the beginning. They want to add an idea, they can use moreover, in addition or to add if they want to explain their idea, they have to use a variety of them. So that you show your readers that you still catch the attention of your reader. Your reader is not distracted. They have to learn new ones and they have to go gradually use them all. Because a variety of uses of these signal words makes a difference. It gives the colour to your writing for the taste and the colour to the writing.

Speaker 1

How do you teach these words?

Speaker 2

I can use the variety of ways we can introduce them first of all, I believe that we have to introduce the signal words gradually. We can't give them as part of signal words for additions and then to the news. Whatever we introduce them slowly, gently. And so that they can focus on the pattern. Because we want the quality, we're not looking at the quantity and then when they master them, we Start adding to their portfolio or to the table or to the graphic organiser they keep. And then once they master, I'm going to add we add more and then we add more and then we add more. Until they taste the meaning and differences between them for sometimes, furthermore, is different than from moreover. So, they can't touch this until they master them.

Speaker 1

Do you recommend any training course that might help improve teaching EFL academic writing?

Speaker 2

I could say encourage students to write stories this will help them to improve their academic writing. students like stories therefore write stories will help them o love writing and improve their writing.