

Development of Academic Writing for English Teachers at Department of Curriculum and Teaching, Mahachulalongkornrajavidyalaya University

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Abstract

The purpose of this article is to develop academic writing for English teachers at Department of Curriculum and Teaching, Mahachulalongkornrajavidyalaya University. Academic Writing is considered as the most important yet most difficult task for the teachers in the Department of Curriculum and Teaching, Mahachulalongkornrajavidyalaya University. Academic writing is the most difficult of all the four skills of a foreign language.

Writing is a process of showing ideas for explaining things that they are knowledge of human in the world, it is called “Academic Writing” or “Writing Skill”, it is nonfiction writing produced as part of academic work and writing that report on university research, writing produced by university, students and writing in which scholars analyze culture or propose new theories are all sometimes described as academic writing. There are eleven topics as, How to develop your writing skills, Good grammar and usage make a differences, How to write good sentences, How to Writing and revising, What is a paragraph?, What is a topic sentence?, What are supporting sentences?, What is a concluding sentence?, How many are the types of paragraph?, Problems with writing and Essay write and examples that you understand them and practice, you will write paragraphs or academic writing skill. You can improve your skills in writing as paragraphs or essays or English sentences correctly and it help you develop academic writing skill in English for high Education.

Keywords: Development; Academic writing; English teachers

Introduction

The English language has indeed become an important part of our education. Every language requires four general language skills named: reading, writing, listening, and speaking. However, English academic writing skills play an important role in the success and failure of teachers in Department of Curriculum and Teaching, Mahachulalongkornrajavidyalaya University. There is a myth that ‘English is all you need for your success in Department of Curriculum and Teaching, Mahachulalongkornrajavidyalaya University’ (Philipson, 2012:95).

Language plays a very important role in learning because it is through oral and written texts that people make sense of their experience. Language becomes the mediating tool of the social experience of the individual leading to new understandings (Vygotsky, 1966:74). Similarly, learning to teach engages teachers in interaction with others in “planned activities in classrooms such as observing, planning and teaching lessons, assessing learning, and talking to mentor teachers” (Rosaen & Florio-Ruane, 2008:709). All these activities are part of the teacher’s personal practical knowledge that also includes prior knowledge and “knowledge that is constructed and reconstructed as we live out our stories and retell and relive them through processes of reflection” (Clandinin as quoted in Golombek, 2009:155). Writing, in particular, has the potential to be a very powerful tool for reflection in and on action because it is in and of itself a composition process (Burton, 2009:303).

Writing is “a complex cognitive and social activity and . . . the mental processes involved as well as the contextual knowledge bases that must be tapped are enormous” (Beaufort, 2007:6). Hyland (2003:47) added to this point the role that instruction plays when he compared the experience of the second language learner to the experience of the native speaker writer,

Learning how to write in a second language is one of the most challenging aspects of second language learning. Perhaps, is not surprising in view of the fact that even for those who speak English as a first language, the ability to write effectively is something that requires extensive and specialized instruction.

If we add to this that second language learners have to do it in the academic context, it brings up new nuances worth exploring. The challenge for L2 learners is to master both the linguistic components (writing skills in English) of L2 and the writing practices of their discourse community (academic writing skills). On the one hand, the language aspect is complicated by these learners’ “struggle with linguistic problems that are due to interference from the mother tongue and the writing cultures of writers’ native communities” (Ventola, 1996:160). On the other hand, the knowledge of the discourse communities entails other components equally important that include discourse-community knowledge, subject matter knowledge, genre knowledge, procedural knowledge, and rhetorical knowledge as highlighted by Beaufort (2007:20) while referring to writing expertise. Another aspect to be considered especially at the college level is students’ development of critical thinking skills to be able to complete the type of writing assignments required and “manipulate source texts in complex ways beyond simple restatement or recall” (Beaufort, 2007: 25-26). Tardy (2005:325) expanded this idea by pointing out that graduate student-researchers gradually progress from “‘knowledge telling,’ in which they write to prove their understanding of existing knowledge, to more complex tasks of ‘knowledge transforming,’ in which they actively construct new knowledge” while also establishing their identities as novice writers-researchers. Therefore, skills to select, synthesize, and elaborate on information from various sources become essential.

Similarly, it is necessary to possess skills to structure the information in the text and build arguments and claims according to the requirements of academic genre (e.g., paper, book review, etc.) and to establish a voice and use of vocabulary according to the rhetorical parameters of the discipline. Academic writing, in general, becomes “a major site in which social positionings are constructed” (Hyland, 2002:1094) within disciplinary communities and the academic writing skills particularly contribute become the vehicle that reflect “the ways of knowing, selecting, evaluating, reporting, concluding and arguing that define the discourse of [these] communit[ies]” (Bartholomae, 1986:4). As second language learners face academic tasks they are to incorporate “these ways” as they also appropriate the different genres of academia.

1. Principles of academic writing

The researchers in the field of academic writing follow some principles as (Luna & Ortiz, 2013:61), mentions principles that include brainstorming, organizing, outlining, editing, drafting, and reaching a consensus on the final product. (Whitaker, 2009:87), mentions the same principles as the writing process. The process has been followed by many institutions.

- Choose a topic.
- Research.
- Plan (outline).
- Revise.
- Edit.
- Proofread
- Think (brainstorm).
- Discover your thesis.
- Write.

1.2 Error analysis in academic writing

Norrish (1983:85) defines “an error as a systematic deviation that happens when a learner has not learned something and consistently ‘get(s) it wrong’”. Error analysis and its correction through various methods have been used in response to enhance students’ knowledge regarding academic writing in the English language. Error analysis has become essential in academic writing teaching and learning practices because it thoroughly and carefully considers the mistakes and errors, found in academic writing. However, Once the mistakes are identified, they are beneficial for both learners and teachers. Errors and mistakes are natural phenomena that describe the pace of learning of students and teachers can identify their errors to plan a better teaching environment. The teachers can plan the best strategies and activities to abolish the learners’ mistakes and learners can themselves try not to make repeatedly the same mistakes that they are aware of.

Academic Writing in the English language requires mastery in language use as Sajid and Siddiqui (2015:142) have analyzed some difficulties/errors of EFL students in academic writing skills at the postgraduate level in Pakistan that are: inappropriate use of tenses, unstructured sentences, wrong spellings, unfitting transitional words, poor vocabulary, inappropriate use of nouns, pronouns, articles, and punctuation. However, his study has discussed interlanguage difficulties and missing intra-language difficulties that do not show a clear picture of learner’s

improvement in different areas. Jimenez and Esmeralda (2013:58), who worked on English writing skills in the EFL context, lists some other difficulties like illegible handwriting, inappropriate spellings, unfitting references, weak skills in noting the lectures, weak grammar, unstructured syntax, unsuitable organization. As I discussed above that different researchers have discussed different difficulties found in academic writing in English.

Fareed (2016:64) in his investigations of ESL students' writing skills presumed that the immaterial demanding situations among Pakistani college students' composing are "insufficient English language proficiency (including mastery in language use, sentence structure, and wordbook), writing anxiety, lack of ideas, reliance on L1 and ill structure organization" (Fareed, 2016:89). English writing skills are somehow the same for intermediate students and undergraduate students, but the difference may be of the gained knowledge, intelligibility, and experiences because what Fareed has discussed somehow matches the variables of Aragon and Sajid.

Byrne (1988:73) categorized the errors into three categories that are made during academic writing which are linguistic error; grammar, syntax, vocabulary, and language use, physiological errors; ideas, contents, and composition, and cognitive errors; formal instruction including spelling, capitalization, punctuation, and paragraphing. Like Byrne (1988:75) Nurjana (2002:125) also classified the errors made during academic writing are content; knowledge about a particular subject, and relevant references, Organization; composition of ideas based upon logical support into different paragraphs, language use; syntax, simple, compound and complex sentences, subject-verb agreement, singular and plural, tense, pronoun and preposition, vocabulary; choice of words, phrases, and idioms, and their appropriate usages, mechanics; spelling, capitalization, punctuation and paragraphing.

1.3 Functional framework

The present study intends to adopt the content-based approach and its theory that lies in the concentration on specific subject matter and linguistics mastery. According to (Leaver & Stryker, 1989:94), CBA is an approach that incorporates learning of a language, based upon specific contents or subject matter that has five characteristics: fulfillment of curriculum, mastering specific contents or subject matter, utilization of authentic material, learning of linguistic features including, and fulfilling students' needs. In the approach, the learners' specific subject matter will be categorized into language mastering devices and successful academic writing. The study also adopts the model of Angel and García 2019, who aims to identify the following five kinds of Error Patterns in academic writing essay in the English language at intermediate students of a college at Hyderabad. These include: (i) Discourse; (ii) Organization; (iii) Syntax/Structure; (iv) Conventions; (v) Vocabulary (Ángel & García, 2019: 87).

2. 'Before writing' tasks

2.1 Understanding the title and essay-type

University students need to understand what is actually being asked in an essay title to avoid misdirecting the task answer. Understanding the components of the title is perhaps the best strategy to focusing on what is actually being asked, and involve: (i) understanding the topic or subject matter, (ii) the topic focus or aspect required for answering the question, and (iii) specifically identifying instruction word(s) in the question and (iv) decide on the necessary rhetorical strategy (essay-type) for answering the question, including: ‘sequence’, ‘description’, ‘cause and effect’, ‘comparison and contrast’, ‘argument and discussion’ or ‘problem solution’.

2.2 Developing a thesis statement

After understanding the title and essay-type necessary, writing a thesis statement does not follow immediately. Before developing an argument to write on about a topic, evidence, has to be collected and organized, with the development of possible relationships and conflicts between known theories and arguments; this is often achieved through a process of ‘brainstorming’. These ideas can subsequently be distilled down to one major idea, or thesis statement that addresses the essay title, and that can also be supported with evidence.

Pragmatically, before writing commences it is therefore generally useful to write a brief outline of all the points that need to be considered in the answer and then restate the essay question and answer it with a thesis statement. After this planning stage, the question can be answered following the general rules of academic writing for a determined rhetorical strategy or essay-type that best addresses the task question.

2.3 Rhetorical strategy: essay types

The rhetorical strategy or essay-type for addressing task questions generally falls under: ‘sequence’, ‘description’, ‘cause and effect’, ‘comparison and contrast’, ‘argument and discussion’ or ‘problem-solution’. Some of the more complex types are here discussed.

1) ‘Argument and discussion’ essays: critical thinking:

Simple recall of factual information is rarely only what is required to be successful at the tertiary level in Western educational institutions. Students are expected to engage with topics, examine various facets and viewpoints and progressively develop a stance. Therefore the capacity to do research, find relevant sources and critically assess them is an imperative feature of successful academic performance.

Often substantially different and even conflicting facets of any topic are present; critical and constructive thinking skills on the part of the writer are essential. In addition, note-taking and idea-organizational skills are necessary prior to commencing the writing task itself. When writing, students must be able to demonstrate familiarity with various aspects of an argument and present their own interpretations using a suitable academic style.

When taking two (or more) positions, information can be organized ‘in series’, having a ‘vertical’ organization of ideas. For example a paragraph (or series of paragraphs) showing ideas in favour of the topic are presented first, subsequently followed by one or more paragraphs

with ideas against. This allows for the full development of a view-point before tackling an opposing one.

Conversely, information can be organized ‘in parallel’, having a ‘horizontal’ organization of ideas. For example a paragraph (or series of paragraphs) can show paired ideas both in favour and against of the topic are presented simultaneously. This allows for a more immediate and targeted argument development, focusing on different viewpoints of the same issue under discussion, before moving on to another related issue, which again is also analyzed from different viewpoints. Paragraph organization related to how close different issues are, rather than if they present viewpoints that are in favour or against a particular topic.

Irrespective of the organizational pattern chosen, the language of discussion in academia has several traits, and would include phrases that: (i) introduce sources which support the writer’s line of argument, (ii) introduce counter-arguments, (iii) present minority viewpoints, and (iv) show objectivity, thus avoiding presenting ideas as the writer’s personal opinions.

While critical thinking is clearly relevant for ‘argument and discussion’ types of essays, they feature in many (if not all) essay-types. For example it is also a key feature of ‘cause and effect’, and ‘problem-solution’ essays.

2) ‘Problem-solution’ essays

A very frequent way of presenting information when addressing an academic writing task is to organize it around a ‘situation – problem-solution(s) – evaluation’ framework. This pattern can be used to organize individual paragraphs, a series of paragraphs or even a complete essay, report or book.

The ‘situation’ helps the reader establish a context in which the rest of the writing can be embedded. Essential terms and jargon are also explained, preferably in context, in this section. Details of the limits of the scope of enquiry are also given here...the number and types of people, things, places, when and where and other features that establish and define the context of the problem at stake.

Once the background situation has been established, the problem can be clearly defined and the reasons why it is an issue. Generally, its causes are also explored, giving deeper meaning and significance to the problem. The in-depth exploration also helps the development of the section related to solutions, which are therefore embedded in a meaningful context. It is also generally expected that an evaluation of the solution(s) is effected as part of the conclusion.

Therefore a critical, objective assessment of what has been achieved and may still need to be achieved is outlined.

3) ‘Cause and effect’ essays

Academic writing often necessitates the discussion of the causes and effects of a scenario or situation, and requires the writer to use critical and constructive thinking skills. These are used to analyze and ‘unpack’ subject complexity into simpler, component blocks of

information and explore how they interact (critical thinking). This strategy can be applied to help understand one or more causes, and the one or more effects they may give rise to, in addition to developing an understanding the relationships among causes and effects (constructive thinking).

The writing organizational strategy can also be ‘in parallel’, having a ‘horizontal’ organization of ideas, or ‘in series’, having a ‘vertical’ organization of ideas. In addition to organizational strategies, determined patterns of language are used in cause-effect writing to make the links more explicit. In particular, language may help the writer place more focus either on the cause, or on the effect.

3. Writing organization: text structure

Different writing genres (types) have diverse purposes and audiences, and so they require appropriate text structures. Yet irrespective of the essay rhetorical strategy, or essay type, the general text structure is similar and invariably follows a similar pattern: an introduction, followed by a body of writing, and ending with a conclusion.

3.1 The introduction

Where to begin is a crucial decision for a writer, and often this first impression sets the general tone (and evaluation) for the rest of the writing. Just as a good beginning can add value and draw a reader into a piece of writing, a mediocre beginning can give lasting bad impression or even discourage a reader from reading further.

Key features of an introduction include: (i) background information to set a meaningful context, (ii) justification for the choice and focus of topic, (iii) an outline of the essay, (iv) definition of key lexis (terms) essential for the topic, (v) thesis statement (a concise summary of the main point or claim), and (vi) purpose for writing the essay.

The thesis statement, often placed towards the end of the introduction, is a critical part of any introduction as it gives a clear guiding focus to the reader and sets expectations. There should be one key idea so that a clear idea and organization of the essay content, in addition to the writer’s stance are succinctly presented.

3.2 The body

The organization of the body, and particularly the paragraphs within it, depend on the objectives of the paragraph and text as a whole, and belong to five basic organizational structures. A single essay often has paragraphs with several different types of structures.

The ‘sequence’ structure uses time, numerical, or spatial order as the organizing structure. The ‘description’ structure is used to describe the characteristic features and events of a specific subject. Descriptive reports may be arranged according to categories of related attributes, moving from general categories of features to specific attributes. The ‘cause and effect’ structure is used to show causal relationships between events. Signal words for cause and effect structures also include if...then, as a result, and therefore. The ‘comparison and contrast’ structure is used to explain how two or more objects, events, or positions in an

argument are similar or different. Words used to signal comparison and contrast organizational structures include same, different, alike, in contrast, similarities, differences, and on the other hand. The ‘problem and solution’ structure requires writers to state a problem and come up with a solution.

3.3 The conclusion

A strong conclusion can be circular, looping back to the beginning and summarize the highlights, restating the main points, being the final part of the text. It may also emphasize a final statement that drives home the main point of the writing, namely that specified in the thesis statement in the introduction. It is also an opportunity to explore the extent to which the writing has addressed the core issues covered by the thesis statement.

Therefore the features of a conclusion include: (i) comments on ideas in the essay, (ii) a logical conclusion from the development of the ideas in the writing, (iii) areas of need research and predictions for future developments in the topic field, (iv) limitations of the writing, and (v) reference to the thesis statement.

4. Core aspects of academic writing

4.1 Generic features

Academic writing has a more formal aspect and standard English is general used throughout, avoiding idiomatic or colloquial vocabulary. The accurate use of vocabulary is essential, giving consideration to both the denomination and connotation of the word. Precision in quantification for both facts and figures also reflects well in academia. Adverbs that show subjective involvement and personal attitude are generally avoided unless specifically requested by the task. Question forms, rhetorical or otherwise, are also generally not used. Numbering of sections is to be avoided, and continuous text is expected except in reports and possibly long essays. Strategies to develop cohesion among different sections need to be employed. When including lists these too need to be written as continuous prose, generally inserting ‘and’ before the last item. Inferences and conclusions should use cautious, tentative language, rather than written as absolute facts.

4.2 Verbs

Contracted verb forms are informal, and generally have no place in academic writing. Similarly, two-word verbs give an informal feel and often one-word equivalents should be used. A higher proportion of passive verbs are also used in academic writing, although these are to be used judiciously. In academic writing, the present simple retains its essential functions for reporting facts and opinions that have been accepted, published, and are currently still considered to be valid. The present perfect can be used in these situations to underscore the past-to-present timeline link. The past simple can be used when reporting from a particular study which reflects more of an opinion, viewpoint or incompletely substantiated information, rather than ‘factual’ knowledge.

When including one's own opinion in writing, both the present simple or even present perfect can be used, together with the use of cautious language. Yet if new results or observations are the purpose of the study, and being described for the first time in the writing at hand, then the past simple should be used. The past simple should also be used for the materials, methods and procedures employed.

4.3 Definitions

Definitions are generally an integral part of academic writing, but which terms to define depend largely on the target audience, in addition to the terms themselves. Good definitions must be written concisely in simple, direct language; they clearly cannot be more complex than the original word, considering both the vocabulary used and also language structure. Sometimes more than one definition for a term is available, so phrases such as 'can be defined' and 'may be defined' are to be used to make this clear.

In some cases a single sentence is not sufficient to adequately define a term or concept, and a series of sentences may be needed. Generally, the first sentence is fairly generic, and subsequent sentences add layers of detail as may be required. Irrespective of the complexity when defining terms, academic writers define terms to clarify the writing for readers. Conversely, university students define terms to make it clear that they themselves understand core concepts and terms.

4.4 Supporting argument

In academic writing one of the over-arching objectives is to develop arguments starting from basic principles, develop these providing support, and making broader generalizations that can be extrapolated to several situations. This is an inductive approach, whereby the writer starts from broader ideas and examples and progressively focuses on the specifics and develops conclusions that are evidence-based. Providing support or evidence is an essential part of academic writing and makes the writer's ideas more credible.

However, other approaches may be necessary for academic writing. For example a premise or statement is set, or even a loosely-held fact, opinion, or challenge. The writer starts from this specific point(s) of view and develops a series of arguments and discussion in favour, against or both, often together with a series of relevant cases, examples and non-examples to illustrate these. This is known as a deductive approach is also commonly needed when writing essays for postgraduate studies.

Whether an inductive or deductive approach is used, providing support for ideas therefore remains an essential part of academic writing. In addition to examples and cases from one's own knowledge where appropriate, quality objective writing also includes ideas from other people's work, and also using research findings when possible. Ideally these should include both qualitative and quantitative information, as this 'mixed method approach' tends to develop more completely and supply different types of support.

4.5 Paragraphs

Writing a paragraph in different discourse communities may vary, for example in the number of ideas within and the structural layout. An essential guideline for paragraph writing is the ‘one paragraph, one idea concept’. Different ideas are therefore presented and developed in different paragraphs. The usual paragraph structure for English academic writing in Western institutions involves a topic sentence followed by one or more supporting sentences. A paragraph may also have a concluding sentence. This is a deductive pattern of information layout organization and is by far the most frequent. Inductive approaches to paragraph organization are less frequent.

It is important to realize that ‘inductive’ or ‘deductive’, when referring to paragraphs, does not necessarily reflect the overall nature of a ‘deductive’ or ‘inductive’ approach to writing an essay. Thus a mainly ‘inductive’ essay can be composed of many or even mostly ‘deductive’ paragraphs. The opposite may also be true, though less likely as many academic paragraphs do tend to be of a ‘deductive’ nature.

The topic sentence contains the topic and controlling ideas. It should not be too generic or specific and must be a complete sentence. Supporting sentences describe, illustrate, explain and generally develop the topic. A concluding sentence, when present, helps form inferences from the paragraph. It may also have the role of giving the reader an idea of the topic of the next paragraph, serving as a ‘lead-in’, and creating cohesion.

There are four basic paragraph types: narrative, descriptive, expository, and persuasive. Therefore the paragraph can be used to describe or explain an endless variety of things, and each paragraph type aims to achieve a specific objective: narrative paragraphs tell about a scene or event, descriptive paragraphs give detailed descriptions of one subject, expository paragraphs provide information, and persuasive paragraphs try to convince the reader. These four paragraph types are powerful tools for writers.

4.6 Cohesive devices

Cohesion refers to the creation of a unified and flowing text through the use of transition words including conjunctions, and reference words. There are six categories of transition words that help achieve text cohesion: (i) spatial order words, used in descriptive writing to signal spatial relationships, such as above, below, beside, nearby, beyond, inside, and outside, (ii) time order words used in writing narratives, and instructions to signal chronological sequence, such as before, after, first, next, then, when, finally, while, as, during, earlier, later, and meanwhile, (iii) numerical order words used in expository writing to signal order of importance, such as first, second, also, finally, in addition, equally important, and more or less importantly., (iv) cause/effect order words used in expository writing to signal causal relationships, such as because, since, for, so, as a result, consequently, thus, and hence, (v) comparison/contrast order words, used in expository writing to signal similarities and differences,

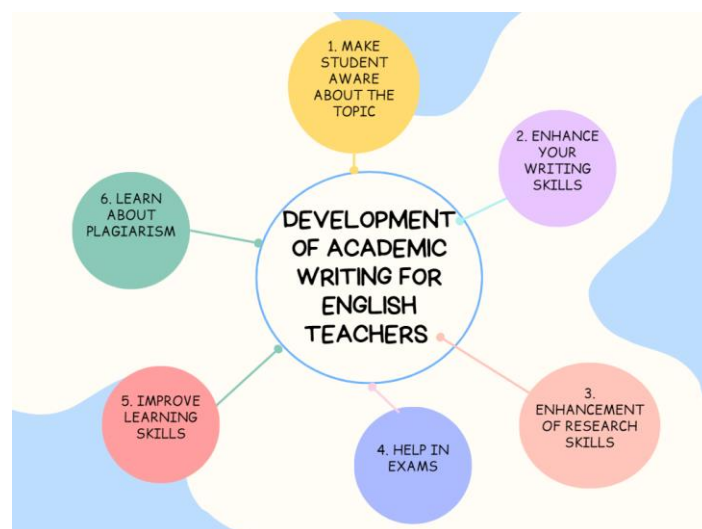
such as (for similarities) also, additionally, just as, as if, as though, like, and similarly; and (for differences) but, yet, only, although, whereas, in contrast, conversely, however, on the other hand, rather, instead, in spite of, and nevertheless, and (vi) general/specific order words, used in descriptive reports and arguments to signal more specific elaboration on an idea, such as for example, such as, like, namely, for instance, that is, in fact, in other words, and indeed.

Conjunctions can link a sentence to the following one (in addition to linking different parts of the same sentence) and may have the following functions: addition, result, reason, opposition, example and time. Examples of reference words include pronouns, possessive pronouns, objective pronouns, demonstrative pronouns and also other phrases. Repetition of key words and phrases, use of synonyms or paraphrase also help create a cohesive text.

Knowledge from the Study

Nowadays, the importance of academic writing is increasing day by day. It is due to the increased requirements of teachers which students cannot fulfill. Academic writing is not an easy task it requires extensive research and error-free content. The students who study in the top universities of the world often need to get essay service for completion of their tasks. It merely shows that the requirement of professors is just increasing and students get burdened and seek services for the completion of their task.

But still, every student should try their best to complete their assignment on their own. There are a lot of several benefits of assignment writing. Have a look below, mentioned some of them.



1. Make Student Aware About The Topic:

Assignment usually acquires a topic related to a particular subject. Assignment writing requires extensive researching and evaluation of various sources. In this regard, making assignments on your own will make you completely aware of a specific topic and subject. The student will be able to get valuable insights and informative ideas about a variety of topics.

2. Enhance Your Writing Skills:

Assignment writing will enhance your writing skills. For making your assignment, you have to be utterly conscious about everything, grammar, punctuation, and all sort of thing. It will increase your skills and make you much proficient in writing. Your grammar will get better, and sentence formation will also improve.

3. Enhancement of Research Skills:

By making your assignments, your research skills will get enhanced. You have to do detailed researching on a specific topic or subject to give useful information in your essay. It will increase your researching skills. You will get to know about new tactics to search on different search engines with the implication of several keywords.

4. Help In Exams:

Making your assignment on your own will help you in your exams too. While making your assignment, you will gather all the required information, and working on it will make it preserve in your mind. In exams, you will not be needed to learn enough. You will be having all the points in mind and can efficiently complete that topic by those cleared concepts.

Real Life example Improve Learning:

The point is that assignments allow you to add the real-life experiences which will enhance your learning ability. You will learn in a much efficient manner; it will help them in getting new levels of learning when they will sit to write a new assignment.

5. Improve Learning Skills:

By making assignments, the skills of learning will also get increased. While making assignments, students have to learn several new things and require to keep all of them save in mind. It will benefit a lot. It will engage their mind in working and studying, and they will focus more.

Lots of students think that academic writing is worthless, but actually, it is not. Just writing one assignment will give you enough information about a particular topic that you will become eligible to debate on.

6. Learn about plagiarism

Firstly, what is the likelihood of the essay/problem question matching the one that has been set by your lecturer? Secondly, one problematic thing about MPhil in Law is that it changes. In fact, it changes particularly fast in some areas (i.e., Employment Law, Criminal Law, and Law of Tort). So even if the essay put in the essay bank was excellent and up to the mark when it was first written, it, in all likelihood, is now a misrepresentation of the current law. Thirdly, the plagiarism checker detects. You should put references and citation in the right order. It will save your content from plagiarism.

Conclusion

Academic writing is very important throughout your working life and career. Most occupations require strong writing skills. Written communication skills are at the top of most

employers wish lists. Seventy three percent of employers are looking for candidates with strong written communication skills. Except for leadership and the ability to work as a team written communication is the most desired overall quality wanted by employers. Great academic writers know how to communicate effectively by writing about a subject. They make things easy to understand and give the reader a broader knowledge and understanding of the subject. When looking at the importance of science, technology and engineering in the education system it is acknowledged that writing is becoming the sought after skill in the work place. Good writing can help you succeed in any area of life. A grammar study on one hundred Linked in profiles was conducted and has found that over a ten-year period, professionals in the employment and recruitment sector who received one to four promotions made forty five percent more grammatical errors than professionals who were promoted six to nine times. Whether you're an entrepreneur, small business owner, manager or an employee your need to know how to write effectively for business. Professionals in all fields need to have good academic writing skills. It proves to your audience, clients and employer that you have experience and knowledge about your product and services offered. Effective writing ability is regarded as an asset to a person as it creates value for your future. Academic writing is a soft skill and assist the writer in gaining professional credibility. Leadership involves managing, coordinating, supervising supporting and giving constructive criticism to team members. Effective writing is one of the best ways through which you can perform a lot of functions in order to develop and further your career. Writing effectively does not only lead to provide positive chances for employability, but it also helps profession development and allows good experience and exposure in any organization or field of business.

The practice of academic writing can be compared to practicing riding a bicycle. After falling off a few times; with continued practice and persistence it comes naturally and is a skill that cannot be lost. Each essay that you write is going to be a practice round. You will get better with time and practice. Mock essays are not a waste of time. Start thinking about your subject, do research and make a mind map. Remember to make notes of your references and review by reading out aloud. Write about your passion; if there is passion and enjoyment in the subject it will become easier. With each trial your academic writing skills will improve and allow you to become better, so when the time comes, you are fully prepared.

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