Academic Writing Development in English: An Action Research Project

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Abstract- Academic Writing is considered as the most important yet most difficult task for learners at secondary and higher education levels in Pakistan.Academic writing is the most difficult of all the four skills of a language (Garcia & Isabel, 2018). Nevertheless, it is considered as one of the prerequisite skills, the enrolled learners at college and undergraduate level need for various educational purposes including passing the exams (Dar & Khan, 2015). One way to study this issue is to first identify the problems of the learners in their academic writing and then seek a pedagogical intervention.The currentstudy followed this approach. It identified the difficulties of intermediate students of pre-engineering in academic writing at Government Ghulam Hussain Hidayatullah Higher Secondary School and then in the next phase it developed their academic writing skills by employing instructional teaching and practices through a content-based approach. An essay was used as a tool that assessed in a 5-point Analytical Rubric adopted by Angel and Garcia (2019). The scale included discourse, organization, syntax, convention, and vocabulary as the parameters/categories. Each category was marked for five marks individually and thus making a collective score of twenty-five marks for an essay. The methodology, employed in the research, was an action research that selected thirty participants as purposive sampling. Data was analyzed using descriptive statistics atpre-actional phase and post-actional phase to know the extent of improvement. The findings revealed that the participants were found weak in essay writing under academic writing at pre-actional phase level and later improved their competence and performances after the intervention of teachingpractices through a content-based approach. The scores of the essays increased at each category of the assessment gradually. Thus, the findings pave way forward for conducting more action research plans on developing academic writing skills in English and it also encourages further detailed research in this area.

Keywords: Academic writing, content-based approach, discourse, organization, syntax, convention, vocabulary

I. 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 students in Pakistan. There is a myth that 'English is all you need for your success in Pakistan' (Philipson, 2012). In Pakistan, the English language is taught as a compulsory subject at all levels of education (Shoukat& Ghani, 2015). Moreover, English, being a second and higher education language, that is taught to students from class one, still creates serious problems for students to get command over four general language skills especially writings because students learn all their major subjects in English (Dar & Khan, 2015, p.122). In addition to this, they are also required to use academic writing skills to get good grades (Mirza & S.Mirza, 2016). Farooq in 2012 said academic writing is a complex, cognitive, recursive, and evolving process (Farooq & Hassan, 2012). Unfortunately, students do not possess enough writing capabilities because they do not engage themselves in writing practices. Most language practitioners turn very conscious while doing academic writing because it demands specific ideas of and good command on target language.

Researchers have been using different theories such as product-oriented, process-oriented, genre-based, skills approach, content-based, and multiple approaches, in different ESL/EFL contexts to teach academic writing at different levels. The current study aims to identify the Error Patterns/difficulties in academic English writings faced by Hyderabad's public intermediate students by pre-test and posttest method of research through the analytical rubric of Angel and Garcia, 2019. It implements the instructional practices of Fitzmaurice and O'Farrell (2013) through content-based approach to improve the academic writing skills in English.

Research Questions
Following questions are undertaken in the current study:
1. To what extent do students face difficulties in academic writings in the English language in the pre-actional phase at a college in Hyderabad, Pakistan?
2. To what extent do the content-based approach help learners improve their academic writing in the English language after the actional phase at a college in Hyderabad, Pakistan?

Fitzmaurice and O' Farrell (2013) have given many activities, suggestions, and patterns for teaching learners academic writing in English. However, some of the material has been adapted from the book for teaching academic writing skills in English. The book has been used in Trinity College, Dublin for developing students' academic writing. The intermediate students in the entire Sindh province have been taught three books of English that heavily burdens the learners not to concentrate on academic writing. Fortunately, a content-based approach to teaching academic writing will not only help learners to master their textbooks but also to learn academic writing skills. In this approach, the contents, and the contexts of the prose book of intermediate are transformed into language tools and instructional activities are carried to involve students in practicing contents and academicwriting. CBA simply specializes in the textbook through many activities that mechanically will lead the students to accumulate L2 or the target language.

II.   REVIEW OF LITERATURE

2.1. ACADEMIC WRITING
Academic writing in the English language is a composite phenomenon for many ESL/EFL learners. Kim (2000) finds it as "the most complex and slowest process having an integral part of complex thinking, social and personal ethics, and special differences that have its grammar construction, vocabulary, logic and ending.But nevertheless "Academic writing is widely recognized as a key skill for students to lift their educational performance at higher education level"(Sajid & Siddique 2015). The secondary level students in Pakistan face difficulties in their written expression while communicating in academic and real-life situations (Dastgeer & Afzal, 2015).
Following section briefly reviews different approaches to writing.

2.2 APPROACHES TO ACADEMIC WRITING
Lea (2004) mentions three theoretical approaches to writing namely: 1) a skills approach; 2) a process approach or academic socialization; and 3) an academic literacies approach.

2.2.1. Skills Approach
Skills *approach* is cognitive and dependent entirely on the individual. This view assumes that students can learn the generic skill of writing and then transfer their learning successfully to wide and varied contexts and audiences (Luna & Ortiz, 2013).

2.2.2. The process or Academic Socialization Approach
The processor academic socialization approach acknowledges that academic writing is not an infantry skill that children are born with, but it is concerned with the process of learning that how to write in academic contexts. It is the approach that focuses on the writers' procedures of the written texts, its planning, addressing, reviewing, and adjusting meaningful linguistics components into the texts (Hedge, 2005, P.154).

2.2.3. Academic Literacies
AcademicLiteracy in its broadest experience is set to gain the epistemologies, essential for socialization in a dissertation. Instructional literacy encompasses several literacies: crucial literacy, analyzing,writing, facts literacy, visual literacy, photograph literacy andso forth.It is about learning to put in writing as an educator, scientist, or engineer. The context or discourse is situated, nuanced, complicated, and constantly shifting. However, Lea & Street (2006), considers it a mixture of both, the skills approach and academic socialization approach but with some new features of its own. Unlike academic socialization, it emphasizes the relationship of power, authority, meaning making, and identity. The approach is a part of social and critical linguistics.

2.2.4. Product-Oriented Approach

Njoku, (2014) says that writing is mainly about linguistic knowledge in a product-oriented approach with appropriate use of words, sentences, and cohesive devices. In this approach, learning to write has four stages: adaptation, measured writing, directed writing and unrestricted writing (Njoki, 2014). Moreover, the teachers-centered approach is followed in POA because the aim of using this approach to writing is to control the learners and generate the final piece of writing, called product. According to (Kriukova, 2020), POA is perceived as a traditional approach to teaching academic writing because it is based on the final product or assessment of students' writing. The approach is mostly used in the Pakistani context because students are measured based on their final products. The researcher has proposed four levels in this regard. The first one is reproductive and productive, in which the teachers ask students to read the proposed texts and do exercises aimed at testing the level of understanding and its contents. The second one is lexical and grammatical design in which the teachers ask students to note the chunks of phrases, clauses, and sentences that are related to the testing contents. The third one is logical comprehension, in which the teachers try to develop an independent variable among students to formulate their ideas into logical sequences based upon requirements of the genre. The final one is the reproduction of the texts like the red one. At this level, students try to produce their texts based on previous reading it includes a demonstration of revised syntax and vocabulary.

2.2.5. Genre-Based Approach

According to (Paltridge, 2014), the word "genre" was first time used in L2 writing in the second language in the field of ESP in the UK in, the 1980s. it was argued that genre plays an important role in the field of L2 academic writing. This method was also very prominent in Australia at the time. Genre approach was a development of linguistics text its progress in academic writing that shifted from lexicogrammatically to rhetoric, and later rhetoric context. Genre in academic writing means a communicative term that includes academic stories, paragraphs, essays, research articles, thesis, and dissertation. "In Genre approach, it highlights that writing differs with the context where it is produced and used" (Njoki, 2014).

2.2.6.Content-Based Approach

The CBA in academic writing is an active approach to enhance the necessary capabilities that are like how writing is allotted, organized, and used in actual educational guides. Heriyawati et al, (2014) state that the basis for CBA to teaching and developing academic writing skills is a concept of second language acquisition that helps in analyzing a language well, learning a context of a language, and gripping over the course. Moreover, they mention that the contents of a book/course are transformed into language learning tools through different activities. Shih (1986) mentions that CBA is connected to specific academic knowledge or subject that helps learners to get command over both specific contents and language. He also argued that such instruction develops ways of thinking, researching, and writing skills required for incorporating academic tasks. He also explained that a content-based approach to teaching academic writing skills to students links the writing to the concurrent subject matter in one or more disciplines (Shih, 1986). This means that the learners study multiple subjects, they can use these academic writing skills in all the subjects taught in the English language. In CBA. An ESL/EFL course is attached to the specific content of a subject or language courses or a subject of language is attached to the courses in other disciplines.

2.3. PRINCIPLES OF ACADEMIC WRITING

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

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

2.4. ERROR ANALYSIS IN ACADEMIC WRITING

Norrish (1983) 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) 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), 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) 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). English writing skills are someway 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) categorized the errors into three categoriesthat 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) Nurjana (2002) 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.

2.6. 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), 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).

The analytical rubric of Angel and Garcia (2019)

Discourse	Organization	Syntax	Conventions	Vocabulary
• dentifies and addresses the content. • he purpose of writing. • he target audience.	• rganizes ideas into paragraphs. • aragraphs are coherent. • ses transition words to link ideas.	• orm simple, compound, and complex sentences cohesively. • ink sentences using conjunctions, adverbs, and transition words.	• pelling, grammar, and punctuation are used correctly.	• exical items related to the text's content are used. • ord usage is appropriate for the writing task.

This model is adopted for the present research because it contains those errors that mostly ESL and EFL learners commit while doing academic writing. The researchers aimto adopt the Content-Based Approach to teaching academic writing to intermediate students because the intermediate students, in Sindh, Pakistan, have three different English books as a part of the national curriculum. They write to cover the texts in those books. "on this technique, the contexts of the various contents are transformed into language mastering device" (Heriyawati, Sulistyo, & Sholeh, 2014). Learners not only learn the academic writing but also the content of prescribed books. However, CBA simply specializes in the contents which mechanically will lead the scholars to gather L2 or the goal language" (Heriyawati, Sulistyo, & Sholeh, 2014). The researcher aims to use Instructional teaching practices from students prose books and some material adapted from Fitzmaurice and O'Farrell (2013) through a content-based approach that will be taught to students in the actional phase to lessen the Error Patterns/difficulties in academic writing essay in the English language. These practices can enhance students' academic writing.

III.   RESEARCH METHODOLOGY

3.1. RESEARCH DESIGN
The researcher has chosen action research because academic writing in English has become a societal issue for many ESL countries due to the supremacy of the English language inHigher Education. Themain researcher has been an English language teacher at a college in Hyderabad and he observed that academic writing skills in English are weak. That is why, an action research plan was carried out. Using purposive sampling, a total of 30 students of intermediate(pre-engineering) were contacted at a college in Hyderabad. These 30 students were given practical exposure in thirty credit hours by the researcher-teacher to develop their academic writing skills in English.A pretest-essay was used to identify the Error Patterns/difficulties in academic writings in the English language. Students were asked to write 300 words essay on "Pakistan and the modern world." The topic was already included in their English syllabus. The essay was chosen because this chapter had been taught to students before they were asked to write an essay on the topic. A5-point Analytical Rubric was adopted by Angel and Garcia (2019) to identify Error Patterns/difficulties in academic writings in the English language.

Furthermore, instructional teaching practices adapted from Fitzmaurice and O'Farrell (2013), were used through a content-based approach with the aim of addressing the Error Patterns/ difficulties in academic writing in English but also to develop essay writing in academic writing. The researchers also divided the lessons, given in the prose book, into many activities that addressed the problems that they would have in their academic writings.

In the next phase of the study, participants were asked to write 300 words essays on the same topic they attempted in the pre-test and additionally on one more topic that was covered during instructional phase.

3.2. DATA ANALYSIS
2.2.1.   Assessment Criteria
The researchers used the Analytical Rubric of Angel and Garcia (2019), to grade the students' essays at the pre-actional phase stage and post-actional phase 1 and 2. The essay was assessed on (i) Discourse; (ii) Organization; (iii) Syntax/Structure; (iv) Conventions; (v) Vocabulary.The essay carried 25 marks and it

was graded from twenty-five marks. Each category of the assessment carried five marks. The researchers planned an instructional teaching practice through a content-based approach to improving learners' academic writing in English.

IV. RESULTS AND DISCUSSION

Table 1 below presents the score of the students before the intervention. It shows the number of participants who participated in the pre-actional phase that means before the intervention, with actual number of their assessment. However, only thirty students of GGHHHSS, were asked to write a 300-word essays on the topic "Pakistan and the Modern World," That had already been taught to students by their respective subject teacher in the class. The students were found weak in discourse, organization, syntax, convention, and vocabulary because the result showed that the students could not get high scores in the respective portions of assessment at their pre-actional phase.

No of participants	Discourse	Organization	Syntax	Convention	Vocab	Obtained Marks	Total Marks
1	1	2	2	3	3	11	25
2	2	2	2	3	2.5	11.5	25
3	2.5	3	2	3	2.5	13	25
4	2	3	1.5	2.5	3	12	25
5	1	2.5	1.5	2.5	2.5	10	25
6	1.5	3	1	3	2	10.5	25
7	1.5	2.5	1	2.5	2	9.5	25
8	2	1	1	3	2.5	9.5	25
9	2	1.5	1.5	2.5	2.5	10	25
10	2	1	1	2	3	9	25
11	1.5	1	1.5	2	3	9	25
12	1	2	1	3	2.5	9.5	25
13	1.5	2	2	2.5	2.5	10.5	25
14	1	2.5	2	2	2.5	10	25
15	2	2.5	2	2	3	11.5	25
16	3	1	2	2.5	3	11.5	25
17	1.5	1.5	2	3	2	10	25
18	2	1	2	3	2	10	25
19	2	2	1	2.5	2.5	10	25
20	3	2.5	1	2	2	10.5	25
21	2	3	1	2	3	11	25
22	2.5	3	1.5	3	2.5	12.5	25
23	3	1.5	1	2.5	2.5	10.5	25
24	1	3	2	3	2	11	25
25	1	1	2	2.5	2.5	9	25
26	1	1.5	2	2.5	2.5	9.5	25
27	1	1.5	2	3	2.5	10	25
28	2.5	2	2	3	2	11.5	25
29	2	3	3	2	3	13	25
30	2	2	3	2	3	12	25

Table 1. Individual Result of Students Essays Before Intervention (Pre-Actional Phase

However, each category was given five marks, yet majority of the participants were failed to exceed from three marks that indicates towards a need of intervention. The details of each category and their awarded marks are as follows.
However, the overall figure of obtained marks is lesser than the half of the total marks that indicated that students were weak in their essays in English. They need improvement in their academic writing in English. The descriptive statistics of pe-intervention phase is given below with its description.

	N	Mean	Std. Deviation
Discourse	30	1.8333	.67381
Organization	30	2.1000	.77013
Syntax	30	1.6833	.56452
Convention	30	2.5333	.41384

Vocabulary	30	2.5167	.38254
Total ObtainedMarks		10.3636	1.28629

Table 2. Pre-Actional Phase Descriptive Statistics

According to table 2, the scores of participants' essays at pre-actional phase were assessed through analytical rubric of Angel and Garcia (2019), and calculated their scores mean and standard deviation in each portion of essay. The (M) of discourse was (1.8), organization had (M) of (2.1), the (M) of syntax stayed at (1.68), convention's (M) lasted at (2.53), and the (M) of vocabulary was (2.51). In addition to this, standard deviation of each portion was also calculated at this stage. The (SD) of discourse was (.67), organization was (.770, syntax was (.56), convention was (.41), and vocabulary was (.38).

Next,table no 3, shows the number of participants who were approached to compose a 300-word article again on the theme "Pakistan and the Modern World". The outcome demonstrated that the participants showed gradual improvement and higher scores than the pre-actional phase in the individual parts of evaluation after the intervention of actional phase.

The results of table 3 can be further discussed as;

1. Discourse: the participants showed relatively improvement in their scores in the section after intervention. This time only one pupil secured (3.5) marks in the section in his essay, twelve participants got (4 score), eight members acquired (4.5) marks, and nine pupils saved 100% marks means (5) out of (5) marks that show adequate improvement in their scores in their essays as compare to their result of pre-actional phase.

2. Organization: There has also been a gradual and comforting increase in the score of their essays in the portion. At this stage, four participants got (3.5) marks in the section while nine pupils secured (4) marks, eight members acquired (4.5) marks and nine individuals saved fully marks means (5) from (5) that shows a sufficient increment in their scores in the portion in contrast to the pre-actional phase scores.

No of participants	Discourse	Organization	Syntax	Convention	Vocab	Obtained Marks	Total Marks
1	1	2	2	3	3	11	25
2	2	2	2	3	2.5	11.5	25
3	2.5	3	2	3	2.5	13	25
4	2	3	1.5	2.5	3	12	25
5	1	2.5	1.5	2.5	2.5	10	25
6	1.5	3	1	3	2	10.5	25
7	1.5	2.5	1	2.5	2	9.5	25
8	2	1	1	3	2.5	9.5	25
9	2	1.5	1.5	2.5	2.5	10	25
10	2	1	1	2	3	9	25
11	1.5	1	1.5	2	3	9	25
12	1	2	1	3	2.5	9.5	25
13	1.5	2	2	2.5	2.5	10.5	25
14	1	2.5	2	2	2.5	10	25
15	2	2.5	2	2	3	11.5	25
16	3	1	2	2.5	3	11.5	25
17	1.5	1.5	2	3	2	10	25
18	2	1	2	3	2	10	25
19	2	2	1	2.5	2.5	10	25
20	3	2.5	1	2	2	10.5	25
21	2	3	1	2	3	11	25
22	2.5	3	1.5	3	2.5	12.5	25
23	3	1.5	1	2.5	2.5	10.5	25
24	1	3	2	3	2	11	25
25	1	1	2	2.5	2.5	9	25
26	1	1.5	2	2.5	2.5	9.5	25
27	1	1.5	2	3	2.5	10	25
28	2.5	2	2	3	2	11.5	25
29	2	3	3	2	3	13	25
30	2	2	3	2	3	12	25

Table no 3. Individual Result of Students' Essays after Intervention (Post-Actional

3. Syntax: the population reflected a capable addition in their scores in the constituent in their essays. However, at the current level, only three students secured (3.5) marks, ten pupils saved (4) marks, eight members acquired (4.5) marks, and nine students got fully marks that displayed a fruitful enhancement in their scores in comparison to their previous scores.

4. Convention: The progress of the participants marked the gradual addition in their intelligibility in the portion in their essays. Only three pupils got (3) marks, while five participants saved (3.5) score, three members acquired (4) marks, eight students secured (4.5) score, and eleven participants saved complete marks that exhibited an enough enhancement in the performances of pupils in the essays in comparison with the previous performances.

5. Vocabulary: The promotion of pupils' performances in the section remained successful and reflected enough transformation after treatment. At the concerned level, among the directed population, only three students could secure (3.5) marks, nine students acquired (4) marks, eight participants got (4.5) marks and ten members acquired overflowing scores that delineates successive progress in the scores after the treatment in the scores and performances of students in their essays.

6. Overall Obtained Marks: In this portion the overall scores of the essays were described that displayed an outmost advancement in the competence and performances of individuals. The total marks kept for one essay was (25). There were three students who secured (19.5) marks, one pupil got (20) marks, two got (20.5), other two participants secured (21) marks, eight participants acquired (21.5), three disciples saved (22) marks, four learners achieved (22.5), four followers gained (23.5) and lastly, two participants secured (24) marks and one student acquired (24.5) that is only number lesser to the total score that successively described the speculative improvement in the scores at this level. The overall figures proved the unbelievable enhancement in the writings of the population after teaching practices and instructions.

Table 4. After Actional Phase-1 Descriptive Statistics

	N	Mean	Std. Deviation
Discourse1	30	4.4333	.44978
Oraganization1	30	4.4167	.52659
Syntax1	30	4.4167	.54272
Convention1	30	4.3000	.68983
Vocubulary1	30	4.3333	.47946
Total_Obtained_Marks1		21.8667	1.07674

As per the table 4, the scores of the members' essays after actional phase-1 were surveyed through the insightful rubric of Angel and Garcia (2019) and determined their scores (M) and (SD) in each part of the exposition. The (M) of discourse stayed at (4.43), and (SD) stayed at (.44), the (M) of organization remained (4.41), and (SD) remained (.52), the (M) of syntax marked (4.41), and (SD) marked (.54), the (M) of convention lasted (4.30), and (SD) lasted at (.68), the (M) of vocabulary rested at (4.33), and (SD) rested at (47), that revealed the surplus in the scores when comparing with the scores of pre-actional phase. In addition to this, the overall (M) and (SD) of assays were also recorded at this stage to insight the differences between the scores of pre-actional phase and after actional phase 1. The overall (M) stayed at (21. 8667), and (SD) lasted (1.07), that indicates indulgence and improvement in the scores in contrast to the scores of pre-actional phase.

Table 5. Individual Result of Students Essays after Intervention (Post-Actional Phase-2)

No of participants	Discourse 2	Organization 2	Syntax 2	Convention 2	Vocabulary 2	Total Obtained Marks 2	Total Marks 2
1	4.5	4.5	5	5	4.5	23.5	25
1	4	5	5	5	5	24	25
2	4	4.5	5	5	4	22.5	25
1	5	5	5	5	5	25	25
3	5	5	5	5	5	25	25
2	5	5	5	5	4.5	24.5	25
1	4.5	5	4.5	5	4	23	25
3	4.5	4.5	5	5	4.5	23.5	25
1	4	5	5	5	4.5	23.5	25
1	4.5	5	4.5	4.5	4	22.5	25
2	5	5	4.5	5	4.5	24	25
1	5	5	4.5	4	5	23.5	25
2	4.5	5	5	4	5	23.5	25
3	5	5	5	5	4.5	24.5	25
3	5	5	5	5	4.5	24.5	25
2	5	5	5	5	5	25	25
3	5	5	5	4	5	24	25
3	5	4.5	5	4.5	5	24	25
3	5	4.5	5	4.5	4.5	23.5	25
2	5	5	5	4.5	5	24.5	25
3	4.5	5	4.5	4	5	23	25
2	4.5	5	5	4	5	23.5	25
1	5	5	5	4.5	5	24.5	25
1	5	5	5	5	4.5	24.5	25
1	4.5	4.5	5	5	5	24	25
1	4.5	4.5	5	4.5	5	23.5	25
3	4.5	4.5	5	4.5	5	23.5	25
2	5	5	5	4	5	24	25
3	5	5	5	4.5	5	24.5	25
2	5	5	5	4.5	5	24.5	25

Table no 5, shows the responses of students on the essay "life in the universe" that was taught to students at the time of teaching instructions after the pre-actional phase. It shows how much improvements have the students done in their assay writing. The result shows an advancement in the responses of students as compare to the result the pre-actional phase and after actional-phase 1. Furthermore, the participants enhanced their knowledge sufficiently and successively among all the five assessed items that are discourse, organization, syntax, convention, and vocabulary. Each of them carried five marks and none of the participants was awarded lesser to 4 marks that shows the value-ability of the instructions provided after the pre-actional phase. The details of the scores of each category is described below.

1. Discourse: the pupils showed their strength in the section and ameliorate their scores in contrast to their pre-actional phase result. At this time, the minimum score, that the participants made, was 4 and it was secured by only (3) pupils, while ten members acquired (4.5) marks, and majority of the students

got the full scores. It shows an act of moving forward towards the achievements as compare to the results of pre-actional phase.

2.   Organization: all the members successively moved their skills and scores on high ranks in this section, at this time, in comparison to the scores of pre-actional phase. The minimum score that the participants got was (4.5) that is near to the full score of the section and most of the students scored the full marks astonishingly. In numbers, only the eight members acquired (4.5). marks while twenty-two members secured (5) from (5). The numeric itself proves the advancement of the participants in the section.

3.   Syntax: however, it was the section where the participants were found too weak, yet the members not only enhanced their knowledge but also their scores amazingly at this time. The least marks secured by pupils were (4.5) while the rest of the participants got the full scores, only five participants secured (4.5) and 80% of the population gained full marks. The numeric showed the pace of progress that how the participants had shaped up intelligence, knowledge and scores in the section as compare to pre-actional phase level.

4.   Convention: the progress of the participants was also remained successive at this juncture. Even though, all the members improved their competence and performances as high as it could be yet none of them scored lower than (4). The numerical numbers showed that only six pupils scored (4) marks, nine members secured (4.5) marks, and majority of the students scored the highest marks that was (5). The overall improvement of the participants was marked not only successive but also advanced as compare to pre-actional phase.

5.   Vocabulary: although the section was a bit problematic for the students at the time of their pre-actional phase, yet it was improved surprisingly at this time. because the pupils performed very well in the section after the instructions, provided them after acquiring their results of pre-actional phase. The minimum score that the pupils got was (4), less than half of the population acquired (4.5), and majority of the population was awarded full marks that showed their development and pace of improvement in the section when comparing their scores with the pre-actional phase.

6.   Overall Obtained Marks: the section describes the overall scores of the population from the total marks that were set (25). The overall results appeared not only successive but also effective. There were only two pupils who gained (22.5), two pupils secured (23), nine students got (23.5), six disciples acquired (24), eight educators saved (24.) and three learners got full marks. The overall numeric appeared surprising and successive that marks the treatment successful.

Table 6. After Actional Phase-2 Descriptive Statistics

	N	Mean	Std. Deviation
Discourse2	30	4.8000	.31073
Organization2	30	4.8667	.26042
Syntax2	30	4.9000	.24212
Convention2	30	4.6833	.40436
Vocuburlary2	30	4.7667	.36515
Total_Obtained_Marks2		23.9167	.68334

According to the table 6, all the participants, who took part in the pre-actional phase and after actional phase, were recorded their results at this level also. There were thirty participants who participated in the instruction. The mean and standard deviation of the scores showed consecutive improvements in comparison to the pre-actional phase. The (M) of the discourse was recorded as (4.8000) while the (SD) was recorded as (.31073), the (M) of the organization remained at (4.8667) while the (SD) rested at (.26042),the syntax's (M) remained (4.9000) while the (SD) rested at (.24212), the (M) of convention maintained (4.6833) while the (SD) sustained at (.40436, and lastly, the (M) of the vocabulary stayed at (4.7667) while the (SD) rested at (.36515) that represented intense representation in the section as compare to the pre-actional phase . Concludingly, the overall (M) of the essays was recorded (23.9167) and (SD) was recorded (.6833) that showed the unbelievable advancement and improvement in the scores when comparing with pre-actional phase overall scores.

V.   CONCLUSION

The present study implies course design, policymaking, and pedagogy. The study guides the basic principles of course design, policymaking, and teaching techniques, and adaptation in the L2 context. The present textbooks of the Sindh Textbook board lack the material of general English language skills including grammar, composition, essay, and academic writing. In ESL/ EFL context including Pakistan

where the English language plays an indispensable role, in education, business, media, and government, the officials need to design the books that have the material to get grip on general English language skills including academic writing, and teachers are needed to follow the suitable teaching methodologies and adapt or adopt the authentic material from the reliable sources. This study contributes to determining the content of the course for teaching academic writing and developing general English language skills in the case of Pakistan. However, the present study was limited to only one area of academic writing that was an essay under which only five categories were taken into consideration for the improvement that were discourse, organization, syntax, convention, and vocabulary while other areas like collocation, the figure of speech, phrases, idioms, etc, could also be considered. The treatment followed only material from the book of Fitzmaurice and O Farrell (2013), and prose book of intermediate level, Sindh textbook board, through only one approach that was the content-based. The study considered only two chapters of the book named "Pakistan and the Modern World" and "Life in the Universe", yet other lessons of the same book could also be utilized as a means of instruction. However, the study focused on only one book of intermediate level, yet some other books of intermediate level Sindh textbook are also referred like "Prisoner of Zenda" and "Two One Act Play" Un order to teach academic writing, the material from other books are also adverted. In addition to this, the population of the study was limited to only (n=30) participants that were the only male who was chosen from purposive sampling. The size of the population and gender matter in the research. Gender response variations have always been noted in the research. The present study is thus limited to only male participants (intermediate level, pre-engineering), for developing their academic writing in English.

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