# Interview 7

Speaker 1

Can you describe how you learned English academic writing?

Speaker 2

I've learned it by practising, so practising the language, listening to audios podcast so practising is the key.

Speaker 1

How did your teachers teach academic writing?

Speaker 2

To be honest, at school we don't really learn writing, we memorise, so we memorise what the teacher already prepared for us. So it's not as the teaching right now. And at university I learned academic writing using the books to refer to all the academic writing rules, let's say, like paraphrasing or any other academic skills writing skills.

Speaker 1

How did you improve your academic writing?

Speaker 2

By reading so reading and writing. I think related so reading will improve writing.

Speaker 1

How would you define academic writing?

Speaker 2

Academic writing is informal writing. Being able to search to use the appropriate language so it's different than speaking, different than reading different genre. So yeah, this is what academic writing.

Speaker 1

Is academic writing important for students?

Speaker 2

Of course, especially for not high school or intermediate students, but for university students, yes. Because they will need to search, need to write papers need to develop. So this is one of the key skills that they have to.

Speaker 1

Is academic writing important for their academic learning prospects?

Speaker 2

University students, it depends on the topic. If it's general English, then it doesn't affect it if it's. A research paper for sure yes.

Speaker 1

How does academic writing impact students’ higher education?

Speaker 2

It is because they need academic writing to complete their studies as their pass will be part of how good their academic writing is, especially in education studies which depend on academic writing quality not only on the truth of the information.

 Speaker 1

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

Speaker 2

Our students, not really. They have to be spoon-feed to be honest. You need to give them the phrases that they have to use, you give them the structure of the sentence. You give them the structure of the essay or the paragraph so they can develop a good one. And I think they use what I gave them only to get high marks, but I'm not sure if they will be using it in writing a paper, or doing other research.

Speaker 1

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

Speaker 2

Barriers. I don't think so, no. But it's very clear,easy to demonstrate.

Speaker 1

How you define arguments in academic writing?

Speaker 2

It is one type of academic writing I could say it is when students write a research paper might be they use academic argument writing, yeah.

Speaker 1

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

Speaker 2

Yeah, of course. If they're giving their opinions or talking about their opinions, yes.

Speaker 1

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

Speaker 2

I focus on that students have to have evidence to support their ideas and to be able to express their arguments correctly with evidence. So searching for evidence then after that writing not only an opinion, basic opinion. And it's based on what they are writing about. They're writing an essay about traffic or an essay about. Pros and cons of something and then they have to have an opinion. But if it's a general topic, they don't need to.

Speaker 1

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

Speaker 2

Using connectors. This is able to connect their ideas, the sequence of their ideas. Students are taught these connectors words and they should use them correctly and in a good way.

Speaker 1

What makes the text more persuasive? how or what words you use in persuasive writing.

Speaker 2

I don't think the students think about the readers at all. So yeah they will not use any persuasive words. Persuasive writing need high academic writing, I can not say now what kinds of words but I think it is very formal words.

Speaker 1

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

Speaker 2

We with our students their arguments is very simple. But maybe if you ask the student to write a research paper, then they have to use reference in their writing or paper. So if they use the references, then they have a good argument. If not, then it's not a good argument.

Speaker 1

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

Speaker 2

Structures, their idea are their own but structures they have to follow it.

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

Yeah, I think it is a good essay, all paragraphs are structured well, and I could say I like them all. To improve their text might be students need more grammar check.

 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

It's very important and actually it's part of the Rubric, while marking students’ writing. In the rubric there is part about using these words it's about organisation and coherence. These words used to make the text more coherent and also to organise their ideas not to move around the topic.

Speaker 1

Do your students use these words in their writing?

Speaker 2

Just common words, they are not use furthermore, in my opinion, they usually use and and then.

Speaker 1

Why do think that your students use only common conjunctions words?

Speaker 2

Because they did not know the meaning of the words, and to avoid the mistake and losing marks they use only the safe words as I said and and and. Sometimes they use however and furthermore, in the wrong place they use them as they use and.

Speaker 1

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

Speaker 2

To be honest, we teach them these conjunctions in general and we expect that the students will use them in correctly but they do not use them or use them wrongly. So I found my self only focus on their grammar it is rare to correct these words because my students did not use them. And honestly these words usually studied in grammar lessons not in writing class so students focus that these words in grammar not in academic writing.

Speaker 1

How do you teach these words?

Speaker 2

I gave them a passage and tried to make my students focus on how to copy this style of writing. if they notice that these words there I expect that they will use them in their writing. I gave them argumentative sentences and ask them to rewrite them in their writing through using conjunctions words. I always focus on reading to able to write.

Speaker 1

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

Speaker 2

I have nothing to say now, but I think there is a good training course here at the university.