

Process Or Product? Academic Writing in a Changing Tertiary Environment

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BIOGRAPHY:

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Patrick Coleman is the Academic Programme Partner in Te Huka Kouka | Academic Quality at Lincoln University. He coordinates and collaborates with staff across the University in the creation and development of new programmes and courses. This is to ensure that the teaching, learning, and assessment activities of the university occur in alignment with academic policy. Previous roles he has had a strong focus on teaching, assessment, curriculum development, and pastoral care. He has worked in the education sector for almost 30 years. His research interests have a multidisciplinary focus having been published and presented in the fields of education, ELT, and history.

ABSTRACT

The internationalisation of education has placed English language teachers at the forefront of preparing students for tertiary study, with applied linguistic research guiding their practices. Two common academic writing approaches are the product-based approach, focusing on language replication, and the process-based approach, emphasising writing processes. Digital technology, especially AI tools like ChatGPT, has significantly influenced academic writing instruction. While some view these tools as challenges, others see opportunities to enhance learning. This presentation will explore these approaches, the impact of Gen AI, and provide examples from a New Zealand EAP pre-degree programme to assist teachers and students.

KEYWORDS:

Academic writing, Gen AI

SUMMARY:

The internationalisation of education has led to English language teachers being at the forefront of preparing students for tertiary study. Applied linguistic research has underpinned much of their focus and practice.

In the literature two of the most common approaches to academic writing have been the

product-based approach (sometimes called the traditional approach) and the process-based approach. The former focuses on the language used. Often instructors use model essays that are studied and then the student attempts to replicate the text (White, 1988). This eventually led to criticism that resulted in an alternative approach with later modifications that became the process approach (Hayes & Flower, 1980; Flower & Hayes, 1981; Hayes, 2012). Variations of these approaches have been taught classroom instructors across the globe.

The rapid development of digital technology has heavily influenced the focus not only for the English language instructors but also for university lecturers who assess students' ability to write. Many of these new tech tools are variations on artificial intelligence (AI). One of the early teach tools was Grammarly. However, with the launch of ChatGPT in 2022 all of this changed. This massive language learning model using a chatbot has changed the way to approach academic writing. This was not exclusive to education as all sectors of society have been swamped by Gen AI. Some initial responses were to ban it, but others decided to embrace it and work with students to guide them in its use (Dempere et al., 2023; Sok & Heng, 2024). For the skill of academic writing these everchanging tech tools can be seen as either a challenge or an opportunity.

This presentation will discuss these issues relating to the varying approaches to academic writing and their effectiveness. Other considerations have been the advent of Gen AI that has shifted the focus of academic writing which can be seen either as a threat or an opportunity. The latter part of the presentation provides examples in a New Zealand tertiary context of an intensive EAP pre-degree programme. The focus will be providing some suggested approaches to prepare students and assist teachers.

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- a) Introduction:** This section describes the context where the research was carried out, the reason why the research was carried out, and the importance of the study.
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3. Body of the article:

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- d) Research methodology:** It describes the research approach: qualitative, quantitative, or mixed methods.
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Topics of the articles should be recent and relevant for the academic community and should address one of the following research lines.

1. Language learning and teaching theories
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Format:

- Title using Arial font, size 14
- Text using Arial font, size 12
- Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.
- Spaces: 1.5
- No indented paragraphs

Length of the articles:

- 8 to 15 pages containing text (from 3000 to 5000 words approximately)
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The editorial process includes a review by a strict pair of "blind" reviewers and using Plagius software to verify that ethical standards are respected and that there is no plagiarism in any of the documents. Then, authors are advised to verify the submissions including the call elements and format in advance.

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