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Promoting Student Engagement
In Academic Writing Class

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FOREWORD

As educators, we are constantly pushed to assist our pupils become self-sufficient, intelligent persons with pleasant personalities. All stakeholders must cooperate to accomplish this purpose. This collaboration is critical. Parents become partners with teachers and children, and they must be willing to contribute time and effort to their children 's learning and development. Parenting concerns that providing a comfortable living environment and preserving a healthy relationship between parents and children should not be overlooked. In order to meet the learning objectives, school leaders must be actively involved. Schools must always be responsive to the needs of children and offer effective solutions to their challenges. In educational programs, the teacher's role is equally crucial, especially an academic writing program. Teachers must have enough pedagogical understanding and technology mastery abilities in order to construct organized courses. Skills in using technology are critical during the epidemic period, when all learning activities are conducted online. In short, the more teachers demonstrate their concern for these practical challenges, the more positively their pupils respond to school activities.

Academic writing is one of the most difficult skills to master. Students must go through a deep learning process, study independently, engage in teacher's instruction, materials, and peers, and have parental support. The author's teaching and research experience in an academic writing program inspired this book. Hopefully, the readers will benefit from this book.

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CHAPTER 1
INTRODUCTION

1.1 Background

For numerous reasons, writing is the hardest language skill to learn. To begin, this talent necessitates a significant amount of mental work on the part of the reader in order for them to comprehend what is written. For example, before putting their thoughts into words, combining them into sentences, and organizing them into acceptable organized paragraphs to the reader's thinking, writers should first make sense of their thoughts. Additionally, they must ensure that their ideas are conveyed through appropriate language, grammar rules, and a reader-friendly writing style.

Academic writing abilities are a source of frustration for many students. Crank (2012) discovered that individuals were feeling overburdened by academic writing assignments. A lack of instructor guidance is also linked to their weak writing skills (Bastian, 2014). They do not get much feedback, for example, to better their work. The teacher used the same teaching style with them, which did not work for all of them (Gillespie et al., 2014; Sacher, 2016). Furthermore, the teacher's assignments frequently exceed students' ability (Carter & Harper, 2013). According to McDaniel (2014), students are not accustomed to lengthy academic writing. As a result, when presented with the task of writing a paper, they feel pressure (Bricky, 2013), and this depressed mood contributes to pupils' lack of confidence.

Writing skills can be improved in three ways: expressive, cognitive, and social methods (Faigley, 1986). Writing may be regarded as an artistic process in which the writer is seen as the creator of the creative content from an expressionist perspective. The writer uses his writing as a means of self-discovery and self-disclosure through written

text in this context. Students in expressionist writing receive little guidance from their teacher or writing coach, allowing the writer to express their thoughts, ideas, and feelings in a creative way (Elbow, 1998). While this strategy works well for experienced authors, it is far less beneficial for inexperienced writers.

In the cognitive approach, on the other hand, they consider writing as problem solving. This method combines higher-order thinking and cognitive-analytical abilities. It highlights the writer's need to explore, plan, and write down his thoughts and ideas in a systematic manner. Writing, according to the cognitive perspective, is an intellectual work that represents this critical thought process (Flower & Hayes, 1980; Flower, 1985, 1989).

Writing, on the other hand, is a reciprocal relationship-building practice from a social standpoint. The substance and form of the composition are formed by the interaction of the social setting and the writing (Rubin, 1989). This method emphasizes the writer-social reader's relationship and the meaning of the written word. We acknowledge the social side of writing and frequently assist adult ESL students in learning to write for recreational purposes. However, this approach does not always work to encourage pupils to navigate their academic writing skills.

It is far more difficult to write in a second language than it is to write in one's native language. This problem arises because L2 (second language) authors must comprehend the second language in various of manner, including mechanics and other essential qualities. Furthermore, second-language writers must learn how to think and write in discourse patterns and modes of expression that are sometimes quite different from their native tongue. New thought structures in other languages are necessary to master to understand their speech patterns.

The development of writers' first language abilities aids their acquisition of English as a second language (ESL) in order to obtain writing skills in academic English. This is due to the fact that students who have mastered their first language can transfer their first language (LI) skills to their second language (SL) (L2). Reading and writing projects at school can help them master their first language. Furthermore, a high level of exposure to authentic sources of the second language is associated to the development of academic writing skills. Learners of English as a second or foreign language gain experience reading actual English literature in this situation. This practice promotes critical reading and writing abilities, genuine connection, and the interpretation of written English as a second language.

1.2 Research Problems

This study was guided by the following research question: how does teacher creativity build students' academic writing skills in online learning in online learning communities?

1.3 Significance

This research is critical in various ways. First, this study presents a thorough explanation of students learning English as a foreign language's perceptions, including their experiences and emotions with academic writing challenges. Second, this article shows writing teachers that academic writing is a multifaceted phenomenon that includes non-academic factors such as ESL students' emotions and attitudes. Student success in academic writing programs is heavily influenced by other factors such as cultural background and learning style. Furthermore, this research adds to the body of knowledge about second-language writing acquisition and the pedagogical practices for teaching

academic writing to students learning English as a second language.

CHAPTER II
THEORETICAL OVERVIEW
OF ACADEMIC WRITING

2.1 Academic Writing

Academic writing is a written work characterized by linguistic features related to academic subjects and written in a variety of or a list of English used in textbooks (Scarcella, 2003). Reading abstracts, collecting essential ideas from lectures, and producing reviews, summaries, bibliographies, reports, case studies, research projects, and explanatory essays are all examples of scholarly writing in this instance. It encompasses a diverse spectrum of genres. Students can gain English academic writing skills for a number of purposes, audiences, and genres after attending an academic program or class, and use these talents in other academic subjects (Ferris & Hedgecock, 1998).

Encourage pupils to become proficient in academic discourse is one of the purposes of academic writing classes. Academic discourse is inextricably linked to the content and linguistic features that distinguish particular disciplines (Elbow, 1998). As a result, teachers must provide academically meaningful language inputs to their students. For example, a teacher could plan to teach a comprehensive content - specific class in English. Students should be able to fulfil the disciplinary standards of the curriculum area after a period of exposure and experience during their education (Swales, 1990). In conclusion, academic discourse attempts to improve L2 authors' ability to critically analyze and evaluate English works, comprehend various writing genres, and compose in a linguistic and rhetorical manner.

The cognitive processes involved in academic writing in English as a second language have been studied, and it has been discovered that this activity necessitates complicated methods. As they think, students express themselves in words, phrases, and paragraphs. As a result, this mental process has advanced to the point where abstract conceptualization, reasoning, creativity, organizing, and summarizing of complicated ideas are required (Scarcella, 1984). While academic writing can be difficult for native speakers, students learning English as a second language are likely to find academic writing more challenging since they encounter unfamiliar discourse rules and Western rhetoric genres. The development of writing skills in a second language, according to recent L2 research, necessitates complex cognitive actions. The study's key conclusion is that strong writing skills demand a thorough understanding of linguistic concepts.

Recent trends in writing instruction emphasize a step-by-step approach to writing, including prescribing, drafting, editing, and revising to allow the author to watch their thoughts develop into an academic piece. The focus of compositional research has shifted from what students, teachers, and researchers begin to study to how writing comes about (Zamel, 1982).

ESL students must compose words in English applying accurate and meaningful syntax, spelling, mechanics, and vocabulary, as well as organize their thoughts and ideas into logical discourses that resemble academic compositional schemes and styles in English rhetoric. This means that ESL students must learn how to conceptualize, arrange, and write new ideas in English, even if their cultural discourse patterns are different. Logic, on the other hand, emerges from culture as the foundation of rhetoric. Rhetoric is indeed not universal either; it differs from culture to culture, and even from time to time within societies (Kaplan, 1972). Many ESL students are

unfamiliar with or unfamiliar with the rules of the English language, despite being fully literate in their mother tongue.

Additionally, ESL learners tend to transfer their native syntax, thought patterns, and rhetorical patterns into their written English. To learn about the various western writing conventions, ESL students need to have good examples of writing and experience composing in the style and genre of English rhetoric. This experience of English can be formal or informal but is an essential element in the development of writing in the second language (Leki, 1992). A theoretical premise is that second language learners develop their writing skills in the same way as first language writers, but at different speeds and stages of development.

Shaughnessy (1977) compares the progression of academic writing skills in native speakers to that of students studying English as a foreign or second language. Both groups had to adjust to new linguistic, social, and cultural aspects that demanded more than a fundamental command of the English language and mastery of grammar, syntax, mechanics, and spelling. Native speakers and students learning English as a foreign language, according to Homing (1987), need master a new academic language and culture, as well as a formal dialect, written English. Lightbrown (1985) demonstrates that second language competency does not have to be parallel to first language competence in this circumstance. Students tend to revert to their first language's internalized linguistic structure. This strategy is commonly used to help people cope with their distress.

2.2 Factors influencing academic writing skills

Below are some factors that influence the writing skills of students studying English as a foreign language.

2.2.1 Literacy of the First Language

Students' familiarity with varied reading and writing tasks is one aspect that influences their writing skills. Children typically learn to write with the assistance of their teachers or family members during their early school years. Students should learn to read and write in their mother tongue in later school for a variety of reasons, functions, and target groups. The development of their scientific writing, on the other hand, is highly influenced by the school curriculum and the cultural values associated with literacy in native cultures. When young pupils are exposed to a variety of literacy tasks in their home languages, they are more likely to learn literacy skills quickly and competently (Carlo & Skilton-Sylvester, 1994; Cummins, 1979, 1981; Teale, 1987; Thomas & Collier, 1997).

ESL students with limited LI literacy, on the other hand, may struggle to write academic English since their native literacy abilities are not sufficiently developed and established. Adult L2 students who grew up in an oral-based culture may struggle to master academic writing in a second language because they have not yet developed strong literacy habits in their first language. As a result, early first-language literacy's cultural and cognitive influences are critical for the growth of second-language academic writing (Cummins, 1979, 1981).

2.2.2 Academic Writing Experience

The ESL student's previous academic writing experience is another factor affecting second language writing skills. Direct teaching is the primary source of

writing skill for students learning English as a Foreign/Second Language. As a result, it is usual to find that student writing has more issues with grammar, spelling, mechanics, vocabulary, and other linguistic aspects than that of native English speakers.

Many ESL students come from educational qualifications where they have had limited opportunity to practice academic writing in their native language (LI). They learn to write in a way that is distinct from the English writing style and rhetorical patterns. In their home language, the majority of these ESL students have never composed a paragraph or formal essay. As a result, they are unaccustomed to the academic writing required in English writing classes. As a result, individuals used to have to work difficult to learn this skill and often encountered significant challenges.

Students raised in English-speaking mother countries, on the other hand, have been introduced to written English texts their entire lives. From elementary school to college, they have experienced academic English writing across many formats. While most second-language writers are literate in their native language, they may lack solid literacy foundations and academic writing experience in their original language, let alone English. When trying to quickly gain solid academic English abilities, this hampers some adult ESL learners, particularly in the student writing class community (Leki & Carson, 1994, 1997). In conclusion, another significant distinction between LI and L2 authors is their lifetime experience with academic reading and writing responsibilities.

2.2.3 Social and Cultural Knowledge

Cultural background is another aspect that influences the writing quality of students studying English as a second language. This origin culture has an

impact on the rhetorical style, structure, and expression of non-English concepts. The ideas of the L2 writers are presented in an organizational and rhetorical pattern that differs significantly from the mainly linear approach found in most academic English writings (Connors, 1996; Leki, 1991, 1995). The structure, explanation, and organization of ESL students' writing do not always adhere to the format, explanation, and organization of academic writing training in English. As a result, academic writing instructor unfamiliar with the varied kinds of rhetorical expression utilized by ESL students may misunderstand, degrade, or underrate L2 students' writing.

Students learn sophisticated and difficult assignments in order to build the desired essay structure in English (Swales, 1990; Leki, 1995). The formation of social knowledge is one technique to learn how native speakers think, arrange, and write down their ideas (Osterloh, 1980). This knowledge influences their writing by giving them a better understanding of the target culture. The way to this knowledge is through the socializing process. Students, for example, live in the target culture and are exposed to the cultural and academic expectations that come with teaching English to write in English (Bartholomae, 1985; Bizzell, 1986).

2.2.4 Reading-writing relationship

Academic English writing does not appear out of nothing. Reading skills, especially for L2 pupils, are an important component that enhances writing skills. Students will be able to understand words as representations of meaning and even examine actual texts as a result of writing (Leki, 2001). To put it another way, there is a strong link between reading and writing skill (Constantinides & Hall, 1981; Hamp-Lyons, 1985).

For ESL students in academic writing classes, Spack (1985) notes a strong association between reading and writing. This reading comprehension exercise might assist students in realizing that when creating a text, they must consider the reader's perspective. This active investigation of writer/reader interactions can help students see and absorb the fact that what they write becomes someone else's reading, allowing them to anticipate readers' needs and expectations. When readers read, their brains decode, text, interpret, analyze, and finally comprehend the author's meaning.

Reading also assists students in deciphering and reconstructing the meaning of concepts conveyed by other authors, as well as learning how to replicate those ideas in their own ways (Indirsano & Squire, 2000). Reading texts created in a particularly British rhetorical style and genre can help ESL students improve their academic writing (Carrell, 1981). Reading authentic texts helps students get familiar with English rhetorical style and acts as a schema model for academic English writing, including all the application of analytical skills (Costello, 1990).

2.2.5 Critical Literacy Development

Critical literacy is another crucial skill that adult ESL learners must acquire in their English academic writing. As Flower (1990) explains, a critically literate person not only understands information but also transforms it for new purposes. He can turn facts into concepts, turn concepts into policies or plans, and see problems and define problems in problematic situations. Critical literacy skills are also related to student culture, as ESL students may attach different values to literacy or interpret written English texts differently from the way native English writers do. While academic ESL writing instructors and program

curricula provide ESL students with many opportunities to bridge cultural literacy gaps and help them understand writing expectations and goals, their academic English writing skills must develop more effectively (Spack, 1993; Auerbach, 1999; Brown, 1999). Thus, critical literacy and higher-order cognitive skills are best developed when adult ESL learners actively explore and interact with authentic English texts (Van Duzer & Florez, 1999).

2.2.6 Communicative Competence in Writing

In addition to communicating effectively in spoken English, ESL students must acquire an expressive style and appropriate language used in academic English writing. According to Canale (1983), students must want to master communicative competence in order to achieve this competence. These competences are broad and cover different areas such as grammar, vocabulary, sociolinguistics, and the discourse style of the target language. The lexical component of communicative competence requires students to know the form, usage and meaning of words, particularly words used in academia. Grammatical competence requires a well-developed familiarity with syntax, punctuation, mechanics, and the way words are combined into meaningful sentences.

Sociolinguistic knowledge empowers second language learners to use appropriate English in a socially acceptable and pragmatic way. In contrast, discourse knowledge helps L2 leaners produce different types of written genres for specific academic situations. So writing is not a natural act like speaking. It must be learned with conscious mental effort and guidance in the native or second language. Learning these skills is

undoubtedly much more difficult for second language writers than for native English writers (Scarcella, 2003).

2.3 Factors that support student involvement in learning

Research shows a significant association between student engagement and academic performance (Skinner, Wellborn, & Connell, 1990; Newmann, 1992; Steinberg et al., 1996; Fredricks, 2011; Marzano, 2013). Skinner et al. (1990) described student engagement as one of the key factors in academic success, reflected in higher test scores. In addition, several studies have linked student engagement to higher educational attainment and lower dropout rates (Fredricks et al., 2004; Griffiths, Sharkey & Furlong, 2009). Several experts (Fredricks, 2011; Marzano, 2013) emphasize several factors influencing student engagement. The five factors include: (a) teacher support; (b) quality of instruction; (c) peer connections; (d) class structure and management; and (e) parental involvement.

2.3.1 Teacher supports

Several researchers (Connell & Wellborn, 1991; Birch & Ladd, 1997; Cothran & Ennis, 2000; Fredricks, 2011; Ryan & Patrick, 2001; Furrer & Skinner, 2003; Klem & Connell, 2004; Akey, 2006) have found that significant relationship between teacher support and student engagement and academic performance. In a longitudinal study involving elementary and middle school students, Klem and Connell (2004) examined the relationship between teacher support, engagement, and academic success. The results of their research show that teacher support is an important factor in increasing student engagement and improving academic performance. Students who think that teachers can create a learning environment by showing their concern for student learning progress affect the subject's high

level of student involvement. This higher level of engagement was associated with high attendance registers and good test scores.

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Furrer and Skinner (2003) found that students who felt valued by their teachers were more actively involved in classroom activities. Students said the teacher's appreciation made them feel comfortable and confident. On the other hand, students who do not feel valued or recognized experience boredom, dissatisfaction, pressure, and even anger during classroom activities.

The research of Connell and Wellborn (1991) found that while students still had difficulty in mastering course content (learning objectives), when they had a positive relationship with the teacher, they tended to remain involved in various classroom activities being. The students have a solid motivation to learn the content. Connell and Wellborn's (1991)

findings on teacher relationships and high participation in student learning are supported by three years of research by Akey (2006).

Cothran and Ennis (2000) mention that student engagement and achievement is positively influenced by teachers' willingness to communicate with their students inside and even outside the classroom on their problems matters other than school programs. In their study, students who felt their teachers cared about their students' well-being were more likely to be concerned about learning goals, actively participated in classroom activities, and performed better than students who felt their teachers did not care for students. In contrast to the studies by Klem and Connell (2004), Furrer and Skinner (2003), Connell and Wellborn (1991), Akey (2006), Ryan and Patrick (2001) and Cothran and Ennis (2000), teachers found it encouraging perceived could improve student engagement and achievement, Birch and Ladd (1997) found that teacher reinforcement had a negative effect. For kindergarten children, the activity of the educator in leading the children creates an unhealthy dependency on the educator, so that the kindergarten children do not show their active participation in class.

2.3.2 Teaching Quality

A literature review shows that the quality of student instruction in the classroom is also a good predictor of student engagement and achievement (Newmann, 1992; Shernoff, Csikszentmihalyi, Schneider & Shenoff, 2003; Dotterer & Lowe, 2011; Fredricks, 2011; Marzano, 2013). Dotterer and Lowe (2011) examined the relationship between classroom atmosphere, student engagement and academic achievement in elementary school students. The results of their research showed that student engagement and

performance in the classroom increased when the classroom tasks were varied, interesting, meaningful, and challenging. When students feel they are in an environment that enriches and supports their needs, they tend to be active and behave positively in the learning environment. According to Dotterer and Lowe, this learning environment is comfortable. It contributes to students' desire to pay attention and participate in the learning process.

In a longitudinal study of high school students, Shernoff et al. (2003) found that academically meaningful activities related to real-world applications strongly support student active engagement in the classroom. When teachers provide higher expectations and challenges for students, this method leads to high levels of engagement and achievement. Therefore, it is imperative for teachers to appropriately modify classroom learning activities to meet the needs, developmental levels, and interests of their students. Newmann's (1992) findings suggest that when students are asked to think independently, they make more effort, becoming more focused and more interested in their studies. In his research, he found that when teachers can create a learning environment encouraging students to develop higher-level thinking skills, this method leads them to practice their higher levels of engagement and ultimately creates improved academic performance.

According to Fredricks (2011) and Marzano (2013), in addition to teachers, students must also value taking an active and independent role in the development of knowledge. In this case, teachers can use teaching methods such as problem-solving methods and project-based teaching. In such a classroom setting, students work collaboratively with their peers to explore cognitively complex real-world problems and

ask questions that stimulate or challenge inquiry over long periods of time. The results of the above activities lie in the creation of learning outcomes such as authentic products, presentations, or performances (Fredricks, 2011).

2.3.3 Relationship between friends

Peer connections or relationships influence student academic success (Steinberg et al., 1996; Furrer & Skinner, 2003; Perdue, Manzeske & Estell, 2009; Fredricks, 2011). In a longitudinal study of several SMAs, Steinberg et al. (1996) point out that peer connections are a key factor in how much students invest their efforts to involve in school programs and how much effort they put into their education. The results of this study are supported by research by Perdue et al. (2009) who found a strong association between peer support and active participation in class. Peers support engagement by sharing information, modelling academic achievement and motivation, and strengthening and promoting positive attitudes towards the school programs.

On the other hand, some previous studies have found that peer relationships do not affect student engagement (Goodenow, 1993; Ryan, Stille & Lynch, 1994; Wentzel, 1998). These studies were conducted at the elementary and secondary school levels. Nevertheless, most researchers emphasize that bonding with other students greatly enhances student participation in classroom activities, regardless of grade level. This finding was confirmed by Kindermann and colleagues (Kindermann, 1993; Kindermann, McCollam, & Gibson, 1996) when they studied students who hung out with highly engaged peers and who increased their engagement over time.

2.3.4 Class Structure and Management

Other researchers have suggested that engagement is strongly related to controlling classroom structure and the classroom environment. They are factors that can predict student attendance and achievement (Marks, 2000; Shernoff et al., 2003; Akey, 2006; Fredericks, 2011). When students feel that they are in control of the favourable classroom environment, they are likely to direct their learning, their engagement and achievement improvement (Shernoff et al., 2003). Marks (2000) reported higher engagement in the classroom when students felt valued as part of a classroom environment, supporting their learning and understanding. Respectful, fair, safe learning environment encourages positive communication and benefits students. This learning environment also increases their engagement and achievement. It is because students perceive the rules of conduct as transparent and fair. As a result, they are also more likely to engage in class and perform better than in an environment where classroom management is ineffective (Akey, 2006). Similarly, Fredricks (2011) claims that teachers who lead their class well, for example by implementing clear learning procedures, establishing routines, and explaining clear expectations, extend students' time and encourage students to learn.

2.3.5 Parental involvement

The author's literature reviews also indicate that parents play a central role in encouraging student participation in the classroom (Connell & Wellborn, 1991; Farkas & Grolnick, 2010; Furrer & Skinner, 2003). Furrer and Skinner (2003) found that attachment to parents is a strong predictor of student engagement in the classroom. In addition, students attending class with high levels of parental engagement are more likely

to follow the curriculum. Likewise, Connell and Wellborn (1991) found that student-parent relationships influence school engagement. Student engagement is affected because the quality of relationships at home is carried over to the relationships between students and teachers and other students in the classroom. Farkas and Grolnick (2010) surveyed and interviewed sixth and seventh graders to provide an in-depth examination of the role and position of parental structures in supporting student engagement and achievement. The results suggest that parenting supports children's autonomy. The care of parents for their children promotes the high learning participation of children. In the family, parents provide a favorable home environment that fosters motivation, enthusiasm, perseverance, social adjustment, and personal well-being.

CHAPTER III
METHOD

3.1 Research Design

This paper aims to describe teachers' creativity when teaching students academic writing online class in the odd semester of the 2021-2022 academic year at a university in Indonesia. This course is mandatory for all students studying in the English Department. This course teaches students about applying critical principles of effective and efficient academic writing. In addition, students are also introduced to fundamental techniques, guidelines, and suggestions to improve students' academic written communication. Students are given hands-on experience in drafting, organizing, and revising academic texts in the teaching and learning process.

Researching the teaching and learning process above is essential for several reasons.

First, the drastic and massive change to online classes during the pandemic is a monumental event in the history of education in the world. The government strives to find the best solution to continue to ensure the provision of education while ensuring that health protocols are carried out; meanwhile, most educators are confused about how the educational process should ideally be run. Even though information and communication technology is progressing rapidly and is seen as one of the best solutions to meet the educational needs of the pandemic, not all teachers are ready to teach online.

Second, this paper focuses on gathering strong evidence about the importance of educators' creative attitudes in teaching to achieve educational goals regardless of the conditions. The pandemic indeed puts restrictions on direct interaction. However, this limitation acts as a touchstone for educators to hone their adaptive skills in finding innovative

ways of teaching. Integrating technology in education is a hallmark of 21st-century education which provides opportunities for new education faces in the future.

Third, many research results show that the variable student engagement is considered a predictor of mastering any competency. However, the results of these studies were carried out in the pre-pandemic period where teachers and students could interact with one another freely. We can further ask whether student engagement only applies under normal conditions based on this situation. While the authors found that there were still few research results that discussed the behavior of teachers and students during the pandemic, the research results still contained many inconsistencies. Based on this reason, this paper aims to fill this gap. It is hoped that the research results from this paper give contributions to the body of knowledge, enriching the readers about the importance of teacher creativity and student engagement variables in the teaching and learning process.

3.2 Participants

The participants of this study were all students who took the academic writing class in the odd semester of the 2021-2022 academic year. Of the twenty students, there are around sixteen female students (80%) and four male students (20%); thus, this class is slightly dominant with female students. On average, all participants in this study had an intermediate level of English proficiency. Some of them have participated in the English debate competitions and became the winners. However, almost all the participants admitted that they had never had experience writing academic English. Instead, their teachers focus on the government curriculum, namely mastering speaking and reading skills while they are still studying in high school,

At the beginning of the study, the author provided informed consent to all participants. The author, who also acts as the instructor in the academic writing class, informs all

participants about research activities, including the schedule and publication of research results. They are assured of the protection of their identity. The author confirms that their names are anonymous so that the privacy of their data is guaranteed. All participants agreed with the informed consent described at the beginning of the study.

3.3 Data Gathering Procedure

In addition, the author also explains the lecture contract and uploads all documents to the MS Team as a university LMS. Academic writing course is to prepare the students with academic writing skills that they need during their study at the college level. They are required to complete other written tasks.

The data of this present study include all discussion assignments and project assignments that students work on during lectures in one semester. Regarding the discussion task, students must watch the video tutorial that the author shares in the MS Team. After watching the video, the students answered the discussion prompts and shared them in the discussion thread. This method allows other participants to read and provide their comments. At the end of each discussion session, the instructor provides feedback on all student work and wraps up the discussion results. Meanwhile, project assignments are carried out with various activities, ranging from making short sentences, developing simple paragraphs, and making long essays. Students are also required to share their projects with their friends in the discussion. Other students are required to provide comments. The instructor will provide feedback on all student work at the end of the session. The author also distributed questionnaires via google form to students to strengthen discussion and project data. This data collection technique is carried out twice: at the middle and end of the semester.

3.4 Data Analysis Technique

The presentation of data of this study involves a descriptive summary of the teacher's creativity and student engagement. The data are arranged by most prevalent to least prevalent themes, moving from a broad context of an event to a narrower context. The outcome is the production of a descriptive summary of the selected event(s) organized in such a way that the findings are presented, in the most relevant manner, for the audience for whom it was written.

Researchers carried out data analysis with the following procedure. First, the author codes the data that have essential terminologies. This coding technique is done by assigning titles, including events, behaviors, activities, meanings, etc. The next step is identifying themes, patterns, and relationships. At this stage, the authors scanned the primary data for words and phrases used by respondents and words and phrases. To strengthen the research findings, the authors compared them with the findings from the survey, the literature review, and discussed differences between them. Next, the author summarizes the data. The authors link research findings to the research aim at this last stage. Essential quotations from the transcript are presented to highlight significant themes within findings and possible contradictions.

CHAPTER IV
FINDINGS: PROMOTING STUDENTS' ACADEMIC WRITING COMPETENCE

4.1 Managing the academic writing class through flipped learning

At the beginning of the meeting, the instructor explained the lecture contract to all participants. In addition to being active in doing assignments (e.g., discussions and projects), students must understand that academic writing classes are run with a flipped class model (Brame, 2014). With this model, all students must pay attention to the content of the instructional videos that the instructor uploads on the YouTube channel. Instructors usually allow students to watch the instructional video for five days. To collect assignments, the instructor deliberately gave the students several questions in the instructional video. For example, students must make up a short paragraph. They must make sure their paragraph has a topic sentence and some relevant supporting sentences. They must type their work and share them with everybody in the discussion forum. In addition, they must give comments to their friend's work at least three times. Providing questions in the video has proven to encourage all students to watch the video. Otherwise, they cannot complete the task. As a result, their failure impacts their grades on this course. Inserting short quizzes at the end of the videos or having the students take short quizzes that the instructor did in this study is supported by Herried and Schiller (2014).

The writer asked the students to what extent they liked the flipped learning model in this academic writing class. This study found that most of the students liked this flipped learning model, where 43% said they strongly agreed and 50% said they agreed.

I enjoy learning a flipped class model in essay writing class (watching a movie, making up an essay, getting feedback from friends, and the teacher).

16 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

43.8%

50%

Figure 4. 1

The following are comments from students when learning academic writing with the flipped class model. Their positive statements imply how the flipped learning model has successfully brought about engagement among them. For example, they mention that they enjoy attending flipped learning. This learning model provides them with many opportunities to learn at their own pace and watch videos repeatedly. In fact, they also mention that the content of the instructional video is easy to understand because the instructor has explained the material well.

The materials that are presented each week are not too much, so that we can truly understand it, learn about it properly until we can practice it. I think it makes learning activities become so much more effective (Student A)

I like that the teacher gives us videos to watch that contain slides with clear instructions and information about the lesson we're learning that day. (Student B)

For me, the current method is effective enough, giving us lessons in video form is very convenient, as I can rewatch the videos as much as I want, also the assignments are very relevant to the material, and the feedback is very useful (Student C).

I think the system of watching videos and doing tasks is already effective and enjoyable. I also like how you share the summary/answers of our discussions, so that there is no miscommunication/learning the wrong thing (Student D).

I think learning activities in Essay Writing Class are already effective. I feel like it's as good as it is. I don't think it can get any better. I like how we are watching videos, then we do the task. If I don't understand the material, I can rewatch it and I find it effective for my study method (Student E).

I think your method is enough to make a student become active in your class because I also give feedback more than 3 to improve my vocabulary because I feel essay writing as a medium to add or improve my vocabulary (Student F).

Synchronous meetings between instructors and students are always scheduled through the MS Team for the next few days. The instructor plays the instructional video again during the teleconference to remind students of the learning objectives. During these synchronous meeting sessions, instructors focus on previously assigned assignments via instructional videos and highlight feedback on student work. The instructor shows examples of exemplary student work and points out their mistakes.

As stated by Brame (2014), this flipped class model has several benefits: it allows students to gain first exposure prior to class, guarantees an incentive for students to prepare for class, assesses student understanding, creates in-class activities that focus on higher-level cognitive activities. In other words, the flipped model allows the use of class time to be devoted to productive activities such as problem-solving, skill development and gaining a deeper understanding of the class material.

Nevertheless, we must be aware of some significant pitfalls in flipped classes (Herreid & Schiller, 2014). The first challenge relates to a new way of learning that demands

independence. Students must pre-read texts, review slide shows, or watch videos at home before class within the flipped classroom model. More emphasis is placed on the students learning the basics of the new concept at home instead of in the classroom. If there is a lack of student motivation and they are not willing or forget to watch the videos or read the texts, they are unprepared for class (Shi-Chun et al., 2014). The second major pitfall they uncovered was that the videos chosen or created had to be specifically tailored for their students (Krueger, 2012). On the one hand, making videos challenges teachers to devote labor and time-intensive activities. On the other hand, the flipped model can provide additional screen time for students. Excessive increase in screen time is not suitable for students' mental and physical health.

In this flipped class, the instructional videos that the instructor prepares have several characteristics. First, the videos are deliberately made with a short duration, that is, between five and ten minutes, so that students do not feel bored watching them. Second, the instructor ensures that the video quality must comply with the principle of coherence in the sense that the content represents the learning objectives that students must achieve (Sweller, 2005). Extrinsic elements such as background music, irrelevant animations, and flowery explanations are avoided. Third, video content integrates visual and auditory information input that appears simultaneously (Kalyuga, 2012). By utilizing this dual-modality, students can easily understand the explanation from the instructor. Fourth, the instructor delivered an explanation in simple language but still relevant to the students' daily life experiences. The instructor shows his face while explaining the video to strengthen the personal aspect (Mayer et al, 2004).

4.2 Enhancing instructional quality through clear teaching and learning outcomes

Learning outcomes represent the goals that students must achieve in a program. Instructional design that contains all plans, implementation, and evaluation is oriented towards this goal. In short, learning outcomes are written descriptions of which competence students should achieve at the end of the program or course unit. In practice, clear learning objectives benefit both students and instructors. For students, for example, good learning objectives guide them when reviewing materials and preparing for assessments.

In the academic writing class, for example, the general purpose of the lecture explicitly explains that students can produce an argumentative essay on issues of teaching English. Furthermore, the general objectives were translated into several specific learning objectives. The level of difficulty of the learning objectives in this academic writing class is gradually getting more challenging, starting from making a few simple sentences, creating a paragraph, and producing an essay.

Example of the teacher's instruction

After completing this module, you will be able to make up a short paragraph about the benefits of the campus library. Please do the following.

1. Watch my video at the following link https://youtu.be/qvguG5hqBWo
2. Look for two or more articles published in reputable journals. Make sure the articles you are searching are related to "Educational Issues", including English language teaching, students' perceptions of online learning, challenges in learning English, and teaching methods.
3. You can find those articles in the Google Scholar or Eric database.
4. Read the article carefully. Then make a paragraph that contains ideas from the articles that you choose.

5. Share your paragraph in MS Team. This assignment is due at 21.00 on October 8, 2021
6. Give your comments to your classmates' work.

Do not forget to type references in your paragraphs. A basic reference list entry for a journal article in APA must include: authors. ...year of publication of the article (in round brackets), title, journal title (in italics), volume of journal (in italics), issue number of journal in round brackets (no italics), page range of article.

The instructor in the writing academic class has made well-defined learning objectives. They help the instructor plan to learn and select appropriate strategies and materials (Fergusson, 1998). Thus, instructor actionable learning objectives can filter out texts or activities that do not suit the course. The learning objectives above show how the instructor has coherently designed the learning activities. Learning materials prepared in instructional videos help the students understand learning topics well. At the end of the learning activities, the instructor assigns the students to prepare a short paragraph about educational issues. Several sample paragraphs are provided in the instructional video, including making references. Through this task, the instructor assesses the extent to which students have learned. In short, clear learning objectives are helpful for instructors to carry out their roles in helping their students achieve their learning goals. For students, clear learning goals make them focus on the competencies they are trying to achieve. They pay attention to the instruction, manage to complete all tasks, schedule their learning pace, etc.

Instructors have encouraged student engagement in the academic writing class by designing a flipped learning model. Students can get precise information about learning objectives, teaching materials, and learning activities that help them pay attention to important things. Dotterer and Lowe (2011) mention that when students feel they are in an

environment that enriches and supports their needs, they tend to be active and behave positively in the learning environment. Thus, this learning atmosphere contributes to students' desire to encourage them to pay attention and be involved in the learning process.

Clear learning objectives make students understand the expectations and challenges in the academic writing program that lead to higher levels of engagement and performance (Newman's, 1992). In conclusion, flipped learning in this academic writing class encourages students to think independently. As a result, they become more focused and are more interested in their studies.

4.3 Building favourable peer relationship

Working collaboratively is one of the activities in the academic writing class. For example, in each module, students are asked to share their work in the discussion forums available on the MS Team platform. In addition, they are required to provide comments on the work of their friends. This study found that most (50%) said they enjoy sharing their work with their friends. Another 37.5% say they do not mind showing their work and enjoying comments from their friends. For students who agree with this method, sharing ideas and writings with their classmates trains them to be confident in their work. In addition, they can also learn from the opinions of others, although not a few say that their friends tend to give praise rather than correction of the quality of their ideas or writings. On the other hand, a small percentage of students (12.5%) do not feel comfortable with this method. They say that they are not very confident in their ideas or writings. As a result, showing the results of writing to others shows their weaknesses.

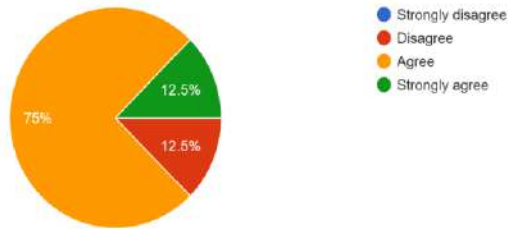I do not mind sharing my essay in the discussion thread via MS Team.

16 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

50%

12.5%

37.5%
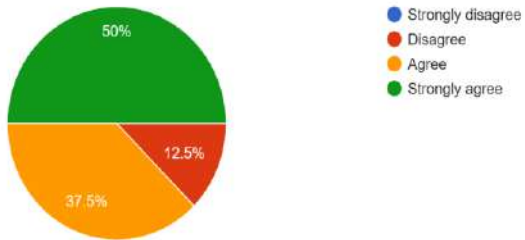
Figure 4. 2

I find feedback from my friends helpful for me to improve my writing skill.

16 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

12.5%

12.5%

75%

Figure 4. 3

Most students (75%) strongly agree that receiving feedback from their friends helps them to improve the quality of their essays. Even though they admit that most of the comments from their friends are only related to compliments on the essay, the feedback from their friends succeeded in growing their self-confidence. As a result, those who initially felt insecure with this method became motivated to write and were willing to share their work with other students. After reading their friends' work in the discussion thread, they also get new inspiration. For example, after reading their friend's essay, students can understand how to compose a good topic

sentence and supporting sentences. In addition, they also learn about the use of new vocabulary.

Feedback from my friends really helps me to better understand the related material.

If they find any grammatical or any slight errors or typos, they'll let me know. The reason why I choose my friend's feedback is helpful because I can know that what I'm doing at that time is right (Student A).

My friends' feedback is helpful for me because I like to see comments about it and it can describe how my essay is found interesting or not, also I can read and learn more from my friend's essay (Student B).

I rarely got feedback from my friends, so I don't know. But I got it once, and that makes me happy to see their response. But it's not helpful to improve my writing skill (Student C).

Seeing my friends' comments about my text makes me feel that my text is understandable and readable, and increases my will to write a better text (Student D).

Most of them compliment my work, so it puts me in a better mood but does nearly nothing for my skills. I think it is also helpful because sometimes it complements our work which can make us confident (Student E).

Most of them are just comments on agreeing, compliments and not actual feedback.

I find my friends' feedback helpful because it shows that some of them are reading my answer. I also like some of their compliments about my work and it gives me more spirit to discuss the material well. With their feedback, I was more confident in essays (Student F).

I feel the feedback also adds information about the topic that we are discussing. And improve my writing skill because I learn many new vocabularies. My friend's feedback helps me to be confidence with my work (Student G)

I think from their feedback they can help me to improve my writing skill because some of them gives suggestions Friend's feedback can help to improve my way of writing to make it more interesting It helps us to correct/see my mistake that I don't realize (Student H)

Sharing writings, providing suggestions, and submitting comments in the academic writing class discussion forum represent collaborative learning. With this shared learning method, students interact with one another and learn from each other. Students considered that the collaborative activities in the academic writing class had succeeded in triggering a good learning climate. They get motivation from their friends' comments, so they sense self-confidence. Several researchers (Steinberg et al., 1996; Furrer & Skinner, 2003; Perdue, Manzeske, & Estell, 2009; Fredricks, 2011) found a positive correlation between good relationships with friends and academic achievement.

Friends become partners to build each other's academic abilities, especially writing skills. Friends can reinforce and encourage students' positive attitudes toward activities provided by the instructors.

4.4 Promoting teacher's supports by giving detailed feedback in a timely manner

Instructors in the academic writing class realize that their support is significant to encourage them to increase engagement in learning activities. Giving feedback to students is one effective way to make students understand the extent to which students have achieved learning progress or expected

results. Instructors have several ways to provide feedback in academic writing classes that students find helpful:

- explaining the essay scoring system through rubrics
- providing feedback to all students without exception and promptly
- providing opportunities for students to practice repeatedly

Explaining the essay scoring system through rubrics is an effective way to provide feedback to students. At the beginning of the lecture, the instructor introduced the analytical assessment rubric to students. Several rubric components such as grammar, vocabulary, mechanics, the writing organization, the content, and their scores are presented so that students know what to expect from their essays.

Giving feedback to all students without exception and on time is another way of giving feedback which is very powerful but not always easy to do. For this goal, the instructor should read about twenty essays carefully and assess the strengths and weaknesses of the student essays.

The feedbacks from Pak Ginting are very detailed as well as quick, and the feedbacks help me to improve my writing (Student A)

For me the great activity in essay writing class is when the teachers help me to fix my grammar issues. Honestly sometimes when we are expressing our opinion, we forget to Notice the errors of grammar. And the corrections from the lecturer can helpful students to do his essay writing (Student B)

To facilitate precise and fast assessment, instructors use several apps such as Grammarly. The Grammarly application is very accurate for assessing the quality of sentences from several aspects such as vocabulary, grammar, writing style. In addition, some suggested sentences marked with different colors are very informative to tell students which parts need improvement.

It was very helpful because from the feedback my teacher gave me, I could tell if there was a mistake to correct or if my answer was clear enough or not. So I can understand more about the related material (Student C).

Same as the previous question. That way it'll remind me to not make those mistakes again.
I find that teacher's feedback is helpful and important for me. Because from that feedback I can know what is right or wrong with my essay (Student D).

I usually have difficulty in making a text, such as grammar, vocabulary, and points that I want to tell. I am very happy to have a teacher that tells me my mistakes, in that way I can understand which subject I should improve. It makes me aware of my mistakes so that I can avoid doing the same mistakes. It also gives me new knowledge most of the time (Student E).

I find that the teacher's feedback will improve my skills in that subject. I also will know the correct answer and recheck my answer. With teacher feedback, it made me understand when I made a mistake and I'll improve in the future. The teacher gives an underlined word if the word is incorrect so the student can study how to make a good paragraph or sentence. From my teacher's feedback, I know which part of my work is wrong. All this time teacher feedback is really I because the teacher gave proper corrective measures (Student F)

During the experience of providing feedback, instructors sometimes must work late into the night. However, doing the job is fun for the instructor and not a burden. After the instructor finished the assessment, he then distributed all the essays to the students.

In the next step, the instructor provides students opportunities to continue practicing repeatedly. Students are asked to pay attention to the feedback from the instructor and provide revisions with a more extended deadline. Most

students like this repetitive practice model. They get a chance to revise their article before the instructor marks it. In this study, the researcher found that 62.5% said they strongly agree that the three methods help them make sound academic essays. Meanwhile, 37.5% said that they enjoyed the instructor's feedback technique.

I find feedback from my teacher helpful for me to improve my writing skill.
16 responses
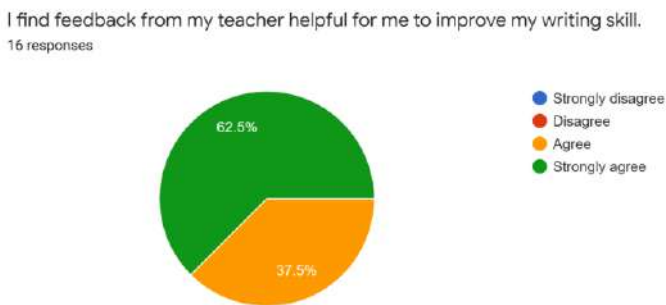
Figure 4. 4

Teacher support is an important factor in increasing student engagement and academic performance (Connell & Wellborn, 1991; Birch & Ladd, 1997; Cothran & Ennis, 2000; Fredricks, 2011; Ryan & Patrick, 2001; Furrer & Skinner, 2003; Klem & Connell, 2004; Akey, 2006). In this study, teacher support to improve students' academic writing skills was carried out through providing clear, detailed, and on-time feedback. Students perceive the technique with a positive perspective. They know how far they are making progress in the class and see the feedback technique as a form of instructor care.

Students' positive perception towards teacher support is very influential on involvement in learning activities (Furrer & Skinner, 2003). Even though sometimes students find many weaknesses in their writing, they are even more motivated to practice repeatedly to achieve maximum writing quality (Connell & Wellborn, 1991; Akey's 2006). In short,

students who felt that their teachers cared about their students' well-being were more likely to be concerned about learning goals, were active in classroom activities and performed better than students who felt their teachers did not care about their students.

4.5 Managing the structure of instructional design for the academic writing program

During the pandemic period, teaching and learning activities on campus are implemented online, including this academic writing class. To facilitate the implementation of education, campus leaders make policies regarding the use of MS Team as the only Learning Management System platform for all courses. The students were delighted with the campus leadership's policy to use this one Management system.

In MS Team we can share our own work, give comments to our friends' work, and get feedback. We also can see our friends' work which can give us a better understanding about the materials (Student A).

There are a lot of features in MsTeams that could support the lecturer in giving me the feedback. For example, MsTeams has a highlight feature in. It helps me to know which paragraphs that I should fix (Student B).

Ms teams is a platform that can help students to share their assignment so that our classmates can see our assignment and can give their suggestions too furthermore with Ms teams the lecturer can give feedback so that we are know where the mistake we make in the essay (Student C)

The main problem I have with MS teams is that it lags and sometimes doesn't respond when I click. These results make me try to say something in chat, but it goes through minutes after its relevant (Student D).

Because it's convenient. We can access it from any gadgets. All the chats and (some) meetings are recorded. I think this class utilizes MS teams the most. Everything related to the class is categorized within the app, so finding class resources and materials are quite easy and efficient. (Student E)

If the lecturer or friends give me feedback or correction about my mistakes if they tag my name and I immediately get the notification about it (Student F).

The instructor has designed the instructional design for the academic writing course in the MS Team quite well. Preparing approximately eight modules for the whole semester, the instructor consistently made content for each module. For example, the academic writing course consists of the introduction of the module, the instructional videos, the assignments, and teleconference schedule.

Regarding the introduction of the module, the instructor explains the objectives or the learning goals to achieve. For example, after completing module one, students can explain the meaning of phrases and make examples of phrases in English.

The instructional videos contain explanations that the instructor gives to each module. These videos are generally about five to ten minutes long. Several web-based applications are beneficial for instructors to make these instructional videos, such as Screencastomatic and Camtasia. Screen recording applications on Android such as AZ Screen recorder are also compelling.

The assignments are made in two forms, namely discussion, and project. To encourage all students to practice the competencies expected in each module. In general, instructors intentionally put information about assignments on videos. This technique is solely to encourage students to watch the complete instructional video. In the module, synchronous meeting activities are scheduled to discuss the

students' tasks, deliver evaluation results, and provide solutions to the problems students face.

The students are required to complete these eight modules in one semester. The second week of a module (7 days) encourages the students to prepare project assignments such as writing essays, reports, or other forms of activity that reflect specific performance skills:

Module One (1)   : What is a phrase?
Module Two (2)   : Sentences and Clauses
Module Three (3)   : Coherence and cohesion
Module Four (4)   : Basic characteristics of academic writing
Module Five (5)   : The credibility of academic writing
Module Six (6)   : How to develop topic sentences and supporting sentences in argumentative essays
Module Seven (7)   : How to write argumentative essays persuasively
Module Eight (8)   : Projects

Each of these eight modules is completed in fourteen days or two weeks. The first week (seven days) of a module is prepared to encourage the students to deepen their understanding of a new concept the instructor teaches through a discussion. All students must be actively involved in discussions by answering prompt discussion questions and giving comments as many three times as to their friends' posts.

The followings are the activities that the students must do during the academic writing course:

1. Learn the structure of a five-paragraph essay
2. Use various strategies to write the lead-in and introduction.
3. Write a clear thesis statement and essay map
4. Write an essay that demonstrates unity, coherence, and completeness.

5. Support general statements with practical examples.
6. Develop examples with specific details to illustrate a point.
7. Proofread for minor/primary grammar and mechanical errors.

Several authors, Marks (2000), Shernoff et al. (2003), Akey (2006), and Fredricks (2011), say that the instructional design that the teacher designs is indeed recognized as one of the factors that affect engagements and achievement. Suppose the structure of the instructional design is orderly and easy to understand. In that case, students will understand all the expected performance and thus try to adjust and meet these expectations.

Shernoff et al. (2003) and Marks (2000) say the instructional design impacts the learning atmosphere and appreciation of students. A learning environment that is respectful, fair, safe, and encourages positive communication benefits students, increasing their engagement and performance if students perceive the rules of behavior as transparent and fair. Students will automatically be motivated to engage in class and perform at a high level (Akey, 2006; Fredricks, 2011).

CHAPTER V
CONCLUSIONS AND IMPLICATIONS

5.1 Conclusions

While the findings are not universally generalizable in many contexts, they still provide college EFL teachers and other subject teachers with a glimpse into what should be considered when and how instructors develop instructional models in writing deciding academic classrooms. According to this study, the implementation of the flipped classroom paradigm in English lessons enhanced students' academic performance in general. The flipped form of instruction yielded encouraging results in this study, including improved student learning outcomes in academic writing. One factor for learning academic writing skill is that students in the flipped group proved to be more capable of accessing various resources. Students finally sought interactive learning tools and resources to expose themselves to English.

Teachers need more developed strategies to teach English learners. This paper describes how teachers' creativity increases student engagement, so that students' academic writing skills increase. Finally, from the results of observations, student writing and surveys, the author succeeded in using the faculty's creativity in various ways: designing relevant lesson designs, integrating flipped learning models, creating a conducive learning atmosphere, encouraging students to collaborate. All of these elements have been shown to have an impact on their learning.

Students learning English deserve the opportunity to study in a safe classroom with a teacher who cares about the interests of the whole child. Providing opportunities for English learners to access various resources and courses

allows them to comfortably engage in a classroom where they can feel included and build on their identity as a learner. Engagement is key to fostering high levels of engagement through connectivity and understanding with the teacher. A deeper understanding of student engagement, such as B. academically rigorous instruction, lively instruction and connectivity will allow educators to relate to the social and cultural capital of English learners. This theme drives the impact of student engagement by providing access and a sense of belonging to the educational field for all students.

5.2 Implications

Teachers play an essential role in assisting students in developing advanced writing skills. Teachers must be aware of the implications of their participation in guiding student engagement. Teachers can enhance the frequency of teacher-to-whole-class interactions even when they are working online.

One method to consider is providing comprehensive, timely, and thorough feedback to all students. Teachers must also enrich classroom assignments and activities by including presentations and organizing panel discussions to make the classroom more vibrant and entertaining. It is also a good teaching strategy to give students various ways to ask questions.

When providing assignments or quizzes, the teacher must ensure that all of the material is pushed onto pupils to review and learn independently. Supplemental learning materials, such as films, books, and exercises, are created to aid self-study and inspire students to apply how much they have learned.

The findings of this study suggest that instructors should continue to update their knowledge and skills in the classroom through training, professional development, and teamwork. Even if teachers have many years of teaching

experience, it is critical to keep themselves updated on pedagogical and technology expertise, especially in pandemic.

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GLOSSARY

Achievement	:	the quality and quantity of a student's work
Acquire	:	to get (something)
Adjustment	:	the act or process of adjusting
Anonymous	:	not named or identified
Anxiety	:	fear or nervousness about what might happen
Assembly	:	the fitting together of parts into a complete structure, or unit
Attainment	:	the act of attaining something: the condition of being attained
Attendance	:	the act or fact of attending something or someone
Attitudes	:	a feeling or way of thinking that affects a person's behaviour
Behavior	:	the way something /a person moves, functions, or reacts
Cognitive	:	based on or capable of being reduced to empirical factual knowledge
Competence	:	the ability to do something well: the quality or state of being competent
Comprehensive	:	having or exhibiting wide mental grasp
Consent	:	to agree to do or allow something: to give permission for something to happen or be done
Conventions	:	a custom or a way of acting or doing things that is widely accepted and followed
Corroborated	:	to support with evidence or authority: make more certain
Curriculum	:	the courses that are taught by a school, college, etc.
Decode	:	to recognize and interpret
Diction	:	the way in which words are used in speech or writing

Discourse	:	the use of words to exchange thoughts and ideas
Efficient	:	capable of producing desired results without wasting materials, time, or energy
Engagement	:	emotional involvement or commitment
Enrich	:	to make rich or richer especially by the addition or increase of some desirable quality
Ethics	:	the discipline dealing with what is good and bad and with moral duty and obligation
Exposure	:	the fact or condition of being affected by something or experiencing something: the condition of being exposed to something
Genres	:	a particular type or category of literature or art
Hallmark	:	a quality, ability, etc., that is typical of a particular person or thing
Indigenous	:	produced, living, or existing naturally in a particular region or environment
Inevitable	:	sure to happen
Inference	:	the act or process of reaching a conclusion about something from known facts or evidence
Influential	:	exerting or possessing influence
Insight	:	the ability to understand people and situations in a very clear way
Interpretation	:	the act or result of explaining or interpreting something: the way something is explained or understood
Involvement	:	the act or an instance of involving someone or something
Linguistic	:	of or relating to language or linguistics
Literacy	:	the quality or state of being literate
Literature	:	writings in prose or verse- especially writings having excellence of form or expression and expressing ideas of permanent or universal interest

Massive	:	forming or consisting of a large mass:
Overwhelmed	:	completely overcome or overpowered by thought or feeling
Pandemic	:	occurring over a wide geographic area (such as multiple countries or continents) and typically affecting a significant proportion of the population
Pedagogical	:	of, relating to, or befitting a teacher or education
Phenomenon	:	something (such as an interesting fact or event) that can be observed and studied and that typically is unusual or difficult to understand or explain fully
Precise	:	very accurate and exact
Predictor	:	someone who declare or indicate in advance
Premise	:	a statement or idea that is accepted as being true and that is used as the basis of an argument
Pressured	:	The stress or urgency of matters demanding attention
Prevalent	:	accepted, done, or happening often or over a large area at a particular time: common or widespread
Proficient	:	well advanced in an art, occupation, or branch of knowledge
Punctuation	:	the act or practice of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units
Reciprocal	:	used to describe a relationship in which two people or groups agree to do something similar for each other, to allow each other to have the same rights, etc.
Reconstruct	:	to build or assemble (something) again
Regenerate	:	formed or created again
Restrictions	:	a limitation on the use or enjoyment of property or a facility

Self-disclosure	:	an act of intimacy and serves as a maintenance strategy
Self-discovery	:	a travel, pilgrimage, or series of events whereby a person attempts to determine how they feel, personally
Shrewdness	:	marked by clever discerning awareness and hardheaded acumen
Sociolinguistic	:	of or relating to the social aspects of language
Syntax	:	the way in which words are put together to form phrases, clauses, or sentences
Tutorial	:	a paper, book, film, or computer program that provides practical information about a specific subject

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Promoting Student Engagement
In Academic Writing Class

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