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**IMPLEMENTATION OF AW INTO SCHOOLS**

*Key words: academic writing, essay, methods, guide, practice, learn effective, new words, English.*

**Aim:** To test whether AW helps students develop the skills to write research papers.

**Hypothesis:** With the use of AW in the classroom, students will be able to write scientific material that is understandable, compelling, and well-organized. They will be able to compose correct and high-quality research papers as a result.

**Introduction:** This scientific report considers whether academic writing should be taught in schools.  The capacity to convey and justify one's thoughts in a brief, yet reasonably persuasive scholarly document is referred to as academic writing. Writing academic papers successfully will enable pupils to enter the field of science and open numerous avenues to achieving their goals.

**Background:**

"The Benefits of Teaching Academic Writing to High School Students" by Laura K. Taylor and Donald A. McAndrews in Journal of Adolescent & Adult Literacy

(2016)

Teaching academic writing to high school pupils, according to Taylor and McAndrews, provides numerous advantages. improving critical thinking, communication, readiness for college and the workplace, etc.

"Teaching Academic Writing in High School: Strategies to Support Student

Success" by Sarah M. B. Lupo and Julie D.Rambo in Journal of Adolescent & Adult Literacy (2015)

In this article, Sarah M. B. Lupo and Julie D. Rambaud's research on teaching academic writing to middle school students is discussed. The writers offer tactics to help students succeed in academic writing.

Tenth-grade students who struggle with academic writing participated in experiments at two middle schools. The authors used a scaffolded approach to teach academic writing, which included modeling, guided practice, and independent practice. The capacity of the students to compose short talking points, back their claims with evidence, and effectively structure their writing was improved.

Overall, the article provides practical insights and recommendations for teachers seeking to improve their students' academic writing skills.

**Method and materials**

Materials: Guides, checklists, useful youtube videos, comparisons, books.

Based on the hypothesis of this scientific report, we will try to prove that the Implementation of AW into school will enable students to write quality academic papers. In this regard, our student who has not studied this subject in school will be introduced to academic writing and its basics through the book «Academic Writing A Handbook for International Students» by Stephen Bailey. He will practice writing essays and will receive various checklists and study guides and feedback from his supervisor. After learning new topics, his knowledge will be tested with tests, questionnaire and etc. As a result of the 3 week experiment, through a dependent and independent practice approach, he will master new knowledge and be familiar with academic writing and its basics.

**Plan of research:**

1. Dependent Practice. Introduction to academic writing and its basics.
2. Independent Practice. An interesting endeavor. Motivational letter and how to write it.
3. Difference between academic writing and non-academic.

Objectivity; Formality; Precision; Hedging. Test after introduction with the new topic.

1. Critical Thinking. Discussion Vocabulary. Writing an essay with elements of a discussion on a topic of interest.
2. А knowledge test at the end of each new topic.

**Result of experiment:**

|  |  |  |
| --- | --- | --- |
|  | Task | Totally |
| Pre - Test | Questionnaire «What do you know about AW?» | 3/10 |
| 1 week | Questionnaire «Difference between academic writing and non-academic?» | 8/10 |
| 2 week | Test «What do you know about ML?» | 10/10 |
| 3 week | Test on information for essays | 9/10 |
| Post - Test | Writing an essay  | 91/100 |

This table describes the student's improvement in academic writing skills and shows that he or she has gained the basic knowledge needed to aw in three weeks.

To begin, the student took the pre-test questionnaire "what do you know about academic writing?" Our student was not familiar with academic writing, and accordingly received a score of 3 out of 10.

The first week he was familiar with academic writing and its basics. He was given a post-study questionnaire where he found the difference between academic and non-academic writing. As a result, he got an 8 out of 10 score, which is not bad.

In the second week, the student received information from the supervisor about motivational writing, and they discussed the topic during the lesson. After class, the student took a test about motivational writing, resulting in a score of 10.

In the third week, he was given information about essays with discussion elements. Afterwards, he chose a topic of interest to him. He took a knowledge test on that topic. He received a score of 9 out of 10.

After three weeks, the student had to turn in an essay on his chosen topic as a posed test. He wrote it well and ended up with a score of 91 out of 100.

**Discussion**

Our hypothesis turned out to be correct. Thanks to the academic writing class, a student who knew nothing about academic writing learned the basics in just three weeks. He was able to use this knowledge in practice, that is, in writing academic writing. His writing was comprehensible and persuasive. This experiment shows that if we introduce academic writing into schools, therefore we will get pretty good results with the right approaches and awaken students' interest in the world of science.

**Conclusion**

During the experiment, the aim was achieved. We tested whether AW helps students develop research writing skills. The academic writing class not only improved the student's knowledge but also introduced him to the basics of academic writing. Three methods were used during the guided writing class, 2 of which were taken from Sarah M. B. Lupo and Julie D. Rambo. These are guided practice, independent practice, and dependent practice. These three methods are well suited for an introduction to academic writing. In the experiments, it was found that the student had an easier time absorbing information when guided practice was used. At the beginning of the experiment, he found it easier to look at the advice and follow it when writing an essay. It is also worth noting that he liked the format of discussing dependent practice as a new topic because he remembered the information better and shared his point of view. After conducting lessons using the third method, called independent practice, we came to the conclusion that it is better to use this method after a complete familiarization with the topic, because the student needs more practice in order to be confident in his knowledge. Overall, the experiment went well, the student actively participated in learning academic writing, and our hypothesis held true.

References:

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