

# Developing your Academic Writing Skill in English for High Education

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## Abstract

Writing is a process of showing ideas for explaining things that they are knowledge of human in the world, it is called “Academic Writing” or “Writing Skill”, it is nonfiction writing produced as part of academic work and writing that report on university research, writing produced by university, students and writing in which scholars analyze culture or propose new theories are all sometimes described as academic writing. There are eleven topics as [1.] How to develop your writing skills, [2.] Good grammar and usage make a differences, [3.] How to write good sentences, [4.] How to Writing and revising, [5.] What is a paragraph?, [6.] What is a topic sentence?, [7.] What are supporting sentences?, [8.] What is a concluding sentence?, [9.] How many are the types of paragraph?, [10.] Problems with writing and [11.] Essay write and examples that you understand them and practice, you will write paragraphs or academic writing skill. You can improve your skills in writing as paragraphs or essays or English sentences correctly and it help you develop academic writing skill in English for high Education.

**Keywords:** Developing; Academic Writing Skill; English for High Education

## Introducing

Many students today need a review of basic writing conventions before they can be equipped with college-level skills in writing, reading or critical thinking. (Kathleen T. McWhorteo, 2009 : 5). The another important human communication is Writing and is important for academic reference in modern times. Writing is a skill that everyone needs to learn in order to communicate properly when writing text messages in the language. The languages to be presented are the following: Developing a tertiary English skill or how to write a paragraph or an essay, therefore, writing is related to English sentences and some sentences are easy to understand and others difficult to understand. You must have a clear understanding (Chopong Kaveevorawuthi., 1994 : 563-571).

Writing is a process of showing ideas for explain things that they are knowledge of human in the world. There are many ways of writing, it is called “Academic Writing”. (Grammar.Yourdictionary, 2020:online). A broad definition of Academic writing is any writing done of fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at conference. (Academic-Writing, 2020:online). Students, Professors and researchers in every discipline use academic writing to convey ideas, make arguments, and engage in scholarly conversation. Academic writing is characterized by evidence-based arguments, precise word choice, logical organization and an impersonal tone. (Olovia Valdes, 2020:online) Beside of these, academic writing is, of course, any formal writing work produced in an academic setting while academic writing comes in many forms. So writer think that How to write?, And how to develop writing skills? Because someone doesn't know the forms or processes of writing. They could know and improve writing skills. If they want to write articles of English

Language to following as explaining and samples. For writing this “**Developing your academic writing skill in English for High Education**”, Writer had seen the important of writing and writing skill is an one communication system of people in various societies of the world. Although, the internet had had to connect ideas of people and they don’t only write the letters. Writing this article, the aim of the author is to present a tertiary English writing skill which is partly written by the literate. It has been written in many forms in the academic books or in the Internet, everyone can learn. Instead, I will propose issues related to improving the writing skills, you need to learn into eleven topics correctly as *[1.] How to develop your writing skills, [2.] Good grammar and usage make a differences, [3.] How to write good sentences, [4.] How to Writing and revising, [5.] What is a paragraph?, [6.] What is a topic sentence?, [7.] What are supporting sentences?, [8.] What is a concluding sentence?, [9.] How many are the types of paragraph?, [10.] Problems with writing and [11.] Essay write and examples*

These eleven topics, if you understand them and practice, you will write paragraphs or academic writing skill. You can improve your skills in writing as paragraphs or essays or English sentences for correcting communication. Also known as academic writing, references are also subject to further studies at various levels. Let’s me continuous to understand and the examples that will be discussed below.

### **How to develop your writing skill**

This topic is important very much. The first, I have a lot of ideas about how to improve a writing skill. Here are some of the most important things you need to do and think about before you start on this series of lessons: **[A]**. The first, What is your purpose or objectives?, If you have an objective, you will plan to write about your topic to very well. **[B]**. Write something every day. Whether you use a notebook or compose your ideas on a computer, it's essential that you practice writing on a regular basic. You should do very well to connect ideas. **[C]**. Look for or Find a place that is well-suited for writing. That could be a coffee shop, a library, or your bedroom. Whatever works for you is important. **[D]**. Monitor your progress. Date entries and keep your work well organized. By doing this, you will demonstrate to yourself your commitment to self-improvement. **[E]**. Writing is a means towards self-improvement and your ability to communicate. Even if the final product looks terrible, you still learned something. **[F]**. Don't fall in love with what you write. It can always be improved. And **[G]**. You must divide your articles by easy to difficult and you like and know very well inside of articles.

When you want to write for first thing that you think words and sentences of Language. Each language function consists of sentences and paragraphs that are joined together or linked by connectives. These language functions will be examined in detail in the following units. In the rest of this unit we shall look at the linking of sentences by means of connectives (R.R. Jordan,1999 : 9). Which is more difficult, speaking or writing?, Most people will say that writing is more difficult than speaking. Why?, When speaking to another person, you are forced to come up with the words and use the grammar on the spot, regardless of how it might sound when it leaves your lips. What you say is often imperfect. However, you say it anyway and you learn to live with your spoken word abilities. Writing, on the other hand, causes some people to freeze up. I think this is because they naturally want perfection when they write. (Surapong kongsat,2015 : 111-136)

My advice to you is to write as you speak. Don't worry too much about how the words and the grammar come out on the paper or the computer or the tablet. Let your imagination

go. Do what children do?, Children are effective learners because they constantly try new things. They aren't overly concerned about how something looks or how it sounds. They just do it. So, that's my advice to you. Just do it, and fix the mistakes later. Writing is work and it requires concentration. It isn't a leisurely chat over coffee. It's hard to do, but it can also be fun. After you write something, you will probably have to fix it. I constantly revise the things that I write. I'll eventually revise the page you are reading right now. Writing is revision. There are few people who can create a paragraph or an essay that is perfect the first time around. Students often don't have enough trust in themselves or they lack confidence. They worry about criticism (**Alice Oshima and Ann Hogue, 2006: 55-56**). The truth is, everyone makes mistakes. You already know that!, Finally, you should keep in mind everyone expresses himself or herself differently. English is a great language for self-expression. It's flexible and forgiving. While there are certain standards and rules that most good writers follow, the main variable is you. You express yourself in a unique way, and if you are communicating your ideas in a second language--in this case, English--you'll probably do it in a way that is interesting and pleasurable to read. You have a unique perspective. Use that to your advantage. Let's me next addressing.

### **Good grammar and usage make a difference.**

Many writers who are writing academic work worry grammar of language or English language. Students who are learning English for the first time struggle with writing because their English grammar and usage skills aren't fully developed yet; however, even advanced students have trouble when it comes to choosing the correct verb tense or forming adjectives. What's the solution? Write anyway. Students have to practice writing regardless of grammar skills. Writing helps a student learn how to use the language. If you haven't already completed the seven level course for English instruction. You can do that now. Don't worry about the length of time it takes (**Samran kamyng,2014 : 260**). You need a solid foundation in grammar when writing just about anything. If you are teachers or students in collage or university, you know and understand English at high level so you can write essays or paragraphs to be correcting. You passed all levels of your collage and university. Therefore, You learnt about sentence formation and joining ideas together. These levels are intended for intermediate and advanced learners of English. I urge all of my students to continue to improve their knowledge of English grammar, no matter what level of proficiency they have already achieved. That's all for now. In the next lesson, you'll learn about writing sentences. Let's me next addressing.

### **How to write good sentences**

This detail is very importance because the sentence is the basic unit for communicating an idea or information. When a verb and a subject get together and are joined by adjectives, adverbs, prepositions, and other words they form a sentence. Sentences can be long or short. They can be twisted into the form of a question or suggest multiple meanings. They can resemble the spoken language or take on a form only found in the written word. The ability to write a good sentence is essential to your ability to write well. For example; ***The population of the world is rising very fast.* (Kate L. Turabian,2010:200-201).**

If you are unsure of how to write a sentence, visit the Orange Level for this website. The first few lessons provide instruction for sentence formation. If you're ready to move on, let's practice identifying sentences. If a sentence is incomplete or missing necessary parts,

such as a verb or a subject, or if it is a clause but not an independent clause, you should be able to recognize that. In each of the examples, do you see a sentence or a fragment as [1.] *Whenever she's around.* [2.] *Give the man his car.* [3.] *As soon as we return from our trip.* [4.] *The only thing they forgot was to pack a lunch.* And [5.] *Because it's cold outside.*

Sentences 1, 3, and 5 are fragments. They are missing key parts that would make them complete sentences. The other two sentences, 2 and 4, are complete sentences. They have everything necessary to communicate information. Again, if you need to understand sentence basics, the Orange Level can help you with that before you proceed any further. Let's do a few exercises. (Audrey J. Roth, 1986:221). In this first exercise, join the prepositional phrase or dependent clause on the left with the independent clause on the right:

1. In the window + *there's a help wanted sign.*
2. If you don't like it, + *don't eat it.*
3. Before the movie started, + *we got some popcorn.*
4. Down the street on the left side, + *you'll see a gas station.*
5. He says + *he doesn't want it.*
6. As soon as our guests arrived, + *everyone ate.*
7. Because she never gets a break, + *she said she was leaving the company.*
8. Tired after a driving all night, + *they found a place to pull over.*
9. Following the accident + *there was an investigation.*

Of course, other combinations might be possible, but are they logical? One part of a sentence should match the remaining part. If two or more parts of a sentence don't match up, someone will point out that it does not make sense. Students who are just learning how to write often make this kind of mistake. To avoid that, keep your sentences short. As you become a better writer, you can lengthen your sentences as needed. You must think about the structural sentences or tenses that they will help you very well for writing to communication and there are meaning correctly (Samran Kamyang, 2014 : 130-146). Let's me to make sentences In the next exercise, combine two parts of a sentence to make one sentence. Write the new sentences in your mind. [ Example: *I don't know the woman. She teaches the class. New sentence: I don't know the woman who teaches the class.*]. You look these sentences and make new sentences. How did you do? While there are some different possibilities, then considering the grammar is in each sentences, following as;

1. I'm tired. / I'm hungry.  
*new sentence: I'm tired and hungry.*
2. The table is broken. / She's going to be upset.  
*new sentence: She's going to be upset about the broken table.*
3. The car is old. It's rusty. / It's also worn out.  
*new sentence: The car is old, rusty, and worn out.*  
*new sentence: The old car is rusty and worn out.*
4. These are the books. / We use them for class.  
*new sentence: These are the books that we use for class.*
5. He wants to get some information. / He wants to know how to start a vegetable garden.  
*new sentence: He wants to get some information about starting a vegetable garden.*

If these exercises were difficult for you. I recommend that you return to the grammar and usage lessons that are available on website or English books. After you write something, it's often necessary to revise it. It means you don't sure the grammar system of Language so you must return and read to understand that points that they aren't correct, specially English

sentences are many kinds and various meaning (Samran Kamyng,2014 : 203-220). However, I would like to tell you more things in the next statement when you often write and revising it but you don't worry very much because if it is that, you would not write sentences or paragraphs or essays. Let's me next addressing.

### **How to writing and revising**

When you arrived here. What do you know, How a good writer you are, I think you are still being on writing work to be a good work, it is called " Academic Writing ". There are not matter, you will eventually revise or rewrite something that you wrote. It doesn't matter how long or short the piece of writing. You will look at it and decide that it has to be changed; however, to begin with, you have to put the words on paper or into an electronic document before they can be revised. That's a problem for some people who attempt to write something, whether it's for a class, or a letter to a friend, or some other purpose. They are so intimidated by the idea of revising their work they fail to write any words at all. (Libguides., 2020:online). I always think of my writing as a piece of clay to be sculpted. It starts as a lifeless lump of nothing and then I gradually mold it into something that's recognizable. The words you choose to work with are similar to the clay; you must have the clay in order to do the work. If there are not any words to work with, you can't write anything.

If you are writer, you will ask me, "*Where do the words come from?*". I would like tell you that the words are the substance of your life, your experiences, and all of the studying that you have done. The words are there, but you have to work very hard to make them come out. You have to practice writing. Here's my advice:

1. Find from your experiences that you had learnt from others such as father, mother, brothers and sisters who lived with you. They will speak to you since you born in your family but it isn't possible, you can remember words and sentences until you are two or three years old. But it is your experiences for language.

2. Find from English books and English Dictionaries that there are English words. There related your work or topic that you want to write and make paragraphs to show ideas and communicate to others in society correctly.

3. Find a notebook that you can use for your writing and write in it every day. If you prefer to compose your ideas on a computer, as I do, use the computer to keep a journal or a blog. It's not necessary to show any of your writing to anyone when you are practicing; however, if you really want to improve your writing, you will show it to someone as a teacher, a friend, a classmate, a family member, or an online forum.

4. Don't be afraid to throw away or keep anything that you have written. If you really hate it, throw it away. But if you keep it, it provides future evidence of how much you have improved. I still have notebooks from the 1980s that contain writing I did for classes and writing I did for self-improvement. It can be both pleasantly surprising and embarrassing to look back on that work, so keep it in a safe place! I'm glad I still have it. After you have written something, let it sit for a day or two before you revise it. The passage of time helps to reveal areas where you can improve.

5. If you find a piece of writing by a professional author whom you really like, copy it word for word into your notebook. Of course, give credit where credit is due by also jotting down the name of the author. Copying the work of a professional writer gives you a better idea of how to structure a sentence and a paragraph. You can develop an appreciation for the work that writing requires, especially if you copy a very long passage. (Again, don't claim it as your own writing!)

6. Try not to let the voice of critics prevent you from writing. By writing we reveal a lot of personal information, not only about our personal lives and experiences but also about our abilities as writers and users of the language. Don't give in to the critical voices--including your own. The process of writing requires that you take risks. If nothing is written due to a fear of criticism, there's no gain in knowledge from the experience. So just write something and don't worry too much about what others think.

There are a number of ways to get started when faced with a blank piece of paper. When you think that to be correct and realities, you write it. You must observe it then check and survey with original sources until it is made it is real and correct to connect with your meaning. The next lesson addresses the subject of “**What is a paragraph**”. Let's me next addressing.

### **What is a paragraph?**

When you know sentences of English, next step you must think “ What is a paragraph?”. There are many Linguists said in websites, for example; A paragraph is a subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one speaker, and begins on a new usually indented line (**Merriam-Webster,2020:online**). A paragraph is a self-contained unit of discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences. A paragraph is a statement that it is added more sentences and there are main clause and subordinate clause. I always tell my students that a paragraph is a group of sentences that work together to develop an idea. (**Paragraph, 2020:online**).

How large or small that idea may be depends on what it is. On average there are usually between five to ten sentences in a paragraph. There could be fewer or more, depending on the type of writing that a person is doing. You'll notice that paragraphs in a sentence are sometimes composed of just one or two sentences. Sentences in a novel or an essay could number well over 20 or 30 sentences. The author is one variable. Then you have to consider the format, the audience, the purpose, the topic, and an assortment of other things when judging an appropriate length for a paragraph (Surapong Kongsat,2015 : 29-47). A basic all purposes paragraph is five to six sentences in length, and it may or not be indented. The indentation is the small blank space that appears just before the first sentence, which is usually the topic sentence. This is then then followed by three or four sentences that support the topic sentence. The paragraph ends with a concluding sentence.

**Paragraph** will make you a perfect man. If you look at any printed prose book, you will see that each chapter is divided up into sections, the first line of each being indented slightly to the right. These sections are called Paragraph. Chapters, essays and other prose compositions are broken up into paragraphs, to make the reading of them easier. For the beginning of a new paragraph marks a change of topic or a step in the development of an argument or of a story. In writing essays or other compositions, it is important to know how to divide them properly into paragraphs. For an essay not broken up, looks uninteresting and is not easy to read. A paragraph is a number of sentences grouped together and relating to one topic. Or, a group of related sentences that develop a single point. This definition shows that the paragraphs of compositions are not mere arbitrary divisions. The division of a chapter into paragraphs must be made according to the changes of ideas introduced. There is, therefore, no rule as to the length of a paragraph. It may be short or long according to the necessity of the case. A paragraph may consist of a single sentence or of many sentences.

(English-For-Student, 2020:online), The Principle of Good Paragraph Structure: A good paragraph should have three aspects as

[1.] *Unity*

[2.] *Order and*

[3.] *Variety*

Let me see, what they are? And examples;

1. Unity is the first and most important principle to be observed in constructing a paragraph is that of UNITY. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea, and with no more than one. In writing an essay, for example, every head, and every sub-head, should have its own paragraph to itself. And every sentence in the paragraph must be closely connected with the main topic of the paragraph. The paragraph and every part of it must be the expression of one theme or topic.

2. Order is the second principle of paragraph construction is Order – that is, logical sequence of thought or development of the subject. Events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance or order.

3. Variety is a third principle of paragraph construction is Variety, by which is meant that, to avoid monotony, the paragraph of a composition should be of different lengths, and not always of the same sentence construction.

**Example-1:**

[... Hence it is that is almost a definition of a gentleman to say he is one who never inflicts pain. This description is both refined and, as far as it goes, accurate. He is mainly occupied in merely removing the obstacles which hinder the free and unembarrassed action of those about him; and he concurs with their movements rather than takes the initiative himself. His benefits may be considered a parallel to what are called comforts or conveniences in arrangements of a personal nature, like an easy chair or a good fire, which do their part in dispelling cold and fatigue, though nature provides both means of rest and animal heat without them....] -J.E. Newman.

This is a paragraph from Cardinal Newman's famous description of a Gentleman in this, the idea of a University. Notice that the paragraph is confined to one point in the character of a gentleman, which is clearly stated in the first, or topical sentence viz., that he is one who never inflicts pain. The rest of the paragraph is simply a development and illustration of the topical sentence. And the concluding sentence drives home the statement of the subject with its similes of the easy chair and the good fire.

**Example-2:**

[... The Road is one of the great fundamental institutions of mankind. Not only is the Road one of the great human institutions because it is fundamental to social existence, but also because its varied effects appear in every department of the State. It is the Road which determines the sites of many cities and the growth and nourishment of all. It is the Road which controls the development of strategies and fixes the sites of battles. It is the Road that gives its framework to all economic development. It is the Road which is the channel of all trade, and, what is more important, of all ideas. In its most humble function it is a necessary guide without which progress from place to place would be a ceaseless experiment; it is a sustenance without which organized society would be impossible, thus the Road moves and controls all history....] -Hilaire Belloc.

In this paragraph, the first sentence states the subject. It is the topical sentence. The body of the paragraph consists of examples which prove the statement in the first sentence.

The final sentence sums up the whole.

The supporting sentences provide evidence or support for the idea stated in the topic sentence. Three or four sentences are generally necessary in order to provide adequate support. These sentences may be used later in the development of additional sections of an essay assignment if that is what you are working on. Even if you aren't working on an essay assignment, I think it's a good idea to think of a single paragraph as a potential first paragraph for an essay or a research paper. That way, you'll know that whatever you state in the first paragraph can be further substantiated with additional information. **(Alice Oshima and Ann Hogue, 2006:2-3,127-128)**

The last sentence is the concluding sentence. This can be a difficult sentence for some students to write because it must do two or three things: it summarizes the entire paragraph and it refers the reader's attention to whatever is claimed in the topic sentence. When there are additional paragraphs that follow, the concluding sentence can also serve as a transitional element that leads into the first sentence in the next paragraph. That's a lot of responsibility for one sentence.

### What is a topic sentence?

A topic sentence usually appears as the first sentence in a paragraph. It informs the reader about the subject of the paragraph, or the topic, and how that subject will be explored in the sentences that follow. The topic sentence states an idea clearly. It raises the reader's curiosity in some way and it offers a direction for the rest of the paragraph.

**(examples. Yourdictionary, 2020:online)**, Let's look at some examples of topic sentences.

- *Grass-fed beef is a delicious, sensible, and healthy alternative to conventional beef.*
- *Moderate exposure to violent content in video games does not contribute to a general increase in violence in society.*
- *Americans are becoming increasingly alarmed by the depth of national surveillance programs and the subsequent loss of privacy.*
- *It is wise to invest in early childhood education programs because they provide cognitive benefits well beyond preschool.*

In each of these sentences, the subject is identified and there is some idea of how the writer is going to explore the subject. Contrast the sentences above with a similar group of sentences that lack a specific focus.

- *Grass-fed beef is delicious and nutritional.*
- *Video games are not as bad as people think.*
- *The NSA is out of control!*
- *Early childhood programs need more financial support.*

While it is possible to write a paragraph with short sentences like the ones you see here, it is worth questioning if they have an adequate focus. These sentences seem to be weak topic sentences; however, in the prewriting stage of writing the paragraph, you could start with kind of a weak topic sentence and then revise it after writing the supporting sentences. Or you might decide that a supporting sentence would make a better topic sentence. Or the concluding sentence sounds like a great topic sentence. We will learn about supporting sentences in the lesson that follows **(Kate L. Turabian, 2010:199-200)**.

## What are supporting sentences?

Supporting sentences provide examples for the topic sentence. If a writer claims, for instance, that "Early childhood education programs provide cognitive benefits well beyond preschool," the second, third, and fourth sentences will include information supporting the main idea in the topic sentence. Supporting sentences might look like the ones you see in articles: (1) *Early childhood education programs such as Head Start provide cognitive benefits well beyond preschool.* (2) *Recent studies that compare student test scores show that children who are exposed to structured learning activities outside the home environment are better able to adapt to formalized instruction in grades kindergarten through third grade than children who remain at home.* (3) *This is particularly true among children from low-income families and children whose parents have a limited proficiency in English.* (4) *Children living in states that do not provide early childhood programs, on the other hand, lag behind their peers.* (5) *State and local governments must continue to bridge the achievement gap so that students may reach their full potential at an early age.* *Leading into the next topic sentence if this is an essay...*

Supporting sentences are much more specific than the topic sentence. If you make an outline before writing your paragraph, these are items 1, 2, and 3 and they almost always follow the topic sentence, which is the first sentence of the paragraph; however, it's possible to begin a paragraph with a supporting sentence. For students who do not have a lot of experience in writing paragraphs, I recommend that the supporting sentences come after the topic sentence. In the next addressing, you'll see what a concluding sentence looks like in a paragraph. (Samran Kamyng,2014 : 203-206)

## What is a concluding sentence?

This point is a concluding sentence as main idea of topic. The last sentence in the paragraph is the concluding sentence. It refers the reader's attention to the topic sentence, and if there are more paragraphs that follow, the concluding sentence may offer some kind of a transition to the next paragraph. Let's look at the paragraph from the previous lesson.

*“ Early childhood education programs such as Head Start provide cognitive benefits well beyond preschool. Recent studies that compare student test scores show that children who are exposed to structured learning activities outside the home environment are better able to adapt to formalized instruction in grades kindergarten through third grade than children who remain at home. This is particularly true among children from low-income families and children whose parents have a limited proficiency in English. Children living in states that do not provide early childhood programs, on the other hand, lag behind their peers. State and local governments must continue to bridge the achievement gap so that children may reach their full academic potential at an early age.”*

The sentence in red concludes the paragraph. Not only does it refer to the topic sentence, it also ends the paragraph with some kind of "call to action" following the supporting sentences. In this case, the idea proposed is for state and local to bridge the achievement gap. The next addressing will explain the most common types of paragraphs.

## How many the types of paragraph?

There are four types of paragraphs that you need to know about: descriptive, narrative, expository, and persuasive. A quick search around the internet will yield other

types, but to keep this simple, it's a good idea to consider just these four types of paragraphs, following as; ([learnamericanenglishonline,2020:online](#)).

1. The descriptive paragraph: This type of paragraph describes something and shows the reader what a thing or a person is like. The words chosen in the description often appeal to the five senses of touch, smell, sight, sound, and taste. Descriptive paragraphs can be artistic and may deviate from grammatical norms.

2. The narrative paragraph: This type of paragraph tells a story. There's a sequence of action or there's a clear beginning, middle, and end to the paragraph.

3. The expository paragraph: This type of paragraph explains something or provides instruction. It could also describe a process and move the reader step by step through a method. This type of paragraph often requires research, but it's possible that the writer is able to rely on his or her own knowledge and expertise.

4. The persuasive paragraph: This type of paragraph tries to get the reader to accept a particular point of view or understand the writer's position. This is the type of paragraph that many teachers focus on because it's useful when building an argument. It often requires the collection of facts and research.

Exactly all of paragraphs are important and they are important to point out that many paragraphs are a combination of these four types, but for the purpose of instruction, let's consider some examples of each:

- This is a descriptive paragraph:

*The lights grow brighter as the earth lurches away from the sun, and now the orchestra is playing yellow cocktail music, and the opera of voices pitches a key higher. Laughter is easier minute by minute, spilled with prodigality, tipped out at a cheerful word. The groups change more swiftly, swell with new arrivals, dissolve and form in the same breath; already there are wanderers, confident girls who weave here and there among the stouter and more stable, become from a sharp, joyous moment the center of a group, and then, excited with triumph, glide on through the sea-change of faces and voices and color under the constantly changing light.*

This excerpt is taken from *The Great Gatsby* by F. Scott Fitzgerald. In this paragraph you can hear, see, and feel the setting in which the story takes place. When you practice writing a descriptive paragraph yourself, you should address all aspects of the physical world.

- This is a narrative paragraph:

*It's been almost ten years since I first ran for political office. I was thirty-five at the time, four years out of law school, recently married, and generally impatient with life. A seat in the Illinois legislature had opened up, and several friends suggested that I run, thinking that my work as a civil rights lawyer, and contacts from my days as a community organizer, would make me a viable candidate. After discussing it with my wife, I entered the race and proceeded to do what every first-time candidate does: I talked to anyone who would listen. I went to block club meetings and church socials, beauty shops and barbershops. If two guys were standing on a corner, I would cross the street to hand them campaign literature. And everywhere I went, I'd get some version of the same two questions.*

This opening paragraph from Barack Obama's *The Audacity of Hope* tell and interesting story about how a man entered the arena of politics. It has a beginning, a middle, and an end, and it raises the reader's curiosity about what will happen next.

- This is an expository paragraph:

*All toilet flush tanks work about the same. When the toilet is flushed, the trip handle lifts the tank ball, opening the outlet and letting water flow into the bowl. When the tank is nearly empty, the ball falls back in place over the outlet. The float falls with the water level, opening the water-supply inlet valve just as the outlet is being closed, and the tank is refilled through the filler tube. Water also flows through the bowl refill tube into the overflow pipe to replenish trap-sealing water. As the water level in the tank nears the top of the overflow pipe, the float closes the inlet valve, completing the cycle.*

This paragraph from Reader's Digest Complete Do-it-yourself Manual gives detailed information about how the water moves through a toilet when it is flushed. It's instructive, and if you like this kind of thing, it may even be interesting.

- This is a persuasive paragraph:

*Immigration contributes to the overall health of the American economy. Despite recent concerns related to the costs created by illegal and some legal immigration to the United States, this country has largely benefited from the skills, talents, and ambition that immigrants bring with them. American businesses gain from a good source of affordable labor, while town and cities are revitalized by immigrant families who strengthen communities through civic participation the generation of new economic activity. The United States must continue to welcome new arrivals and help those who already here; otherwise, the country will lose the advantages it has over other industrialized countries who compete against us in the global marketplace and seek to recruit from a vast pool of unskilled and skilled global workers.*

This is the paragraph that appeared on the page describing what a paragraph is. Your teacher wrote it. I have an opinion about a particular topic, and in this paragraph I want the reader to accept or consider my position. The persuasive paragraph is, perhaps, the most difficult to write but there is a good method I can show you in order to be successful in writing one.

Concluding the four types of paragraphs that a descriptive paragraph describes a thing, a person, or a place. Detailed information allows the reader to form an image in his or her imagination. The better the description, the clearer the image. When teaching my students how to write a descriptive paragraph, I usually have them consider the five senses of touch, smell, sound, taste, and sight. Before writing the paragraph, make five columns and list words or ideas for the subject of the paragraph based on these five senses. Like this: touch smell sound taste sight, Here's an example. I want to write a paragraph that describes a lake:

touch	smell	sound	taste	sight
water sand heat	air fish hot dogs food trucks sun block	laughing splashing music volleyball	sand lotion	the sun sand children lifeguard toys boats canoes

A narrative paragraph tells a story. Something happens first, second, third, etc. Of course, narrative paragraphs are used in fiction as a writer describes the unfolding of events, but they are also found when describing any actual sequence of activity. Because narrative

paragraphs resemble fiction, you have a little more freedom to write the story in the style you prefer. This is known as artistic freedom or artistic license. An expository paragraph informs the reader on a subject. It provides information. Expository paragraphs are found in the books that you read for school or the instructions that you read when trying to repair something on your house. There are many different kinds of paragraphs that provide information. The three main types of expository paragraphs that we will explore here are informative, cause and effect and comparison or contrast. A persuasive paragraph tries to convince the reader that a particular point of view is worthy of consideration. It wants you to consider both sides of an issue, but it reveals a bias in favor of one side over another. Facts may be presented in support of a position, but the writer is not being objective. The point of view is subjective. If you want to send me an example of a persuasive paragraph that you have written, email your paragraph to your teacher: **(Paul,2020:online)**

### **Problems with writing**

This point is very important like the problem of your life. Sometime you are fine or so terrible in your thought. As students learn how to write, many of them feel dissatisfied with what they have written to the point where they just give up or turn in an assignment that is poorly done due to insufficient effort. It's natural to feel unhappy with your work. In fact, that can be a good thing because it means that you see room for improvement. But don't give up. Look at the common complaints about writing;

- ***I can't think of anything to write.***
- ***I don't know how to fix my mistakes.***
- ***Everything I write sounds stupid.***
- ***I procrastinate.***

There are many other problems that people have when it comes to putting ideas down in written form, but do you have these same problems when you are speaking with someone? Probably not, Can you tell a story at the dinner table? Can you explain to a friend or to another student how to do something? You already have the basic communication skills for writing if speaking isn't a problem. Remember that writing is like speaking, but the advantage in writing is that you can fix your mistakes. Let the words and ideas come out and deal with the problems later. Here's my advice for addressing problems with writing:

***1. Don't give up. Writing is work and work can be hard. If you give up, you will never finish an assignment correctly or succeed as a writer.***

***2. Whenever possible, write about a topic that interests you. Sometimes you have no other choice but to write about something that you are not interested in, but even in a situation like that, you have to convince yourself that there is something interesting about it. If you have to write about something relatively boring such as tractor tires, for instance, discover something about the subject that you can relate to and focus on that.***

***3. Don't worry about what other people think. Just write. You need to have something written in order to improve it and very few people write something perfectly on the very first try. You wouldn't believe how often I revise my own work. In fact, the version of the page you are reading right now will likely change.***

***4. Write as much as you can and then stop. Later, when you return to what you have written it might be easier to see the areas where you can improve your writing or fix mistakes.***

**5. Look at examples of good writing. They're everywhere. We learn how to improve by watching what other people do and then figure out for ourselves how to take our own approach.**

**6. Practice writing every day. Keep a journal, a diary, or a blog. You teach yourself how to improve your own work by writing regularly.**

**7. Learn to recognize common mistakes.**  
(learnamericanenglishonline, 2020:online)

If you don't start to write, when you can write. It is like speaking or listening and reading, If we don't start to practice skills of Language, we don't able to have skills of languages that you want to improve as same as your writing skill in English for high education. If students don't want to practice, teachers can't advice everything. So you don't afraid of writing a paragraph, when you understand paragraph very well that you can writing everything about language that you know it. Let's me next addressing.

## **Essay writing and examples**

There are some simple things that you can learn to make writing an essay easier. It's also worth knowing that there is a formula for writing an essay which you can use as a basis for your work. This is called the five paragraphs essay. The five paragraphs essay is no secret. Everyone knows about it. The problem is that students fail to pay close attention when it's taught in class, but this isn't rocket science. Pay attention and you'll succeed. These are the steps you take in writing an essay:

**1. You think about how you want to approach the topic or you are allowed to choose a topic.**

**2. Brainstorm and prewrite. This might involve the creation of an outline. Once you have your outline completed, you can begin to write the essay. If you don't create an outline, that's okay, as long as you know how you want to organize your work. Good organization of your ideas will be noticed by the reader.**

**3. Write a rough draft. This is written according to your outline, or the rout draft could be a writer's first attempt to get as much of the essay completed as possible, knowing that the rough draft will be revised.**

**4. Write a second draft. This is the revised rough draft in which you really try to pay attention to the structure of your essay and follow the rules of good grammar. Show your work to someone or, if possible, let the second draft rest for a few days and come back to it later with a fresh perspective.**

**5. After receiving freed back from another student or a teacher or a friend, write your third and final draft of the essay.**

**6. Check the words and sentences to concern your meaning and there are related details or your purposes that you want to present or write to be correctly.**

It is helpful to start with an outline; however, it's not always necessary nor is it possible to write an outline if you are under time constraints that might be imposed during an essay test. At the very least, you can jot down your ideas on a piece of paper before you begin so that you can consider how your essay will be organized. What goes into each paragraph of the essay? Let me explain what the content should consist of and then I'll show you an example. Let's look at an example of a five-paragraph essay.

**The Town I live In\* (Saroj Buasri,1947:1-3)**

**Outline :**  
**1) Bangkok, my Native town**  
**2) Bangkok, "Venice of the East"**

**3) Bangkok the most peaceful city in the East.**

**4) The weather of Bangkok.**

**5) I love Bangkok**

*Bangkok is the town I am now living in. I have been living in it ever since I was born. It is my native town, and I have not found a place more beloved to me than Bangkok.*

*Bangkok, some time ago, was called "Venice of the East". Venice, you know, is a fair city in ancient Italy: it has canals instead of streets, and people travel about in long boats or gondola. In Bangkok, there are a lot of canals as in Venice; and many boats go up and down those canals as well. So romantic people compared Bangkok to Venice. But at present we do not call it "Venice of the East" any more. It is already out of fashion.*

*Bangkok, the capital of Siam, stands on the left bank of the Chow-Phya River, just where it reaches the sea. Though it is not the best city in South-East Asia, yet it is the most peaceful spot in this part of the world. We have "fish in the water, and rice in the field". We have the most beautiful temples, and the most polite people. We have the biggest banana and the sweetest mango. Men and women of Asia come in great number to live in Bangkok. Where can you find a city like this?*

*Generally speaking, the weather of Bangkok is mild. In the first six months of the year, the South-West monsoon comes with all its violence from the Indian Ocean: before it reaches Bangkok, it strikes the Tenasserim Mountain, and breaks into warm rain over Bangkok. Similarly, in the second half of the year, the North-East monsoon sweeps across the land from the China Sea; but it is stopped by the dense forests of Northern Siam, and once more drops as "the gentle rain from heaven". So we have moisture all the year round, and thus Bangkok is rich in vegetables, fruits and trees. In fact, it is the town blessed by God. We know no starvation, we know no quarrels. Everybody lives in peace here. If our peace is to be disturbed, it will be at the hands of the foreigners who have come to take refuge in our country.*

*We all think that Bangkok is a town of god, where God will come and live Himself. I love it with all my heart, and I will see that no one comes and destroys it.*

## **Conclusion**

Writing is a process of showing ideas for explaining things that they are knowledge of human in the world, it is called "Academic Writing" or "Writing Skill", it is nonfiction writing produced as part of academic work and writing that report on university research, writing produced by university, students and writing in which scholars analyze culture or propose new theories are all sometimes described as academic writing. There are eleven topics as [1.] How to develop your writing skills, [2.] Good grammar and usage make a differences, [3.] How to write good sentences, [4.] How to Writing and revising, [5.] What is a paragraph?, [6.] What is a topic sentence?, [7.] What are supporting sentences?, [8.] What is a concluding sentence?, [9.] How many are the types of paragraph?, [10.] Problems with writing and [11.] Essay write and examples that you understand them and practice, you will write paragraphs or academic writing skill. You can improve your skills in writing as paragraphs or essays or English sentences correctly and it help you develop academic writing skill in English for high Education.

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