**Interview 3**

Speaker 1

Can you describe how you learned English academic writing?

Speaker 2

Yeah, maybe because I used to watch a lot of movies and programmes in English when I was young, this might help me to be a good writer, OK. Yeah, because I I also was a student in the English literature department. So, we were learned different courses that teachers or courses that teach writing or academic writing. We had like 8 courses in the bachelor's degree and also when I moved to the USA for two years. I took courses also in developing my English language. Also, I taught here in the department many courses that teachers who basic English writing and creative writing for six semesters.

Speaker 1

How did your teachers teach academic writing?

Speaker 2

Well, they used to give us topics to discuss in class and then to form at least topic sentences and paragraphs to form the basic such as ideas about the topic itself and then we will do our we will do our first draught before the teacher, OK. Then she will correct some of our grammatical mistakes on the board, Sometimes she tell us about something that we don't understand, whether it's the sentence structure or if we need to add transition words, or we need to connect ideas, how we to add a list to a paragraph, how to begin and end sentences. Sometimes she gives us a lesson when we are practising and writing the topic. Sometimes she tell us about how the independent sentence is different from the dependent sentence and how to write sentence structures from direct to indirect way.

Speaker 1

How did you improve your academic writing?

Speaker 2

I would say that reading helped me a lot, reading different topics, reading different books, being exposed to TV a lot or TV programmes. Sometimes because we are correcting all the time students’ writing that would also help us to find new ways and how to teach this material to students and how to approach certain ideas or certain grammatical mistakes. How to inform the students not to commit or to do the certain grammatical mistakes and to avoid them in their writing, I can say that mostly because of reading.

Speaker 1

How would you define academic writing?

Speaker 2

Academic writing for me is the writing that adheres to grammatical structure, meaning that your sentence should be a full sentence with the with correct tense with the correct structure, using also a transition words using forming the sentence. Using the right or the correct punctuation Marks and using your thoughts should be also organised when you pin down your idea ideas. That's my understanding of academic writing.

Speaker 1

Is academic writing important for students?

Speaker 2

Yes, because in our department, English literature students are asked to do research papers and because of that, we usually introduce them to academic writing and how to write a proper or academic paper using the right structure of paragraphs, organisation of the essay itself, from the introduction to body, how to construct your sentences and add specifications and ideas that are related to the topic that you are talking about. Also how to add your conclusion to the to the essay itself. How to wrap up your ideas and to how to structure them properly.

Speaker 1

Is academic writing important for their academic learning prospects? How does academic writing impact students’ higher education?

Speaker 2

Yeah, academic writing is important for students. For example, for their assignments and marks. I can say that when I see their production, like the assignments that we give in class, sometimes they reflect the level they reach. For example, their understanding of grammatical structure or understanding of the word choices. Sometimes their problem is that they use wrong word choices because they rely on electronic dictionaries. Sometimes they translate words that are not fit to the structure of fit to the topic itself. So I can say that because these things, understanding, I mean the grammar itself and the structure of the sentence, might show in their assignments it shows if they understand the topics or not, or they understand the grammar, structure and the grammatical structure or not.

Speaker 1

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

Speaker 2

Yes, because we usually say or ask them to say their opinions and to talk about their understanding effect of any topic or how it affects them in their essays. So it should show their opinion in each written paragraph.

Speaker 1

from your experience, how do students express their opinion or What's their way to express about their opinion in their writing?

Speaker 2

usually, we say their opinion at the end. When they tell me something about the topic, they would say something at the end that they believe to be correct or not, or they understand it or they don't, don't at the end. For example, they say I believe, or I strongly believe or I agree with that.

Speaker 1

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

Speaker 2

No, I don't think there are barriers because we use academic writing in every course that we give in this department. In every course there is, there are many assignments that are given to students which should be written, and they and we evaluate them according to academic writing. We evaluate their grammar, their ideas, their structure, their punctuation. So it is part of their of any course that we give here.

Speaker 1

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

Speaker 2

Because some do not believe that there should be any format for writing any work. Some would say MLAs style, some wouldn't. Some they would just write their ideas, with no introduction or no ending. Sometimes it's. It is debatable for some people, but for me, what I do in my class is that I tell my students to show me their work before this final submission because through drafting, I can teach them what they miss sometimes how to write a question, for example, or how to write to quote a conversation or to begin a paragraph. This adjustment that we do in class would help them construct their full understanding of grammar.

Speaker 1

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

Speaker 2

On how they support their ideas, how they support with evidence with reasons, the proper reasoning show me if they agree with something or do not agree with something. I teach creative writing and academic writing modules. My students' writing is different in these two modules. For example, in creative writing, sometimes I ask a group of students to write a short story or a play. So I focus on the characters and writing the plot of the story. I expected that the students have a high level of language and writing level and that they could write a dialogue between characters. But my students' common problem is using the tense for example, they use past tense when they were meant to use future or present. Also, sometimes they use slang or informal language. In academic writing, the module is advanced writing, that we expect that the students can write a whole essay with at least 5 paragraphs in advanced academic writing.

Speaker 1

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

Speaker 2

Uh, maybe the organisation of ideas, how she moves from one point to the other, how she had everything related to any point. Her reasons, her examples. I don't like to see vague sentences. I told them every time that your ideas should be clear and you should describe them and explain them to the readers.

Speaker 1

What makes the text more persuasive? How or what words you use to write?

Speaker 2

Persuasive is that if she had enough examples or enough description of any idea, this would make it persuading to the reader.

Speaker 1

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

Speaker 2

I think if she had, for example, a story to prove to the reader that this happened, she will not sometimes prove evidences or prove stories or she will quote examples from other writers, for example.

Speaker 1

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

Speaker 2

My focus actually is to let them know if they comprehend certain things. For example, like the run on sentences they told before this was something that is was like it was new. I couldn't understand that some of them do not really know that there is a full sentence and the first sentence. So I had to show them many examples as much as I can from different tracks with short story, whether it's a an essay from any magazine, or to show that for every idea there should be have full stope. Because it is different I always say that because it's different from Arabic, it's in Arabic we use commas., but in English, when we finish an idea, we would end our sentences with a full stop.

For my feedback, sometimes I ask my students to write in the class, and I walk around them and check their writing, I focus on the ideas and the meaning. Sometimes I ask them to come to my office to give them individual feedback here, I focus on their whole writing, not only one paragraph. I discuss with them how to improve their writing and their writing meaning. Sometimes through teams online. Commonly students' mistakes are grammar and informal language they use chat language. for example, they wrote ***dreammin*** instead of dreaming. Honestly, sometimes I leave it as many students make the same mistake because I know that these students are high level in English, but they still use this type or style of writing, so their English is perfect, but they use informal language. The another problem is the long sentences.

Speaker 1

So do you think that the most common mistake is grammar?

Speaker 2

yeah, I show them the common mistakes on the board, their mistakes, and talk about them. It's like giving them continuous lessons. Yes, because many of them committed the same mistakes on and on. We do not really correct them. That's why I usually show the common mistakes they usually do to avoid them in the future.

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

First, this is a good introduction. Good, but at the end she would say for example disadvantages.

She discusses a new idea in one paragraph, two ideas in one paragraph. Firstly one line here. She wants to prove that It's it's advantages. Firstly, online learning is not suitable for every country. This is the disadvantage because online learning. I can see that there some grammar mistakes and spelling.

Well, she had good ideas in the text. The text itself she proved with the for example, with the advantages. And she proved also the disadvantages. But the way she put them together, sometimes she would introduce an idea at the end of a paragraph, for example, *I agree that classroom helps students to build their relationship with others, while others believe that these activities are not. And necessary for student learning here she didn't say.* Here she didn't conclude that this advantages correctly. OK, because she proved two ways. She here proved that both ways are good. OK, it should be one way here in this paragraph, because this talks about the disadvantages. Also she wants to say that the online schedule is flexible, and then she says she proves the other point. She could say each point in one paragraph, instead of mixing them.

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

Sometimes it draws the attention of the of the reader to follow with the reasons that you want to put. I wouldn't mind having these word in any text. It might be helpful for readers to know the important ideas in the text.

Speaker 1

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

Speaker 2

Definitely transitional words are important. It is it kind to organise the ticket or it has another function. It organises and it shows the different views. However, it shows that there are other way, other points or other disadvantages? Yeah, and it shows there is a comparison between the two.

Speaker 1

From your experience is your student use these words in their writing?

Speaker 2

Some of the students do not know how to use them, and that's why in my assessment in my class, when I asked them for the first draught and the 2nd draught, I usually tell them to look for transitional words to connect the ideas. For example, no need to say and and and we can say in addition, furthermore, moreover, we can vary with your style. And also, however, despite and and contrast this to show comparison or different views.

Speaker 1

Why do you think that your students do not have knowledge or awareness about conjunction words?

Speaker 2

Because they are the second language speaker, they are not professional in the full sense because they are learning, and they are not introduced enough to them. So some of them do not use them a lot.

Speaker 1

Do you recommend any training course that might help improve teaching EFL academic writing or improve the students’ knowledge about the use of conjunctions words?

Speaker 2

I think, reading a lot and practising because writing because we are in our department, it's necessary that they write and in every course usually instructors look for these words and they tell the students that it's part of the assessment that we assess your style and your writing. So you have to. use conjunctions, to show your argument to, to show your essay.

Or have some lessons on conjunctions words and as I told you, even in creative writing or other courses we use that also. But as I said before students do not like to use formal language. Therefore, I could recommend if students or teachers learn more about the use of these words might help.