Interview 1

Speaker 1

Can you describe how you learned English academic writing?

Speaker 2

OK, first I've studied that in the university, so we have a course that teaching the academic writing. That's what we're learning and then how we improve that by writing, writing, writing. So that's, yeah, for me to improve my writing skills.

Speaker 1

How did your teachers teach academic writing?

Speaker 2

I think it's about giving the structure and topics and then he divided us into groups writing the topics and then correcting for each other, and then he correct and give us the feedback for that. For our writing.

Speaker 1

How did you improve your academic writing?

Speaker 2

OK, as I told you, it's about writing because I start being a Blogger, so that's helped me to write a lot and my teacher helped me a lot that he keep asking me to write about topics instead of using just writing your diary, start writing the topic. And if this topic is OK, now you need to prepare your introduction, you need to add the thesis and introduction and write your paragraph you need to order your writing by for example by mapping or something like that. So that helped me to organise my ideas when I start to write.

Speaker 1

Is academic writing important for students?

Speaker 2

let's say it's difficult for students, especially if they are demotivated to write. But using big checklists, the group work and mind mapping make it easier for me and for them to prepare and organise their ideas and then publish their work. For example, on padlet or something like that to share with their friends. So we have some fun, but usually it's sometimes it's difficult for the students.

I think academic writing should be more formal. So students need to be prepared using different academic words, more organised. So they will start writing essays, not general paragraphs. So I think this is the main difficult about the language they use and the structure of the writing.

Speaker 1

Is academic writing important for their academic learning prospects?

Speaker 2

Yes, because when students start applying for higher education, they want to travel even for the scholarship, they need to write a thesis proposal and the way they write their writing, they express themselves that the universities will accept them. So they need to be at least, let's say not professional, but at least they be able to write in a good way. So they would be accepted in other universities. Yes, especially if they're learning or their study is in English language, because the way they read their article, their study is in the same academic writing, the same language, so they will not be able to understand the writing and express themselves unless they learn how to write in a good way or in a formal way.

Speaker 1

How does academic writing impact students’ higher education?

Speaker 2

You know, the main problem or the common issue these days, students, they use unformal language and abbreviation. So, when they start now their studies, and start writing academic writing, they think they can write the same way they write that they write in their chatting. So here's the problem that we face. Students need to use complete sentences. They need to use different words. Not use abbreviations. So it's important to train them, that it's different from the chatting or social media sites from their studies and their writing Academy. So it's helpful for them because they don't use it in their life unless they studied in the universities or in the language school.

Speaker 1

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

Speaker 2

Not all of them, but yes they can. I see in my students writing, those students who keep writing movies, for example reviews, they keep writing or blogging, I notice that the language they use, the way they express their ideas, it's better than those who just have an idea in their mind and express it in the Arabic way or in the, let's say, social media way abbreviation and let's say informal word or something informal word and something like that.

Speaker 1

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

Speaker 2

Yes, number1, it's the students who they study in the university, academic writing is a compulsory course, so they forced to study it. So some students are demotivated to learn or they don't want to learn. So you need to keep asking them to memorise the word, to say to understand the structure, to work on the way they write, to express their ideas, even about how to mind map or draft their ideas for the first time. Students do not follow my guide they only want to finish class because they want to leave the class, so they are demotivated and that's the biggest issue here.

Speaker 1

How would you describe the importance of argument in academic writing?

Speaker 2

Well, I think these days it's important because now we have different issues that we need to express themselves and express ourselves in that issue. So the students are not able to argue and express themselves and use the academic way to express their ideas. They will not be able to express themselves later, especially now we have students they want to learn, they want to follow different strategies, different way of argument. They need vocabulary, they need to learn expressions. They need to learn how to respect other ideas. So. All these things need to be learned, They need to apply it.

Speaker 1

What do you focus on when teaching argumentative writing?

Speaker 2

Well, first, it's about the way they need to follow. Draft their ideas, because first you need to think what you want to say. Draft, make notes, then I help them by giving them some expressions they need to express what to say. For example, If you want to interrupt your partner, what do you say? What do you want to start your idea? What do you say if you want to give an opinion, a fact, something like that?. So these structures or expressions will help them to start their ideas. And then also the vocabulary needed for each topic before start the writing, we have the reading so we have new vocabulary, have structures be taught so these will help them then to give their ideas using some of the vocabulary that they have taken in their reading.

Speaker 1

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

Speaker 2

I think number 1 is the layout. When they understand the layout that for example in your introduction you need to write the thesis. The thesis are involved in these body paragraphs. Then the conclusion you need to understand how to write the conclusion how to paraphrase your ideas. So if the students understand how to write, how to organise their ideas, it will be easier for them to write a good and coherent essays, I think.

Speaker 1

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

Speaker 2

Maybe the way the expressions, the vocabulary taught and used also the structures and expressions they use it make more persuasive than others.

Speaker 1

Can you explain how students build strong arguments with the readers in academic writing?

Speaker 2

It's about sometimes when we teach students, we give them some structures they need to use or some expression they need to use. So when students start using this word, it's helped them to achieve the goal that we want them to achieve in their essay. So if we wanted to be persuasive, so students start writing or using these expressions. So it is will be help for them to support their idea with that.

Speaker 1

Can you give me example about expression words that you mentioned that they help students in their argumentative and persuasive essay?

Speaker 2

Now I can't, but I can search for you in students’ book. Sometimes the use of phrases and students use them to make the text more persuasive.(The teacher took 2 minutes check students’ book to give an examples). For example, in writing construct ideas, sometime students use either to compare between two sentences. Here this lesson about the environment, it was a good topic, so students start talking about how to protect the environment and they have different opinion about it. For example, if I want to talk about climate change and how to help the effect of the climate change so they write sentences with the cause and effect. This to organise their ideas so it make it more clear. Also, when we talk about the transport, like using the public transport or cars. For example, students start using if and unless.

Speaker 1

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

Speaker 2

OK, first about organising their ideas how the students write and their ideas. For example, if I ask them to write in a paragraph how the students write the introduction, then the body language and the conclusion. The expressions used there, especially if I'm talking about B1level students. I'm looking for the expressions and the word and vocabulary used by these students, if they will write different sentences that A1 students. Are they talking about the same topic or they misunderstand the point sometimes is they write about different article or different point of view that I did not ask them to write about.

Speaker 1

I have here, an example of academic writing, Can you please read it, and I will ask you a few questions about it? Which paragraph do you think is better and why?

Speaker 2

OK. I think it is B2 students’ level of writing. I like the introduction that she entered the introduction, giving opinion that we have this advantage and advantage for the online learning, so we know we understand that we're going to have or read some advantage and disadvantage for the online learning.

Speaker 1

OK, so during your reading there is some words in the blonde style. What do you think the importance of use these words as they are important.

Speaker 2

Yes, we like we ask students actually to start their paragraphs by using these words, for example, to order their ideas by using first next, then after that, this help the readers to know that we are following some steps or to order our ideas. Also to have some words for contracts sentences, like however or in other words or in contrast, as she wrote. Also, use another instead of using just also word every time, we have also an addition wherever.

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

They are about the ideas. We want to tell the reader it's the same idea we add in another information, so we use an addition or we show them that we have a different idea, or we have a contrast idea this through use however, in another word. I have here for example, I'm talking about the pros and the cons, so start talking about the pros and when you say, however, that tell the reader that now I'm talking about the cones.

Speaker 1

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

Speaker 2

It is according to students’ level. If they are B2 I correct these mistakes if they are in A level I might not correct these mistakes.

Speaker 1

How do you teach these words?

Speaker 2

 It's according as I told you about the text, but usually as I teach now, I'm teaching the unlock book. So what I like with unlocks books that is really start the writing with every single step. So I start with giving them needed vocabulary. For example, talking about the environment, then we have a text to read and then the other reading that it will be a sample for the writing and then we ask them to write sentences and comparing two sentences together. Then we teach them how to write contrast idea, how to have different ideas and link them so we have some vocabulary for that. So before going to write essays, we work on steps. The vocabulary, then teaching these expressions and using them with sentences, so it will be easier to write sentences in the essay.

Speaker 1

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

Speaker 2

Yes, might be weekly writing support course to check the students’ writing improvement.