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It is a book that comprises three main themes: academic writing and technology, academic writing in words, and academic writing and reading pedagogy and was written by many scholars or practitioners of English Language Teaching from all over Indonesia as one of the expanding circle countries which the people learn English as a Foreign Language.

Fahrus Zaman Fadhly, et.al.

ACADEMIC

# ACADEMIC READING & WRITING

WHEN TECHNOLOGY MEETS THE PROCESS

READING & WRITING

Fahrus Zaman Fadhly, Siti Kholija Sitompul, Marwito Wihadi, Merry Rullyanti, Intan Pradita, Asriani Hasibuan, Widya Rizky Pratiwi, Ratnawati, Wisma Yunita, Ida Ayu Mela, Tustiawati, Fitri Kurniawan, Didik Hariyadi Raharjo, Arif Husein Lubis, Erna Iftanti, Suciana Wijirahayu, Ikhsanudin, Titis Kris Pandu Kusuma, Sitti Nurfaidah



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# **Academic Reading and Writing**

## **When Technology Meets the Process**

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## **Academic Reading and Writing When Technology Meets the Process**

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## A Note from Editors

In the current world of evolving technology, including in education, the integration of technology into the process of learning, for instance, language learning, is unavoidable. This book, *Academic Reading and Writing: When Technology Meets the Process*, is a comprehensive book that explores the intersection of academic reading and writing with technology.

It is a book that comprises three main themes: academic writing and technology, academic writing in words, and academic writing and reading pedagogy and was written by many scholars or practitioners of English Language Teaching from all over Indonesia as one of the expanding circle countries which the people learn English as a Foreign Language.

The first theme, **Academic Writing in Words**, discusses the topics on the state of the arts of teaching academic writing, appraisal perspectives, academic writing assessments, the core concept, features, writers' block, and practical solutions in academic writing. Scholars from private and state universities in Sumatra and Java wrote the chapters.

The second theme, **Academic Writing, and Technology**, uncovered the topics of academic writing and artificial intelligence technology, as well as blended learning and corpus-driven technology for EFL academic writing in a higher education context. Scholars from universities in Sumatra, Java, and Bali Island wrote the chapters.

The last theme, **Academic Writing & Academic Reading Pedagogy**, reveals critical issues, material authenticity, and activating learners' emotional experience, as well as professional identity construction through volunteering in academic reading and writing contexts. The scholars from Java, Kalimantan, and Sulawesi Island wrote these chapters.

Through its multifaceted chapters, it provides a profound elaboration of thoughts on the nature of academic writing and reading, the impact of technology on how learners go through the

process of writing, developing critical thinking skills, and maintaining the ethical standard in the academic writing and reading process. Likewise, this book highlights the aspects of academic writing and reading, such as challenges, opportunities, and ethical ways of using AI in language learning.

The chapters in the book also evolved from theoretical to practical use of technology in academic writing and reading. They uncovered the perspectives of AI use from the students, scholars, and educators. It also discusses how to use AI as a helping tool for writing and reading and the potential misuse that can violate academic ethics in writing.

Further, this book addresses issues such as appraisal in writing, cohesive devices, and professional identity in an academic context. Addressing these issues can provide a roadmap for navigating academicians toward new territories of academic writing and reading in the world with AI-driven advanced technology for language learning.

This comprehensive book is written by scholars from all over Indonesia. Hopefully, it can bring along good views on the theories and practices from the first-hand practitioners in the field of academic writing and reading and become beneficial for students, teachers, academicians and scholars in Indonesia and others around the globe.

*Editors*

**Wisma Yunita**

**Fahrus Zaman Fadhlly**

**Fitri Kurniawan**

## Foreword of the President of AISEE

It is both an honor and privilege to present this foreword for "Academic Reading and Writing: When Technology Meets the Process," a book that addresses one of the most critical aspects of English language education, particularly for students learning English as a Foreign Language (EFL). In today's rapidly evolving academic and professional landscapes, proficiency in both academic reading and writing has become essential. For EFL students, mastering these skills opens doors to global academic discourse, higher education, and future professional success. This book offers a well-researched, comprehensive, and practical guide that I believe will significantly contribute to enhancing the reading and writing skills of both learners and teachers.

At the Association of Indonesian Scholars of English Education (AISEE), we have long recognized the growing demand for proficiency in academic reading and writing, especially as English continues to serve as the lingua franca of academia and global communication. For students and professionals alike, the ability to critically read and craft coherent, persuasive academic texts is fundamental to their academic performance and future career success. Unfortunately, these skills remain challenging for many EFL learners. Academic writing, in particular, is not only about mastering language structures but also involves critical thinking, argumentation, and familiarity with academic conventions, which makes the process daunting for students. This book provides a timely and essential resource to address these challenges.

This book stands out offering practical, technology-enhanced strategies for overcoming the obstacles that EFL learners face. The book not only delves into building a strong academic vocabulary and mastering complex sentence structures but also emphasizes understanding the reading process, developing arguments, and integrating technological tools into learning.

The authors' approach effectively bridges theory and practice, making the book accessible and useful for learners at different proficiency levels.

As an educator and researcher in the field of English language education, I have witnessed the challenges students face when trying to read and write for academic purposes. These challenges are compounded when students also grapple with language barriers and unfamiliarity with academic genres. The book thoughtfully guides students through the stages of the reading and writing process, with a strong emphasis on technology's role in facilitating learning. By integrating technology into the process, the book equips students with the tools to improve their skills in manageable steps, whether through digital platforms for drafting or online collaboration tools for peer feedback.

One of the most notable features of this book is its focus on process-oriented writing and collaborative learning, aligning with contemporary pedagogical practices. The authors underscore the importance of peer feedback, revision, and the iterative nature of academic writing—elements that help demystify the process and make it more accessible for students. Through collaboration and the use of technology, students are encouraged to engage with the material in a dynamic, interactive way, enhancing their understanding of both reading and writing as interconnected processes.

The book's commitment to active, student-centered learning is also noteworthy. By fostering a collaborative environment where students can engage in peer review, receive immediate feedback through digital platforms, and refine their ideas through discussion, this book helps students see writing as an evolving process rather than a fixed product. This emphasis on learning through interaction and technology empowers students to take control of their own learning journey, promoting both autonomy and confidence.

Furthermore, this book addresses an often-overlooked aspect of language learning—the emotional challenges EFL students face. Many learners experience anxiety and self-doubt when tasked with reading complex texts or producing academic writing.

The authors are mindful of these emotional barriers and have structured the book in a way that helps alleviate these fears. By breaking down tasks into smaller, manageable parts and incorporating technological tools that facilitate incremental progress, the book fosters a growth mindset, helping students build their skills and confidence over time.

This book is not only a valuable resource for students but also for educators. Teaching academic reading and writing in an EFL context requires careful scaffolding and the ability to make abstract concepts tangible for students. The book provides educators with clear strategies for integrating technology into the classroom and offers insights into how digital tools can support students in the writing process. From scaffolding writing tasks to using technology for real-time feedback, this book equips teachers with innovative methods to enhance the learning experience.

Moreover, the book's focus on academic integrity is vital. In an era of easy access to information, the risk of plagiarism and ethical missteps has increased. The book addresses this issue by offering practical advice on citation, paraphrasing, and maintaining academic honesty—skills that are crucial in maintaining the rigor and credibility of academic work.

As President of AISEE, I am proud to endorse "Academic Reading and Writing: When Technology Meets the Process." It aligns with our mission to promote excellence in English language education by equipping both students and educators with the tools they need to succeed in a globalized academic environment. The strategies outlined in this book are not only practical but transformative, offering students a clear roadmap to improve their academic reading and writing skills. I am confident that this book will have a lasting impact on learners' academic success and will be a valuable resource for educators seeking to improve their teaching practices.

I extend my heartfelt congratulations to the authors for their exceptional work. It reflects their expertise, dedication, and passion for improving English language education. Whether you are a student seeking to enhance your reading and writing skills, a teacher looking for innovative teaching strategies, or a scholar



interested in integrating technology into academic literacy, this book offers a wealth of knowledge and practical guidance. I encourage you to embrace the insights and strategies presented in these pages as you embark on your academic journey.

Warmest regards,

**Pupung Purnawarman, M.S.Ed., Ph.D.**  
*President, The Association of Indonesian Scholars of English  
Education (AISEE)*

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# 1. Critical Issues in Academic Writing: Ensuring Integrity and Quality in Scholarly Publications

Fahrus Zaman Fadhly

**A**cademic writing plays a pivotal role in advancing knowledge and fostering scholarly communication across various disciplines. It serves as the primary medium through which researchers share their findings, contribute to ongoing debates, and build upon existing knowledge. However, the integrity and quality of scholarly publications are fundamental to ensuring that the information disseminated is credible, reliable, and ethically sound. As Aghadiuno and Oryila (2023) argue, plagiarism and other unethical practices undermine the integrity of academic work, eroding trust within the scholarly community (Sukhlecha, 2012; Faulkes, 2018; Rasmussen et al., 2020; Creath, 2023; Pecorari, 2023).

Maintaining integrity in academic writing is crucial not only for individual researchers but also for the wider academic and scientific community. Unethical practices such as plagiarism, data falsification, and authorship disputes can have far-reaching consequences, leading to retractions, damaged reputations, and a loss of credibility (Cooke et al., 2021; Shamim, 2023; Je & CT, 2021; Sutton, 2023; Dougherty, 2023; Shekari, 2023). As Akaberi and Zamirnejhad (2017) highlight, conflicts over authorship, often stemming from ambiguous contribution guidelines, are frequent in academic collaboration and can disrupt the research process. Thus, understanding these ethical challenges is essential for preserving trust in scholarly communication.

The rise of interdisciplinary collaboration and technological advancements has introduced new complexities into maintaining ethical standards in academic writing. For example, Hutson (2024) discusses the challenges posed by AI in generating content that might blur the lines of authorship and originality, requiring updated guidelines to address the ethical use of AI tools (Yang et al., 2003; Beshyah et al., 2018; Becker et al., 2023; Flanagan et al., 2023; Lindebaum & Jordan, 2023). According to Meuschke (2023), technology has also offered solutions such as advanced plagiarism detection tools that go beyond text to include non-textual content. These innovations both mitigate and complicate issues around maintaining integrity, making it critical to continuously evaluate ethical practices in academic writing.

## **Plagiarism and Its Various Forms**

Plagiarism is one of the most critical ethical issues in academic writing, with far-reaching consequences for both the credibility of scholarly work and the careers of researchers. Defined as the act of using someone else's work, ideas, or words without proper attribution, plagiarism represents a significant violation of academic integrity (Aghadiuno & Oryila, 2023). As scholarly research relies heavily on the exchange of ideas, plagiarism undermines the foundational principle of academic honesty and damages the trust between researchers, institutions, and the broader academic community (Pecorari, 2023). In this essay, we will explore the various forms of plagiarism and their implications for scholarly work and careers.

### **Types of Plagiarism**

#### ***1. Direct Plagiarism***

Direct plagiarism is the most straightforward form of plagiarism and involves copying text verbatim from another source without proper citation (Sukhlecha, 2012). This type of plagiarism is often considered the most

egregious because it involves no effort to modify or adapt the content. As Aghadiuno and Oryila (2023) explain, direct plagiarism can occur when researchers deliberately or accidentally present another's work as their own, and it is typically easy to identify through plagiarism detection tools. Direct plagiarism not only undermines the original author's contributions but also threatens the credibility of the researcher committing the act.

## 2. *Paraphrasing Plagiarism*

Paraphrasing plagiarism occurs when someone rephrases another person's work without giving proper credit (Beshyah et al., 2018). While the wording may be different, the underlying ideas remain the same, making this form of plagiarism more difficult to detect. Paraphrasing plagiarism can sometimes be unintentional, as authors may not be fully aware of the need to cite even when they are not using the exact wording of a source (Pecorari, 2023). However, failure to acknowledge the original source still constitutes a breach of academic integrity. Cooke et al. (2021) note that paraphrasing plagiarism can mislead readers into believing that ideas are original, which distorts the value of both the plagiarized work and the new research.

## 3. *Self-Plagiarism*

Self-plagiarism, as the term implies, refers to the reuse of one's previous work without proper acknowledgment (Faulkes, 2018). Researchers may sometimes recycle portions of their previously published material in new works without citing the original source. Although the material originates from the same author, the practice of self-plagiarism is still unethical because it falsely presents old content as new and original. Self-plagiarism can also distort the publication record by inflating the amount of unique contributions a researcher has made (Rasmussen et al., 2020). This form of plagiarism is particularly

problematic in academic settings where novelty and originality are highly valued (Hutson, 2024).

4. *Mosaic Plagiarism*

Mosaic plagiarism, also known as patchwriting, involves borrowing phrases, ideas, or sentences from different sources and blending them with the author's original work without proper citation (Meuschke, 2023). This creates a "mosaic" of plagiarized material interspersed with original content. According to Beshyah et al. (2018), mosaic plagiarism can be more challenging to detect because the author integrates pieces of text from various sources. This form of plagiarism misleads readers into believing that the entire work is the author's original contribution, when, in reality, it incorporates unattributed ideas from other researchers.

5. *Cross-Language Plagiarism*

Cross-language plagiarism occurs when an author translates a work from one language to another without properly crediting the original source (Bakhteev et al., 2023). The complexity of detecting this type of plagiarism stems from the language barrier, as direct text matching software may not recognize translated content as identical to the original. However, cross-language plagiarism is just as unethical as other forms of plagiarism because it involves taking another's intellectual property without acknowledgment. As globalization increases the exchange of academic content across borders, cross-language plagiarism is becoming a more prominent issue in scholarly writing (Yang et al., 2003).

The consequences of plagiarism are far-reaching and can be devastating to a researcher's career. Scholars found guilty of plagiarism may face academic sanctions, retractions of published work, and a damaged reputation within the academic community (Sutton, 2023). According to Je and CT (2021), even a single instance of plagiarism can lead to mistrust and professional

isolation, as peers and institutions may no longer view the researcher as credible or trustworthy. Plagiarism also damages the integrity of scholarly publications, as it undermines the peer review process and distorts the academic record (Cooke et al., 2021).

In cases where plagiarism is discovered post-publication, journals may issue retractions, which can harm the reputation of both the author and the institutions associated with the research (Shamim, 2023). Furthermore, plagiarism may lead to legal consequences, particularly in cases where intellectual property rights are violated. For early-career researchers, the long-term impacts of plagiarism can be particularly damaging, as it may lead to diminished career prospects and loss of future funding opportunities (Albert & Wager, 2023).

## **Data Fabrication and Falsification**

Data fabrication and falsification represent two of the most serious forms of academic misconduct, and their implications for the integrity of scholarly research are far-reaching. These unethical practices undermine the fundamental principles of honesty and accuracy that are the foundation of the scientific process. In this essay, we will define data fabrication and falsification, explore their ethical implications, provide examples of high-profile academic misconduct, and suggest strategies to prevent and detect these practices in research publications.

### *Definition and Examples of Data Fabrication and Falsification*

Data fabrication refers to the act of creating false data or results in a research project. Researchers who engage in fabrication essentially invent data that never existed, often with the goal of making their findings appear more significant or convincing than they actually are (Aghadiuno & Oryila, 2023). Fabrication can occur in various forms, from creating entirely fake datasets to fabricating responses in survey research.



Falsification, on the other hand, involves manipulating actual data to achieve desired outcomes (Sukhlecha, 2012). This can include altering or omitting data points, modifying experimental results, or changing the conditions of an experiment to yield more favorable conclusions. Both data fabrication and falsification distort the truth, rendering the research findings unreliable and misleading (Rasmussen et al., 2020). An example of falsification is when a researcher alters statistical analyses to produce significant p-values, even though the original data would not have supported such conclusions.

### *Ethical Implications of Falsifying Research Data*

The ethical implications of data fabrication and falsification are profound. These practices violate the trust between researchers, their institutions, funding agencies, and the public (Cooke et al., 2021). Scientific research relies on accuracy and honesty to produce knowledge that can be applied to real-world problems, and any breach of these principles threatens the credibility of the entire research community (Beshyah et al., 2018). Falsified data can lead to incorrect conclusions, resulting in policy changes, medical treatments, or technological advancements that are based on false premises (Faulkes, 2018). This, in turn, can have harmful consequences for society.

The consequences for researchers who engage in data fabrication and falsification are severe. Academic institutions and funding agencies may impose sanctions such as retractions, job termination, and the loss of research grants (Shamim, 2023). In some cases, the damage to a researcher's reputation is irreversible, leading to permanent exclusion from the academic community (Albert & Wager, 2023). Moreover, the harm extends beyond individual careers—entire research fields may be discredited as a result of high-profile misconduct, and public trust in science may erode.

### *Case Studies of High-Profile Academic Misconduct*

Several high-profile cases of academic misconduct illustrate the consequences of data fabrication and falsification. One of the most notorious examples is the case of Dr. Andrew Wakefield, who published a fraudulent study in 1998 linking the MMR vaccine to autism. Wakefield fabricated data in his study, which led to widespread public fear of vaccines and a significant drop in vaccination rates. His paper was later retracted, and he was stripped of his medical license, but the damage had already been done. The anti-vaccine movement sparked by his falsified data continues to have serious public health consequences to this day (Hutson, 2024).

Another example is the case of Diederik Stapel, a social psychologist who was found to have fabricated data in over 50 publications. Stapel's fabricated research included studies on human behavior, which gained significant attention before his misconduct was uncovered. His case led to the retraction of multiple articles and a loss of trust in the field of social psychology (Je & CT, 2021). The academic community responded by revising publication guidelines to prevent similar cases of misconduct in the future.

### *Strategies to Prevent and Detect Falsified Data in Research Publications*

Preventing and detecting data fabrication and falsification requires a multifaceted approach involving researchers, academic institutions, journals, and funding agencies. One of the most effective ways to prevent data manipulation is to instill a strong sense of research ethics early in a researcher's career. Institutions should provide mandatory training on research integrity, emphasizing the importance of honest data collection and analysis (Meuschke, 2023). Additionally, research teams should foster a culture of transparency, encouraging open communication about potential data issues and ensuring that all members adhere to ethical guidelines (Albert & Wager, 2023).

Journals play a crucial role in detecting fabricated or falsified data. Peer reviewers should be vigilant in assessing whether the data presented in a manuscript aligns with the methods and results described (Cooke et al., 2021). The use of replication studies, where independent researchers attempt to reproduce the results of a published study, can help identify falsified data (Rasmussen et al., 2020). Journals can also require authors to provide access to their raw data as a condition for publication, allowing reviewers to verify the accuracy of the results.

Technological solutions are also emerging as powerful tools in the fight against data manipulation. Software tools that detect statistical anomalies or inconsistencies in datasets can alert reviewers to potential cases of falsification (Hutson, 2024). Similarly, plagiarism detection software can be adapted to identify cases of data fabrication, where researchers may reuse or alter datasets from previous studies (Meuschke, 2023). These tools provide an additional layer of scrutiny, helping to catch cases of misconduct before they are published.

## **Citation Manipulation and Overcitation**

Citation manipulation and overcitation are unethical practices that distort the academic and scholarly ecosystem by artificially inflating the perceived importance and influence of research. These practices compromise the integrity of academic publishing and mislead peers, institutions, and funding agencies. In this essay, we will explore the various forms of citation manipulation, such as citation rings and excessive self-citation, their impact on academic metrics and scholarly ecosystems, ethical guidelines for proper citation practices, and how citation abuse undermines the credibility of scholarly work.

### *Understanding Citation Manipulation*

Citation manipulation refers to the deliberate use of citation practices to artificially increase the number of citations for

certain authors, journals, or articles, without legitimate academic justification (Albert & Wager, 2023). One common form of manipulation is through *citation rings*, where groups of authors, journals, or editorial boards agree to cite each other's work excessively to boost their citation counts (Beshyah et al., 2018). Citation rings distort the natural scholarly exchange of ideas, inflating the metrics used to measure academic impact and influence (Meuschke, 2023).

Another form of manipulation is *excessive self-citation*, where authors disproportionately cite their own previous work. While self-citation can be appropriate when an author builds upon their prior research, overuse of self-citation creates an inflated perception of the author's influence in the field (Cooke et al., 2021). According to Aghadiuno and Oryila (2023), excessive self-citation is a way for researchers to manipulate citation metrics such as the h-index, which measures an author's productivity and citation impact. This leads to a skewed representation of a scholar's contribution to their field.

### *Impact of Overcitation on Academic Metrics and Scholarly Ecosystems*

The impact of overcitation on academic metrics and the broader scholarly ecosystem is significant. Metrics such as the h-index and impact factors are widely used to evaluate the quality of journals, articles, and researchers (Rasmussen et al., 2020). When citation manipulation inflates these metrics, it distorts academic rankings and creates an uneven playing field for genuine contributors (Faulkes, 2018). This manipulation can have a cascading effect, as researchers, institutions, and funding bodies rely on citation metrics to make decisions regarding hiring, promotions, tenure, and funding allocation.

Overcitation also contributes to the *skewing of the academic literature*, where works that are frequently cited gain disproportionate attention, while other valuable contributions may be overlooked. Citation rings and excessive self-citation

create “citation bubbles,” in which certain articles or authors appear more influential than they actually are (Shamim, 2023). This distorts the academic dialogue and may encourage other researchers to cite these works in an attempt to improve their own citation counts, further perpetuating the cycle of manipulation (Je & CT, 2021). Consequently, academic ecosystems become less focused on the quality of the research and more on numerical citation metrics.

### *Ethical Guidelines for Appropriate Citation Practices*

To prevent citation manipulation, academic institutions, journals, and researchers must adhere to ethical guidelines for citation practices. These guidelines emphasize that citations should only be included in research when they are directly relevant to the work being presented (Albert & Wager, 2023). Citations should not be added for the purpose of inflating citation counts, and authors should avoid excessive self-citation unless it is necessary to build upon previous work in a meaningful way (Beshyah et al., 2018).

Transparency in citation practices is essential for maintaining the integrity of academic research. Researchers should be transparent about why they have chosen to cite certain sources and should avoid citing irrelevant or tangentially related works (Flanagin et al., 2023). Journals should develop policies that limit the influence of citation manipulation by carefully reviewing editorial board and author practices. Additionally, journals should implement robust peer review processes that ensure citations are academically justified and relevant (Rasmussen et al., 2020).

Peer reviewers and editors also have a role to play in upholding ethical citation practices. By carefully evaluating the citations in submitted manuscripts, reviewers can identify excessive self-citation or the inappropriate inclusion of unrelated references (Cooke et al., 2021). This vigilance helps prevent

citation abuse from entering the academic literature and protects the integrity of the peer review process.

### *How Citation Abuse Affects the Integrity of Scholarly Work*

Citation abuse fundamentally undermines the integrity of scholarly work by distorting the perception of the academic value of research. It misleads readers, institutions, and funding bodies into believing that certain research is more influential or impactful than it truly is (Je & CT, 2021). As a result, citation abuse erodes trust within the academic community, damaging the credibility of both individual researchers and the academic institutions they represent (Hutson, 2024).

In extreme cases, citation abuse can lead to the misallocation of resources. For example, funding agencies and universities often use citation metrics as one of the primary tools for evaluating grant proposals and tenure decisions (Aghadiuno & Oryila, 2023). When researchers inflate their citation counts through unethical practices, they may receive funding or promotions over more deserving scholars whose citation metrics are not manipulated. This creates a cycle of reward for unethical behavior, incentivizing further citation abuse.

Moreover, citation abuse can have long-lasting effects on the academic record. Once inflated citation counts enter the scholarly ecosystem, they influence future research by directing attention and resources to works that may not deserve it. This can hinder the progress of science and scholarship by prioritizing research that has been manipulated to appear influential, rather than work that genuinely advances knowledge (Shamim, 2023).

## **Authorship and Attribution Disputes**

Authorship disputes frequently arise in research publications, particularly in collaborative projects where contributions may vary. To prevent conflicts, clear criteria for authorship and ethical guidelines must be followed.

### *Criteria for Determining Authorship*

Authorship should be based on significant intellectual contributions to the research, such as formulating research questions, designing the study, or drafting the manuscript (Sahu & Abraham, 2000; Rasmussen et al., 2020). Researchers should discuss authorship criteria at the outset of the project and periodically revisit these discussions to avoid misunderstandings (Albert & Wager, 2023; Cooke et al., 2021).

### *Common Causes of Authorship Disputes*

Authorship disputes often stem from unclear communication or discrepancies in contribution recognition. Power dynamics, where junior researchers feel undercredited, are a common issue (Faulkes, 2018; Je & CT, 2021). Disputes can also arise from "honorary" authorships or last-minute changes in authorship order (Shamim, 2023).

### *Ethical Guidelines for Authorship*

Ethical guidelines stress that authorship should be granted only to those who have made substantive contributions. The first author typically makes the most significant contribution, while the last author often serves as the senior researcher (Albert & Wager, 2023; Faulkes, 2018). Including "guest" authors is unethical and undermines the integrity of the work (Shamim, 2023).

### *Best Practices for Avoiding Conflicts*

To avoid disputes, research teams should have early and ongoing discussions about authorship and document these agreements (Beshyah et al., 2018; Cooke et al., 2021). Institutions and journals should provide clear authorship policies and offer resources for resolving disputes (Rasmussen et al., 2020). Fostering open communication and ensuring fairness are essential for maintaining integrity in research collaborations.

## The Role of Peer Review in Maintaining Quality

Peer review plays a crucial role in maintaining the quality, integrity, and credibility of academic publishing. It serves as a safeguard that ensures research findings are critically evaluated by experts before being shared with the academic community and the public. Through this rigorous evaluation process, peer review enhances the reliability of published work and helps uphold ethical standards in scholarship (Becker et al., 2023; Kumar et al., 2023).

### *Importance of Peer Review in Academic Publishing*

The peer review process is fundamental to academic publishing because it acts as a filter to assess the validity, significance, and originality of scholarly work. It provides researchers with constructive feedback, ensuring that only high-quality research reaches the public domain (Elbanna & Child, 2023). Peer review also protects the academic community by identifying errors, detecting potential misconduct, and ensuring that research meets the field's ethical and methodological standards (Eaton, 2024). In doing so, peer review plays an integral role in building a body of reliable and trusted knowledge.

Moreover, peer review fosters a culture of accountability and scholarly rigor. Researchers submitting work for publication know their findings will be scrutinized by experts in the field, encouraging thoroughness and ethical responsibility in data collection and analysis (Nneoma et al., 2023).

### *Types of Peer Review*

There are three primary types of peer review processes in academic publishing: single-blind, double-blind, and open peer review.

1. *Single-blind review*: In this process, the reviewer knows the identity of the author, but the author does not know the reviewer's identity. While this can help prevent bias



against the reviewer, it may introduce bias based on the author's reputation or affiliation (Stewart Jr, 2023).

2. *Double-blind review*: In this process, both the author and reviewer are anonymous. This method reduces potential biases, as reviewers cannot be influenced by the author's identity (Hanami et al., 2023). Double-blind review is considered more equitable and is commonly used in various academic fields to ensure a fair assessment (Carniel et al., 2023).
3. *Open peer review*: In this process, both the author and the reviewer are aware of each other's identities, which fosters transparency. Open peer review aims to promote accountability, but it may also discourage honest criticism due to the fear of professional backlash (Silver et al., 2023). Open review is becoming increasingly popular as it aligns with the principles of transparency and ethical responsibility (Lawson, 2023).

### *Challenges and Biases in the Peer Review Process*

Despite its importance, the peer review process faces several challenges and biases. Reviewer bias is a major issue, where decisions may be influenced by the author's nationality, institution, or personal views (Lindebaum & Jordan, 2023). Bias can also stem from subjective opinions about research methodology or theoretical approaches, leading to unfair rejections or recommendations for revision (Kumar et al., 2023).

Another challenge is the issue of reviewer fatigue, particularly as the demand for peer reviewers continues to grow. Peer reviewers often juggle their responsibilities as researchers with their reviewing duties, which can lead to rushed or insufficiently critical reviews (Flanagin et al., 2023). This problem is compounded by the growing volume of research submissions, putting further strain on the peer review system (Yadav, 2023).

In some cases, conflicts of interest can arise, where reviewers may have a personal or professional stake in the research being evaluated. Such conflicts can lead to biased reviews or unjustified rejections, undermining the fairness of the process (Carniel et al., 2023). Addressing these biases is critical to improving the effectiveness of peer review.

### *How Peer Review Ensures Accuracy and Integrity*

Despite its challenges, peer review remains one of the most effective tools for ensuring the accuracy and integrity of scholarly work. By subjecting research to expert scrutiny, peer review helps verify that studies adhere to accepted scientific methods and ethical standards (Stewart Jr, 2023). Reviewers can detect *errors in methodology*, flaws in data interpretation, or instances of academic misconduct such as plagiarism (Becker et al., 2023).

Moreover, peer review plays a key role in ensuring *reproducibility*—a core principle of scientific integrity. By critically assessing the methods and findings, reviewers can determine whether the research is robust enough to be replicated by others, adding to the reliability of the academic record (Kumar et al., 2023).

In addition to verifying accuracy, peer review contributes to the *continuous improvement of scholarly work*. Reviewers provide detailed feedback that helps authors refine their arguments, improve their methodology, and strengthen their conclusions (Nneoma et al., 2023). This process not only enhances the quality of individual papers but also promotes the ongoing development of knowledge within the field.

Academic writing faces several critical issues that threaten both integrity and quality, including plagiarism, data fabrication, citation manipulation, and authorship disputes. These unethical practices not only undermine the credibility of individual researchers but also distort the academic landscape, skewing the perceived importance of research and contributing to misinformation. Addressing these issues requires a commitment to ethical standards and transparency across all levels of academia.

Ongoing vigilance and education are essential for maintaining the integrity of scholarly publications. Researchers must be trained in ethical writing practices, institutions must enforce clear guidelines, and peer reviewers and editors must play an active role in detecting misconduct. Moreover, the rise of new challenges, such as AI-generated content, calls for the development of robust technological tools to prevent and detect unethical practices.

Looking to the future, maintaining ethical standards in academic writing will require a collective effort from the global academic community. Through continuous education, the adoption of new technologies, and a strong commitment to ethical behavior, the academic world can safeguard the integrity and quality of its publications, ensuring that scholarly work remains credible, trustworthy, and impactful.

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## 2. The State of the Art of Teaching Academic Writing

Siti Kholija Sitompul

**A**cademic writing is a critical skill for students, particularly in higher education, as it serves as a cornerstone for academic success. However, developing this skill poses significant challenges, especially for EFL learners. As noted by Emilia (2005) and Ariyanti (2016), academic writing requires mastery of various components, including coherence, cohesion, linguistic features, paraphrasing, and writing style. Despite its importance, many students struggle to meet the demands of academic writing, as highlighted by Suroño (2015), who emphasized the need for targeted instructional approaches in Indonesian universities.

The complexities of academic writing arise not only from the linguistic demands but also from the procedural aspects of writing. Harris (2020) argues that academic writing is deeply tied to research design practices, where writing serves as a vehicle for reporting findings and synthesizing arguments. Furthermore, the interplay between language acquisition and the ability to produce coherent and accurate texts underscores the multifaceted nature of academic writing, as suggested by Hyland (2004) and Badger and White (2000).

In Indonesia, the urgency of teaching academic writing has been increasingly recognized. Many universities have integrated academic writing into their curricula to prepare students for academic and professional challenges (Sitompul & Anditasari, 2022). However, as observed by Ratnawati et al. (2018) and Ningrum et al. (2023), significant gaps remain in students' ability to produce high-quality writing, often due to insufficient support in mastering the fundamental elements of academic writing. This



is compounded by limited feedback from instructors, as noted by Akbar and Picard (2019), which leaves students uncertain about their strengths and weaknesses.

Pedagogical approaches to teaching academic writing have evolved over time. The product approach, which focuses on analyzing language features and text structures, has been widely implemented and found effective in enhancing grammatical accuracy and structural understanding (Al Bloushi and Al Shuraiaan, 2024; Widodo, 2008). However, critics argue that this approach can lead to rote learning, where students mimic model texts without developing genuine fluency or creativity (Asriati & Maharida, 2013; Burhansyah & Masrizal, 2021). On the other hand, the process approach emphasizes planning, drafting, and revising, allowing students to develop their ideas iteratively (Brown, 2004; Dewi, 2021). Despite its merits, the process approach requires significant teacher involvement and adaptability, as highlighted by López-Pellisa et al. (2021), which can be challenging to implement consistently in diverse classroom settings.

In response to the limitations of these approaches, a genre-based approach has emerged as a promising alternative. This approach combines the strengths of the product and process approaches, providing students with both structural knowledge and opportunities to engage in the writing process (Halliday & Hasan, 1989; Sitompul, 2022). By focusing on context, language features, and communicative activities, the genre-based approach offers a more holistic framework for teaching academic writing, as evidenced by its effectiveness in fostering critical thinking and collaborative learning (Bram & Angelina, 2022; Maolida & Mustika, 2018).

This chapter explores the complexities of teaching and learning academic writing in Indonesia, focusing on the challenges faced by students and the pedagogical approaches employed to address these challenges. Drawing on the findings of previous studies, this discussion aims to provide insights into effective strategies for enhancing academic writing competence

among EFL learners. Through a critical examination of the product, process, and genre-based approaches, this chapter highlights the need for adaptive and context-sensitive teaching methods that cater to the diverse needs of learners in the Indonesian context.

## **Understanding the Complexities of Academic Writing:**

### **Types, Functions, and Formats**

Not a few students admitted that academic writing is a simple project to accomplish in their studies. If someone says academic writing won't be that complicated, they might be inexperienced or they actually want people's attention. To me personally, academic writing shows the fact that it definitely takes much from our world, such as time to meet relatives, break time, do housework, and watch our favorite TV shows. I would say that academic writing skills become one of the wishes mentioned in prayer, the most frequent topic talked about between researchers or classmates, the one that makes you grumble or cry so much, and the reason why you do not feel peaceful in your sleep. Nevertheless, we firmly keep on pursuing a so-called complicated life as an academic writer, although we acknowledge the complexities of the skill itself.

The complexities of academic writing are evident due to several considerations. The first consideration is concerned with the types of academic writing. They are divided into academic essays, critical journal or book reviews, mini research, and big projects such as a thesis or dissertation. Academic essays are frequently assigned to university students as their routine assignments and serve as an introductory stage for encountering more complex academic writing (Emilia, 2005; Harris, 2020). For critical journal and book reviews, students delve deeper into academic writing skills, such as identifying the strengths and weaknesses of theories and practices and composing arguments in response to an issue (Ariyanti, 2016; Muflihun & Tohamba,

2021). These types serve as stepping stones to more advanced academic writing, such as research projects. Writing research-based projects, such as a thesis or dissertation, is not solely about producing the text itself but also requires a solid foundation in research skills (Harris, 2020; Widodo, 2008). This emphasizes that academic writing often demands a dual mastery of both research methodologies and writing skills.

Secondly, the functions and formats of academic writing are diverse. Essays, for example, can be descriptive, explanative, or analytical, each with its distinct generic structure that dictates how it is written (Emilia, 2005; Fadhly, 2023). In contrast, research projects, such as theses or dissertations, require writers to align their work with specific research approaches, such as qualitative or quantitative methodologies. The approach chosen impacts not only the structure but also the academic vocabulary employed (Alemu, 2020; Harris, 2020). For instance, terms like "influence," "improve," and "impact" must be used strategically within the context of the chosen research method. Furthermore, academic writing requires coherence and cohesion, elements that students often struggle with (Ariyanti, 2016; Madjid et al., 2017). These intricacies highlight why academic writing demands significant effort and attention to detail.

Overall, academic writing presents a multifaceted challenge, combining various types, functions, and formats that require writers to be both adaptable and meticulous. As noted by Harris (2020), mastering academic writing involves navigating these complexities with a clear understanding of its requirements and conventions. Additionally, the pedagogical emphasis on academic writing in Indonesia further underscores its importance, as it is seen as a critical skill for academic and professional success (Ariyanti, 2016; Sitompul & Anditasari, 2022).

## **Teaching writing approaches, how effective are they?**

The variety of teaching writing, in particular in Indonesia, has been conducted from time to time. Starting from university teachers, practitioners, and school teachers, academic writing has been researched in distinctive attempts, such as to discover students' writing skills (Masduqi & Fatimah, 2017; Muflihun & Tohamba, 2021; Ningrum et al., 2023; Ratnawati et al., 2018; Wastam et al., 2023) or implement newly teaching writing approaches yet there were many failures or weak points (Bram & Angelina, 2022; Fadhly, 2023; Madjid et al., 2017; Mustofa, 2020; Syafrizal et al., 2020). Implicitly, the studies resulted in how effectively a certain approach or method is well conducted.

The common approaches discussed for teaching writing are divided into product and process. In consideration of the product approach, many studies (Al Bloushi & Al Shuraiaan, 2024; Burhansyah & Masrizal, 2021; Widodo, 2008) believed and attempted to conduct focusing on the approach since it is much more effective (compared to previous English Language Teaching methods in the 1960s to 1990s) for helping students in writing and accomplishing the course objective of a writing course and/or the demand of a curriculum. In common, a curriculum may cover many types of genres for a semester, and students must produce many types of writing, such as descriptive, narrative, procedure, report, exposition, and such. Due to the approach, students are given many samples or models to see the variety in order to make them able to differ and compare the genres. Furthermore, the approach of product writing is used for showing students important elements of writing, such as language features and structures as a means they acquire those elements as supporting skills in writing.

Experts and previous researchers (Al Bloushi & Al Shuraiaan, 2024; Badger & White, 2000; Hyland, 2004) had the perspectives towards product-writing that this approach has a good possibility in assisting students to quickly acknowledge and

analyze the language patterns and structure or at the end of the course, to produce the text fluently and accurately. More precisely, the coverage of facilitating students with sufficient understanding towards grammatical accuracy is obtained through this approach. It becomes a strong point since students from different levels always perceive that grammar is very hard to attain. The other good side of this approach is the comprehension towards the generic structure as it is also pretty good for students who always encounter difficulties in it. As the studies prove, generic structure implicitly refers to leading them to compose a good arrangement from opening to closing. Meaning to say, there is an opportunity to learn to implement cohesiveness and coherence in writing.

In Indonesia, the product approach has been implemented during the last two decades, especially in thesis or dissertation-making. Many university students consider that using or having a literature review from previous studies referring to students' writing collection was effective. Meaning to say, the samples would be sufficient for students to use the approach since the product of academic writing has been rarely published beyond the universities' archives.

At the same time, there were many rebuttals from diverse researchers that emphasizing the writing product approach is not practical anymore (Asriati & Maharida, 2013; Helaluddin; Purwati et al., 2022; Widodo, 2008; Winarti & Cahyono, 2020). It is argued that the product does not successfully assist students in producing appropriate texts based on the more demanding curriculum. The rebuttal arguments were concerned with fluency and accuracy. The writing product might lead students to just simply copy the model samples. This certainly breaks the writing requirement, namely writing fluency. Fluency in writing should not be arguably questioned anymore since language learners must achieve the competence itself. Fluency refers to making students capable of composing any type of text and that is the objective of writing curriculum to lead students more comprehensively to produce texts. For writing accuracy, it is

better if language learners have the capability to produce appropriate content based on its aims. It is demanded for writers to compose correct formats for each type of academic writing because one is different from the other.

With this in mind, the arguing points discussed by many researchers from years to years of whether ineffective or not are simply affected by how writing teachers have the capability in undergoing it to be effective for teaching learning. Rationally speaking, the essence of the writing product approach will not be originally applied to the different levels, different schools, and different language backgrounds. Thus, it becomes a more heavy task for teachers to modify or adapt to which activities are more suitable to apply. What is really important is that writing product approach effectiveness can be successfully attained if teachers truly understand the essence of the approach instead of directly reporting students' drawbacks. Having said that, it is not easy for teachers or researchers to reject the importance of the writing product approach in teaching and learning.

With these highly crucial elements in writing, the writing researchers then perceived the writing process as an effective approach due to the process spent. The process is definitely various, yet the common ones undergone refer to planning, drafting, revising, and finalising. These became researchers' or practitioners' points to scientifically prove whether the approach might be very meaningful in coping with students' problematic issues in learning writing. The results came up with two different perspectives, significant or stagnant improvement.

The variety of good improvements of the approach is divided into two sides, teachers and students. Teachers might not force students to finally produce a text unless witnessing them in each writing process. More precisely, teachers became facilitators in guiding students in building ideas (Alemu, 2020; Bram & Angelina, 2022; Dewi, 2021; Eliwanti & Maarof, 2017; Maolida & Mustika, 2018). This process might be very helpful for both teachers and students because at the same time, teachers provide ways to build conceptual thinking and lead the scope of

students' writing, and students obtain helpful guidance when they possibly have difficulties starting to write. Referring to other writing processes, namely drafting, researchers discovered that students found easiness because they could make the contents of writing as it is the main point in the skill. Instead of getting assisted in understanding the generic structure and language features, students learned to achieve the cohesive and cohesion of writing.

However, it may be contradictory that the process approach will be insufficient to help students. I perceived that the rebuttals referred to teachers' roles in teaching and learning. Teachers more often did not understand their roles as active or passive facilitators. Meaning to say, students have different learning behaviors every time. A student can be very motivated with certain writing activities and can be bored with the same writing processes. To this point, teachers are rational actors who must be aware of modifying strategies, materials, or learning devices. For that reason, students who are the affected actors find various learning situations as they can find their own learning favors to self-study or practice. Besides the teachers, students also complained about the writing process conducted in their classrooms. They were not excited either to work collaboratively or individually (Alawaji, 2020; López-Pellisa et al., 2021) since they had their learning favor, regarding the task proportion of each team member or the feedback they could not obtain from their peers. In reverse, students are sometimes not engaged in thinking about arguments when writing alone as they tend to do instant activities like copying from the internet due to getting stuck.

Afterward, experts proposing product and process approaches are debated because each of them has drawbacks. Due to that, there was an approach combining both product and process by taking two strong points named a Genre-based approach. It covers how students will have the capability to achieve language features and generic structure (obtained through the product approach) and undergo writing processes,

such as planning until the revising process (obtained through the process approach). Sitompul (2020) cited from Halliday and Hassan (1989) that this approach provides a more complete coverage of writing skills, such as leading students to understand the writing context and situation that will surely influence the writing product. In addition, students have communicative activities in which they are more engaged with the learning writing process, for instance, building knowledge, modelling of the text, joint construction, and independent construction. Building knowledge is absolutely practical for emerging students to think about what they have before composing texts. The situation benefits both teachers and students; teachers do not directly explain material yet students become active actors in thinking or planning before writing.

The second stage refers to modelling of the text. It is practical for students to have undergone the process since students have model answers to look at important language features as guidance to understand the language patterns. In addition, this approach facilitates students to produce more than the patterns and beyond memorise the samples. This is highly crucial during the writing process because an important point referring to building sentences is learned that the grammar skill becomes a bridge to make the process possible. However, a point is that the model answers could be argued since the models can be very hard to understand or cannot provide meaningful input for them.

After having conducted the text-modelling, students are trained to work collaboratively in the Joint-Construction stage. Doing this activity could help students produce arguments since they got assisted through thinking together. It was discovered that working together leads students to be more critical in generating arguments and understanding the use of grammar skills. In addition, students can collaboratively check their writing product and practice themselves. With this in mind, collaboration or discussion occurring in the stage could be more meaningful although there is a possible ineffectiveness of the



process conductivity, such as letting a member only work alone or no discussion since students favor a self-study or work. Thus, the ineffectiveness can be tackled if teachers are fully concerned with students' activities during the writing class.

The last stage refers to Independent Construction. The ability to write individually must be attained because it is the final execution of students' work. This could benefit students because they are trained to individually plan to write, draft, and revise. One turning point found from the studies at this stage is that students have self-learning and self-awareness of whether they can achieve and identify correct usages of the aim, generic structure, and writing elements. Nevertheless, students' roles working alone might be argued by teachers questioning whether they can do complicated writing skills or not.

## **Teaching academic writing in Indonesia**

In Indonesia, the teaching of academic writing has been lately emphasized in universities. At first, the Indonesian government's demands on enhancing the use of academic writing can be ways to provide solutions to the problematic field (Sitompul & Anditasari, 2022). Not surprisingly, numerous studies scientifically proved that academic writing for university contexts, particularly in Indonesian universities, is blatantly and highly needed for students (Arjanggi et al., 2018; Surono, 2015) which certainly alarms teachers and students to demonstrate and use academic writing at university, respectively. Thus, academic writing has dramatic effects on almost all universities on how students will produce and encounter any problems that possibly come to them.

Initially, the case of academic writing is discussed from the context of academic writing coverage. Pedagogically speaking, its coverages include various components for students to deal with, such as mastery of generating ideas, coherence and cohesion, paraphrasing, linguistic components, and writing style skills. It is no coincidence anymore that students find it

complicated to produce writing (Ariyanti, 2016; Emilia, 2005) since all academic writing components are pointed to students' problems from time to time. Based on experiences undergone by many researchers, the complexity can be tackled if only teachers understand how academic writing could work for learning language students and beyond. Teachers need to be fully cognizant of whom they are teaching about. It should be a turning consideration as a means of understanding the proportion of teaching and learning inputs (materials) for them. As mentioned the coverage of academic writing is genuinely varied, the variety should be a reminder that academic writing components cannot be simply taught. With this in mind, academic writing takes gradual moments to cover its major or minor components.

Secondly, many Indonesian universities are aware of the use of academic writing in the curriculum, in which they have put academic writing into a course. This means that teachers facilitate methods, types, and formats of academic writing. Moreover, some universities began showing its importance by providing webinars for students or encouraging students to publish their writing to the publishers. However, the inputs might be insufficient since teaching academic writing will only take a semester. Besides, webinars are also temporary and not all students can access them due to time or fee. At the same time, it is true to say that a secretive common issue about the burden of university teachers on teaching and handling administrative tasks has become a reason for not providing constructive feedback for students towards the writing products. Having said that, students do not know how to get improvement in what elements they have strong and weak points. Regardless of the issues, the complexities found in academic writing could not be seriously assisted and coped with by teachers or others providing service for students.

One highlighted point about the academic writing complexities can only be achieved through drilling practice. For example, a teacher whose role as an active researcher and writer

will get accustomed to the essence of academic writing itself. Teachers must be fully comprehensive in mastering the academic writing rules as a means of showing meaningful guidance to students. For that reason, students will learn to avoid the most hated case in education, namely plagiarism, because it is worth noting that students tend to imitate the same version without understanding the format of academic writing products (Akbar & Picard, 2019; Prima & Hartono, 2024).

As far as I am concerned, teaching academic writing should not only be in the form of a teaching mode in the classroom. Universities may consider that mentorship of one teacher to small group students discussing academic writing could be more effective to try and it can be considered a course. This can be a small step in letting them practice assisted by teachers' control. Moreover, in this modern technological era, mentorship can be conducted either online or offline. With this in mind, sufficient inputs that might be highly needed can become a bridge for students to be more comprehensive in learning academic writing.

### **Academic Writers' First stage, to read or to write?**

As discovered in one of my research procedures for a master's degree, critical thinking would be highly crucial for leading students to start writing. Sitompul (2020) found from many sources that a dime a dozen university students get stuck to produce any arguments. From any related studies, the common considerations were divided into two parts, (1) do not have previous knowledge or sufficient understanding towards a writing topic; (2) do not have the capability to write.

The expert on teaching writing, Brown (2004) believes that reading is a prerequisite stage for every learner to produce texts. Imagine a toddler producing any utterances that the capability is obtained through language acquisition in his/her environment. It also occurs for every language learner that writing, although it is still possible to get stuck, will be much simpler if reading is

foremost done. The power of reading is such a magic. It can be a good companion when having no ideas to put in the writing product because writing is not an easy skill acquired by simply thinking ideas or arguments in head.

Personally speaking, reading activities genuinely lead students to do (un)conscious processes such as comparing and evaluating theories of the world. What is a bad, acceptable, irrational, or critical argument is obtained through reading. It is believed that there is a correlation between reading and writing in which students come up with arguments by comparing facts, assumptions, and background knowledge. Related to a research project, accomplishing it cannot be simply done if writers do not start managing literature or another common term called “reading”. It refers to finding any related theories and suiting them to the practice. Clearly, managing literature means having discovered any sayings from experts and readers will compare affirmative and opposite perspectives. Thus, readers will determine to what extent they take on arguments. Having this in mind, reading will deliver students an understanding of theories first before composing any argument. The consideration is that academic writing requires scientific data from experts owning theories and previous researchers. Because of that, students cannot easily assume information.

In the writing process, it is no wonder anymore that students accomplishing research projects and obtaining feedback often say “Hold on, I am going to read the theories”. “Come on, where can I find the literature review?” It genuinely aims at ensuring the theories written in the project, whether it is appropriately researched or not for the stakeholders affected by the research, such as the field, the sample, and even the variables discussed. Without having understood its application to the stakeholders, it could be impactful to the results concerning generalizing or verifying theories. Thus, all must be fully considered, such as doing reading activities, before writing one until many arguments.

Afterward, there is a strategy from previous writers that writing is attained through starting to write. One sentence is just acceptable and it is just okay to initiate it. One turning point that newbie writers need to bear in mind is that more sentences can be increased if writers attempt to keep writing or get accustomed to composing beyond their capability. As writing takes many cognitive or psychological processes, (beyond planning, drafting, revising, editing, or finalizing) such as having enough review of literature, having grammar skills, owning persistence and resilience, and handling stress, students need to go further because the processes can be a distraction that will inhibit the process of composing sentences.

As confirmed by Sitompul (2022), she had the same perspective that writing will not be quickly finished. By that, writers must hold a principle that longer paragraphs are derived from composing words into phrases, clauses, or longer sentences. In other words, writing is just a word-playing game. Surely, it must be meaningful and understandable. If we pay attention to any academic writing published, it is the capability to replicate other writers' sayings. Believe it or not, any sentence or academic vocabulary mentioned is just copied yet it is suited to relevant topics or variables researched. Not only that, the structure of arguments can be almost similar yet it is added with writers' critical judgment or prediction based on their research topics. Having discussed the two strategies, reading and writing can be done at the same time. In other words, writers must be fully cognizant of which one is started.

### **Managing structure or content**

A point to which the structure of academic writing has been rarely discussed by researchers. It is assumed that teachers were too concerned with effective teaching writing approaches to implement for both foreign and second language users. In reality, academic writers surely go straightforwardly to consider what might be composed for content.

Contents are points to deliver for readers that may provide crucial information, support arguments, and add informative literature. There are two views that I hold regarding contents; if it is well written in someone's writing, readers will consider that the contents must be put to his/her writing and if it is not required to be good writing, readers will never consider putting it in his/her writing product. Good writing refers to how the written contents cover the topic discussed or how the topics are well researched based on its procedures. It means that readers must consider doing the same as writers did in order to compose well-written products. In reverse, readers must notice what to avoid after identifying badly written products. Presumably, it might be questioned in what ways newbie writers consciously acknowledge that previous academic writing products (considered literature review) are considered well; they at least have writing guidance to ensure their readings' quality.

Further, Wilson (2022) discusses academic writing's integrity referring to how contents are well written. At first, he talks about content that must be derived from the writer himself/herself. Writers will never be allowed to copy previous writing since the contents of each writing, though the same topic, surely have distinctiveness. Second, writers will never be able to compose a complete product without the assistance of previous writing products. It means, writers must cite to make content strong and valid. If not, the contents are considered assumptions or fake stories.

Contents also touch on how they are structured. Writers cannot write one sentence without applying the use of coherence or cohesive sentences as the structure will lead to showing clear structure or meaningful texts. If paying attention to structure, readers will easily discover what writers report in their writing, for example, a topic sentence in each paragraph, an instrument used in research, or data analysis.

Pedagogically speaking, handling contents is fully attached to handling structure. Writing contents are usually produced when writers attempt to organise arguments in the form of

outlines or mappings. It is just okay if writers do not entirely follow the outlines, however, writers cannot sacrifice content or structure only.

The teaching of academic writing covers cognitive, skill, and thinking processes. By that, teachers should consider that every drawback or strength of certain teaching writing approaches applied in language teaching could always be helpful as long as teachers know its essence. Students the ones doing the writing process must notice to themselves that writers will undergo many processes in which students can be thinkers not exactly in front of the computers. Besides, language input for making academic writing possible should not only be learned from teachers only in which students must pass through language acquisition to add to their writing abilities gradually.

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### 3. Conceiving Appraisal Perspective in Academic Writing

Marwito Wihadi

It is customary that academicians promulgate their research or insights of a particular matter in the form of writing language which is substantially divergent from the spoken one. Even, the popular provocative, but captivating jargon is ingrained in their minds, namely “publish or perish”, encouraging them to academically prevalent by continuously publishing theirs in a number of nationally or even internationally accredited journals. Also, copy-writers are taken on in order to lure the prospective buyers to purchase the advertised products with profound argumentation of its excellences. It goes without saying that columnists argumentatively exert an issue to be publicly recognized or attended in order to restrain vulnerable policy distressing a number of misery ethnicities on mass media.

Essentially, as writing language generated from academicians, copy writers, columnists or even any writers all over the world owns specifically distinctive characteristics meaning that it tends to be complex lexically and lexically dense (Gerot & Wignell, 1995; Eggins, 2004). It subsequently swings closely to the insights that most written form reveals such attributes as context independent, language as reflection and language as product or synoptic (*ibid*). No direct virtual communication partners are prevalent as the realities are constructed as their reflected experiences and views in the forms of academic articles, advertorials, essays, features, hard news, editorials, Op-eds, etc.

Relative to some writing typologies above, the fundamental locus born in mind is to communicate the findings, opinions, and plus which are arguably valid and reliable to their fellows and purchasers around the globe. Meanwhile, they

respect and tolerate others who might have contrary propositions leading to different values held dear. Their writing is an act of communication in which the writers intentionally appraise an issue by self-firming, denying in a subtle manner or even anticipating any divergence originating from their putative readers, or future buyers.

This article discusses academic writing as a synoptic language reflection viewed from Appraisal Perspective in three domains, Attitudes, Engagement and Graduation promulgated by distinguished extended language theory scholars (Martin & White, *The Language of Evaluation*, 2005). It is referred to related facets by the hope that it inspires the practitioners to reshape their pedagogic behaviors towards the teaching of any forms of argumentative writing genre as well as redeem other researchers to pursue their academic endeavors and notably future research in any language, issues and settings.

Ample kinds of writing research, an argumentative genre study, under the umbrella of Appraisal Perspectives have been conducted for years. It is empirically found out that EFL writers irrespective of their level of proficiency displayed both strength and weakness as employing appraisal resources in that they used variety of engagement, e.g. modality leaving a space for different points of view in the midst of misuse of bare assertion assuming that putative readers were assumed to have the same values and the proper strategy to invite refutations as well as respect others (Promwinai, 2010; Pascual & Unger, 2010). It was subsequently figured out that low-graded argumentative essays were typified appraisal domain findings: substantial number of monoglossic resources with considerably low attitudinal items (Wihadi, Sujatna, Soeriasoemantri, & Karlieni, 2018). Concerning specific lexis, EFL students had difficulty as employing diverse modalities as completing a hortatory exposition essay instructed in one of well-established courses (Wihadi & Sujatna, 2019). In the other form of writing, the employment of argumentation as a core aspect of academic writing was deployed in an advertorial as well, so it was shown that focusing on Attitude domain asserts

the overtly massive exploitation of judgment convincing the excellences of advertised beauty products amid frequent prevalence of capacity and tenacity (Wihadi & Sujatna, 2021). A broadly contextual political and human right issues on selected Ed-ops, the primary rationale of the state that Uighur was decisive to separate from repressive China was triggered by mere economic matters pinpointed (Riva, Utari, Nurhamzah, Efendi, & Amin, 2022). Then, a writer's attitude on the same issue in which his Ed-op article was published in Jewish On-line newspapers conveyed a neutral stand regardless with the title crafted seemingly supporting a gloomy minority moslem (Wihadi, 2024).

### **Argumentative Genre Typologies in Social Contexts**

Some writing products are argumentatively driven on the grounds that the writers intently convince the conveyed propositions, later persuade the putative readers to acknowledge, accept, consider their point of view delivery. The string of clauses in there are functioned to be interpersonal metafunction in which the corresponding status of clause is clause as exchange, representing the writer's intentional use of the language in expressing his own attitudes and judgements as well as pursue to encourage or influence others' attitudes and behaviors (Halliday, 1994). The variable of the situational context tends to correspond to tenor in particular in that its three dimensions (Contact, Affect and Status) impact the language use realized in a text as a language product (Gerot, 1995). It is firm that the texts publicly produced by academicians, copywriters, columnists or writers on mass media or journals read by imaginary readers involve equal status, no contact at all and neutral affect for an illustration.

Apart from the context of situation, cultural context (genre) plays a pivotal factor in construed texts contributing towards the achievement of a certain social purpose. It is staged as it commonly gets us more than a single step to achieve writers'

goals and the texts generated involve social processes since they are formed for readers of a certain tapestry (Martin, 1984; Martin & Rose, 2008). Referring to argumentation, it is customarily defined to have a goal to incline or decline the acceptability of a controversial standpoint for the listeners or reader” (van Eemeren et al, 1996) Furthermore, in an argumentative genre, in particular, its aim is to “persuade to” and “to persuade that” as illustrated in a following table:

Table 1: Four main argument genre (Coffin, 2004)

	<b>One-sided Argument</b>	<b>Two-sided Argument</b>
<b>“persuading that”</b>	analytical exposition genre hortatory exposition genre	analytical discussion genre
<b>“persuading to”</b>		hortatory discussion genre

An argumentative essay written by a student is supposed to abide by, for instance, the structure and the purpose of a hortatory exposition genre that the writers know the intention to compose and the stages they have to carry out. Its purpose is to put point of view and recommend a course of action with the typical structure comprising “Thesis - (recommendation) ^argument + evidence^- (counter argument + evidence) – (reinforcement of thesis)-^ Recommendation” (ibid). Such aim and structure are conventionally and likely employed in an opinion article composed by a columnist commenting on a heating issue driving millions of people regionally, nationally and even internationally to attend it. This kind of article called an Op-ed, “Opposite editorial”, is ordinarily written by an expert composing it in a such a way that it is in the possession of timeliness, ingenuity, strength of argument, freshness of opinion, clear writing and newsworthiness (Shipley, 2004).

Copy-writing itself, particularly in an advertorial, is well-considered to have five fundamentals, two of which are

“persuade people to grasp the advantages” and “ask for action” (Schwab, 2013). Thus, it precisely demands sound arguments to captivate the putative readers to get induced, then have a purchase commitment or engage in services. It is argued that that advertisement releases information, persuades, reminds, influences, then feasibly shifts opinions, emotions, and attitudes of the putative readers (Cook, 2001). It facilitates more coverage of information and basic discussion than other advertisement forms; its essence has some advertising text written in editorial styles (ibid). Even, it is feasible genre is analytical exposition - “a point of view or argument is put forward” to “persuade that” advertised products are undoubtedly worth paying an attentive attention and decisively buying.

The Ed-op- word combination of ‘opposite’ and ‘editorial’ is a piece of writing issued on mass media, which comprises a journalistic commentary responding a heating issue which captivates imaginary readers to spend their time reading it. In addition, it is an opinion piece composed in which it is relevant to the newspaper’s audience (putative readers from any possible social status and backgrounds). This is formed on the grounds that it is the fact that opinion articles traditionally put opposite the editorial page. Op-ed articles have entailed into pieces in which the writer claims a viewpoint, attempts to persuade the putative readers into complying with their viewpoint, then put forward proposals to resolve the commented and selected issue or simply convey proposition without any released solutions (Carleton & Groff, 2006). They may be either in the form of analytical or hortatory exposition genre, accordingly in which the respective stage of elements is obscurely phased (Coffin, 2004).



## Appraisal System in Argumentative Genre

Returning to the function of language is to be interpersonal metafunction, the clause as an Exchange in which meanings through which social relations are engineered and maintained in Mood and Modality system is further developed. Previously stated that the clause is organized as an interactive event involving speaker or writer or audience that speech roles and commodities are of occurrence. Speech roles are either in ‘giving commodity’ or ‘demanding commodity’; the commodity makes up ‘good and services’ and ‘information’ (Halliday, 1994; Butt et al., 2000; Eggins, 2004). In line with argumentative genre released in any writing typologies, an information commodity containing the expression of attitudes, the engagement and the strength of propositions of the writers with possibly catered by proposals or solutions to the problem are scattered through on the text substantially imposed by the social contexts – context of situation (register) and context of culture (genre). Such deals with Appraisal System as an extension of Systemic Functional Grammar (SFL) in Interpersonal Metafunction of mood and modality system – a profound theory of language - comprising three domains, namely *Attitudes, Engagement and Graduation* (Martin, 2000; Martin & Rose, 2003; Martin & White, 2005).

In essence it is obvious that language users, in these writers, do not merely exchange questions, statements, commands, and offers in lexicogrammar. As a matter of fact, they also “express attitudes, engage the listeners or readers, and adjust the strength” of their “feeling and opinions” through the semiotic choices generated” (Derewianka & Jones, 2016). Let’s take a look at the figure below depicting the three interrelated domains in Appraisal System below prior to respective elaboration.

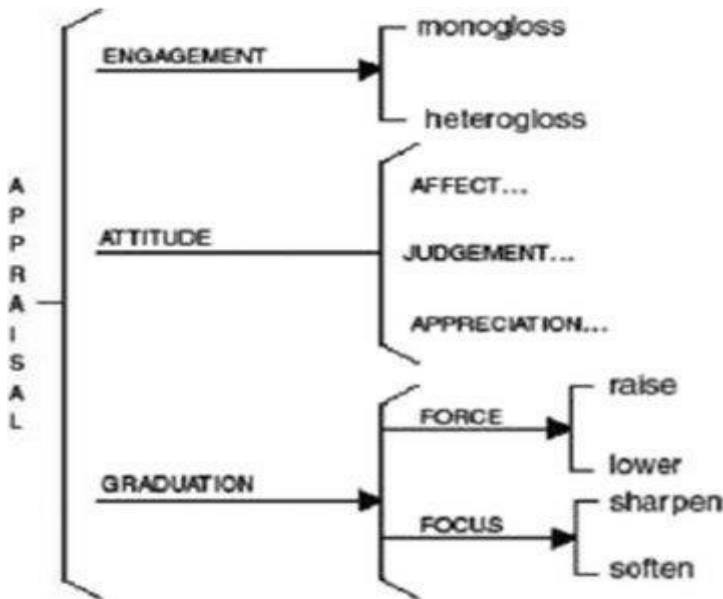


Figure 1. Three domains within the Appraisal system  
(Source: Martin & White, 2005)

The clauses entailing commodity of goods and services as well as information are either categorized into monogloss or heterogloss under the domain of engagement. Within this particular system, attitude and graduation are inserted to play a pivotal role in expressing the writer's degree of emotion – affect, judgment and appreciation of his comment on the issue. Moreover, the deliberate selection of monoglossic or heteroglossic utterance, i.e. clauses confirm the writer's intention to communicate the proposition towards the putative readers. For an illustration, taking into account to two following propositional clauses confirm divergent sub-type of engagement domain with each rather noticeable intention retrieved from an Ed-op article from The Jakarta Post – the first clause is the original one, then the second clause is the revised one (Wihadi, 2024)

- (a) *Chine's Xinjiang crisis is symptomatic of the deepening repression across China under President Xi Jinping, ...* (monogloss)
- (b) ***The facts of the matter are that*** *Chine's Xinjiang crisis is symptomatic of the deepening repression across China under President Xi Jinping, ...* (heterogloss)

The writer's intention conveyed through monoglossic clause (a) is that he regards that the putative readers have the same point of view that the crisis occurred in Xinjiang towards the minority moslem Uighur is evidential by the severe suppression undertaken by The China Government all over the country. Such proposition, information of commodity, is taken for granted true. In fact, there is nothing debatable meaning that there is no room for alternative point of view considered. Both the writer and the putative readers are of identity in values. The writer, thus, neither interferes nor persuades the imaginary readers that the point of view delivered is much guaranteed. Heterogloss in Engagement system stands for bare assertion in which neither overt references of other voices nor recognition of alternative positions are of availability (Martin & White, 2005)

Conversely, the writer's message is distinctly different as explicit interference via an expression 'the facts of the matter are that' is literally employed, gearing to label the clause produced to heteroglossic one. This lexicogrammar realization confirms the fact that his subjectivity of the critical state of Xinjiang's crisis is obscured and impersonalized in that implicitly the dialog of alternative point of view is openly welcome or considered. The writer still acknowledges other values that putative readers hold dear in spite of his interpolation to maximize the investment of current proposition with an attempt to avoid threatening solidarity with them. In a similar vein, the writer's intervention to assure the arguability of the proposition uttered is made explicitly subjective by a means of matrix of clause, such as "I believe that" or "I contend that" which keenly risk threatening the writer-reader's solidarity despite the fact that the writer expands the dialog of surrogate value acknowledgement.

Heteroglossic utterances through produced clauses in argumentative writing of any forms by utilizing diverse lexicogrammar of pronouncement means the interpolation of the writer to heighten as well as convince the putative readers implicitly and explicitly within the frame of dialog expansion due to feasible point of views (ibid).

It is of interest to figure out the employment of modality kinds either as a commodity of information bearing proposition or the one of goods and services calling for an action carried out by imaginary readers. Commonly encountered in the stage of argument + evidence in argumentative genre foregrounding academic writing, it shall not be surprising to find out the use of these in the recommendation phase. Kinds of Modality themselves belong to the heteroglossic utterances or heteroglossic clauses in which the writer expands the negotiation of feasibly alternative point of views without any attempts to convince the putative readers that the propositions forwarded are the best warrantable, so much better than the ones that readers own. In addition, the writer proposes a commodity of goods and services without any insistence upon them to undertake the solutions. It is definitive that the writer simply “entertains” disclosing the confirmation that it is up to them whether they accept, consider or even reject the values. The ultimate decision eventually rests with them regardless of the quality of the commodities. It is stated that “entertain: be explicitly presenting propositions as grounded in its own contingent, individual subjectivity...as but one of a range of possible propositions” (Martin & White, 2005, p.98).

Turning the diverse modalities on the heteroglossia in the engagement domain encodes that the writer respects the prevalent difference of propositions as well provide freedom for the putative readers to abide by, refute or even totally discard whatever values. It is likely that it is a strategy to conform the laying diversities, to avoid threatening solidarity or build up solidarity. The kinds of modality are exemplified below taken

from three Ed-op articles in three different mainstream online mass media (Wihadi, 2024)

- (a) *Meanwhile, the Indonesian government maintain its official line on Xinjiang: that Jakarta “**would** not interfere” in China’s “domestic affairs”*
- (b) *...to fill this void, Alhurra television and other US government media directed at the Arab world **could** raise.*
- (c) *..and for the Chinese government, it signaled the urgent **need** to intensify repression of the moslem Uighur minority...*
- (d) *The Indonesian government **should** join other governments at the upcoming march session of the United Nations Human Rights Council in Geneva to press for independent access to Xinjiang*

Heteroglossic utterances in clauses (a) and (b), the lexis “would” and “could” are called modal operators labeled deontic modality (Palmer, 2007) or modulation (Halliday, 1994; Eggins, 2004) and the other one in clause (c) employs the lexis ‘need’ has similar meaning with “need” as a lexical verb categorized into another kind of modality. In perspective systemic functional linguistics, the modality kinds do not assure the degree of certainty or probability. Contrary to the statement that “probability is how likely it is to be true” (Thompson, 2014) or “lack of commitment to the truth value” (Coates, 1983), it affirms that the commodity of information offered is contingent and subjectively and dialogistically imparted acknowledging it one of abundance eligible in communication context in which “informational reliability” is not at issue. Solidarity motive is not hampered accordingly. Likewise, the modal operator “should” in clause (d) is customarily found in the stage of recommendation in argumentative genre that a particular course of action, a commodity of goods and services, is advanced bearing in mind that “the authorial directiveness” is construed as individually based opening up the space of dialog to alternatives. The

typologies of modality shift from the traditional concepts into communicative-driven ones.

It is of precision that the discussion of heteroglossic utterances in clauses deployed as appraisal resources does not get limited to modality kinds and pronouncement as sub-categories in engagement domain expanding the dialogistic spaces. Further category within heterogloss, some sub-categories in it implicitly and explicitly contracting the notions of alternative points of views or authorially directed actions (see holistic engagement system in Martin & White, 2005, p.134). Opting one of its sub-categories, namely “disclaim” the writer communicatively transmits a message that textually voiced position rejects the contrary alternatives by denying overtly and directly, risking solidarity break-down emergence or simply supplanting a warranted positive position in dialogue confirming that the recognize one is unsuitable or inapplicable. The expected propositions are countered by a number of formulations via conjunctions such as *although*, *even though*, labeled “adversative”, connectives such as *however*, *yet*, *but*, *conversely* and adjuncts, such as *surprisingly*, *even*, *only*, *just*, and *still*. (ibid). The writer employing “disclaim” formations signals that what propositions, values or points of view the putative readers believe are supposed to be rejected or replaced by more trustworthy, more warrantable ones.

Attitude in the domain of engagement in Appraisal system uncovers the emotion of the writer registering negative and positive feelings, entailing evaluation of semiotic and natural phenomena and construing his reaction to people and the way they behave. These are traditionally viewed as emotion (affect), ethics (judgment) and aesthetics (appreciation) within three semantic regions. To determine the meanings of attitudes, it is substantial emphasized to figure out whether they are construed as inscribed attitude - and attitudinal position is possibly expressed directly via attitudinal lexis, such as “demand”, “fearful”, “ennui” “furious” “buoyant” ‘obstinate”, “altruistic” etc. or invoked one, an attitudinal position can be expressed

through indirectly through the selection of ideational meanings – the ones about phenomena and things in the world (Martin & White, 2005; Hood, 2010). As a consequence, a compliant reading position in which attitudinal resources are explicitly decoded is constructed by inscriptions, whereas a negotiable reading position in which attitudinal ones are implicitly constructed (Martin, 1996a).

The inscribed value is viewed as ‘largely fixed and stable across a wide arrange of contexts’ (White & Thomson, 2008, p.11). It is argued within lexical perspective that affect is of possibility to be explicitly uttered as the modification of participants and processes, affective mental and behavioral process, and modal adjuncts (Martin & White, 2005). Two clauses are retrieved to exemplify the intended values either positive or negative ones, the inscriptions from editorial texts which are argumentative in nature (Liu, 2017):

- (a) *Perhaps the National was **at fault** [judgment: -capacity] for **failing to** [judgment: -capacity] appreciate the **talents** [judgment: +capacity] of Mr. Oakeshott and Mr. Windsor when they were members.*
- (b) *Xi’s proposal shows China’s **commitment** [affect: +desire/inclination] to carrying forward its **time-honored** [appreciation: +reaction] friendship with Trinidad and Tobago as well as advancing bilateral pragmatic co-operation.*

The expressions “at fault”, “failing to” and “talents” explicitly express the value of judgment with its sub-categories, capacity in negatives and in positives. In addition, the lexis “commitment” inscribes the emotion of affect with its sub-category desire/inclination in positive and “time-honored” is encoded as the value of appreciation with its sub-category reaction in positive. Thus, analyzing the inscribed values in attitude is first phase to be conducted. Subsequently, Attitudinal values are invoked through the choices of experiential meanings which leads as prior mentioned to negotiation reading position.

*Provoke*, *flag*, and *afford* are three ways for implicitly realizing invoked attitude (Martin & White, 2005). They are elaborate explanations, then one of them is illustrated from an editorial article.

The provocation of attitudinal values is realized through the expressions of lexical metaphor which infers two divergent fields: literal field and metaphorical field. It is the contrast between two field kinds in lexical metaphor which invokes attitudinal values (White & Thomson, 2008). Illustrations and several steps to analyze the expression of lexical metaphor are much exemplified to learn and follow by the researchers especially relative to journalistic discourse concerning the argumentative editorials (Liu, 2017). The procedure employed to analyze lexical metaphor in argumentative genre of any kinds are as follow:

- (1) Read the texts of any argumentative genre and gain a general comprehension of its fields realized by taxonomy, configuration and activity sequence.
- (2) Identify the lexical units which own a more fundamental contemporary meaning in other contexts according to the online (any) English Dictionary. The basic meanings decode a field divergent from that of texts of argumentative genre.
- (3) Re-check the basic meanings of the identified lexical units with native speakers of English. (Adapted in Semino, 2008)

Then, attitudinal values are flagged or marked out through the selection of lexis in the third domain of appraisal system, that is graduation from two perspectives: force and focus (Hood, 2010). Force is examined in terms of intensification and quantification, whereas focus is explored in connection with specification and fulfillment. Examples of flagging are depicted in utterances in the clauses from editorial texts (Liu, 2017) below:



- (a) While we **disagreed** [affect: -satisfaction] **strongly** [force: intensification] with the substance of her industrial relations reform, the manner with which she implemented them showed political talent.
- (b) Then yuan keeps rising [appreciation: - reaction], inter-bank rates have shot up [appreciation: - reaction], and foreign exchange purchases have slumped [appreciation: -reaction]. Such **conflicting** [appreciation: -reaction] trends have caused worries among China watchers.

In heteroglossic utterances in clause (a), the lexis of circumstance ‘manner of process’ *strongly* in bold grades the inscribed value of affect: satisfaction in negative, that is *disagreed*. On the other side, the expression *rising*, *shot up* and *slumped* underlined in italics and flag negative attitudinal values. As a matter of fact, the encodings in (b) are contextualized by the inscribed value of appreciation: reaction in negative. Eventually, it comes to the third way to convey the inscription of attitude value: afford. Affording is construed as attitudinal values are yielded as the selection of experiential meanings which holds a cultural expectation of some kind as exemplified by the expression: *we brought the diseases* in the text (Martin & White, 2005). Briefly down in the conclusion is that the deployment of lexis in attitude domain is purposely imparted to disclose the feelings of the writer, his judgment of people’s behavior generating the admiration, criticism, praise and condemn, and the evaluation of things and phenomena around him in the argumentative texts produced.

In communicative contexts which involve social dimensions the way we look into one’s argumentative writing of any genre is that there must be rhetorical effects on the deliberate employment of clauses as an exchange and lexis in them. Such, the writers’ intentions towards the putative readers as regarding taken-for-granted propositions, interpolating to warrant the point of views, opening-up much room for the dialog, nurturing the solidarity, or even affiliating-strategy are of prevalence. The lexicogrammatical utterances in the clause are undoubtedly

purposeful in that the interpersonal metafunction plays a pivotal role in written language production.

Appraisal theory which is an extension of Systemic Functional Linguistics comprises three domains. Its systems corroborate the connection to four argumentative genres foregrounding argumentative writing which substantially imparts appraisal sources. The selections of clauses and lexis confirm the communicative purposes that the writers intend to do. Monoglossic utterances in the clause are truly different from the heteroglossic ones generated. The earlier ones are intentionally construed to be concerning the take-for-granted commodity of information, and the latter ones are decoded to deal with the openness of the dialog in which the alternatives are contracted or expanded.

Despite limited illustration of heterogloss sub-categories in engagement domain, *disclaim* and *entertain*, the insights of theirs are proportionally elaborated, like the employment of modality which simply confirm the freedom of choices without authorial interpolation. The resultant rhetorical impacts gear to the notions of solidarity and affiliation, resting with the strategies of persuasion. These shall be much adequately elaborated apart from other sub-categories. Afterwards, the sub-categories of attitude domain in inscribed and invoked values are sufficiently discussed in the tap of three ways of revealing the indirect attitude *provoke*, *flag* and *afford*. Again, these means of realizing invocations shall be further unfolded relative to the texts of argumentative genre. Appraisal perspectives frames the writers yield argumentative writing engulfed by the interpersonal metafunction bearing clauses an exchange in socially communicative contexts towards putative readers.

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## 4. Cohesive Devices and Students' Academic Writing Quality

Merry Rullyanti

Students of English as a Foreign Language (EFL) who study in a college or university want to develop their writing skills in order to be successful in the academic world. Writing is an essential part of study as it is one of the crucial skills for successful language development. Its focus and value become stronger when it comes to writing in the English language. English writing had a huge impact on the whole structure of education since it is the main source of world knowledge (Nunan in Rahman, 2023). Each sentence in a text could be comprehended and represent the writer's concept when they are linked to one another (Nurhidayat et al, 2021).

A text is a means of communication, spoken and written, which indicates the development, organization, and connection of ideas. In the context of the text, the speaker or writer incorporates their socio-cultural accounts, personal knowledge and experience, and coding of such information into a unified beyond-sentence communication, in which cohesion and coherence are interwoven (Collins & Hollo, 2010; Halliday & Matthiessen, 2014; Bui, 2022). Furthermore, learning to write effectively in a second language is challenging because of the many steps involved, even EFL students found the most problematic issue comes up when they have a variety of challenges when it comes to delivering a decent piece of writing (Taplo, 2016; Ludji, Hambandima, Christiani, 2022; A.Khalil et al, 2023). In addition, various assignments require writing for a few sentences, several pages long, and also answering some tests or a complete essay. Students should be convinced that their text runs through a series of phrases while communicating their ideas

in writing. These steps include being able to think in the target language, come up with ideas, and then string (them) together using a variety of cohesive devices that link these ideas together in a meaningful way (Ampa & Basri, 2019).

Essay writing as one of academic writing is the highest form of linguistic productivity since it necessitates an excellent command of so many different linguistic structures. Recently, many researchers have given much attention to the use of cohesion and coherence in essays (Nouhou & Fuh, 2023; Magogwe, Mokibelo & Karabo, 2023; Ryan, 2023; Siregar, Nurlela & Zein, 2023) on their purpose to investigate the type of cohesive devices used and to find out coherence problems in students' essays. Additionally, essays closely link sentences that make use of language components that promote cohesion (Redman & Maples, 2017). Cohesive devices make many contributions due to their role in shaping textual cohesion and facilitating coherence. Furthermore, cohesive devices are one of the important aspects of academic writing that have been recognized as a fundamental characteristic of good writing (Ludji, Hambandima, Christiani, 2022). Several studies have found that cohesive devices both grammatical and lexical, play major roles in the construction of a text. The cohesive devices are important because they have grammatical and lexical features that help them develop sentences and make them more accurate and contextually understandable, and give interconnectedness and progression within a text (Uru et al., 2021; Dastjerdi & Samian, 2011; Rodliyah & Liyani, 2022; Rahman, 2023). Moreover, they are the features that bind the text together and create meaning and cohesion, which are essential for reading and understanding but are challenging for language learners to achieve when writing (Abu-Ayyash, 2021). The students often struggle to express themselves with clarity, accuracy, and coherence in their academic writing. Thus, if cohesive devices were used inaccurately in students' text, the reader would misunderstand the information which is trying to be conveyed.

This study presents the manifestation of related studies and investigations on the use of cohesive devices done by EFL students regarding the most frequently used devices and the types of errors in using cohesive devices so that there can be suggestions and recommendations to improve the EFL students' academic writing quality in advance.

## **Cohesive Devices**

### *The Concepts and Significance*

Cohesive devices are the use of certain words and expressions that function to link the sentence together (Benu et al., 2022). Numerous studies showed that one component that EFL students should develop to have good writing (,) especially in English is cohesive devices (Albana et al., 2020). Furthermore, there is a strong relationship between knowledge of cohesive devices and writing skills (Islami et al., 2022). It can also create a relationship and connectedness between one element and another in the text (Rudiana, 2021). A text is cohesive if, as a whole, there is a relationship between the texts (and) with meaning which is semantically linked and consistent (Nouhou & Fuh, 2023). Consequently, the lack of knowledge of cohesive devices, for example, the error use of cohesive devices, will lead to poor writing (Aqmarina, 2020; Ariyanti & Fitriana, 2017; Ludji et al., 2022; Nilopa et al., 2017; Nindya & Widiati, 2020; Prasetyaningrum et al., 2022). Thus, cohesive devices play a crucial role in creating a good flow in writing.

Cohesive devices are classified into two major categories: grammatical and lexical cohesive devices. The former includes reference, substitution, conjunction, and ellipsis, whilst the latter includes reiteration and collocation (Halliday & Hasan in Rodliyah & Liani, 2022).

### *The Features of Cohesive Devices*

The notion of cohesion is basically “a semantic one - it refers to relations of meaning that exist within the text and that define it as



a text” (Halliday & Hasan, 1976, p. 4). It aids in comprehending how language, or written discourse, operates or “hangs together” via “cohesive ties or chains that link the presupposing and the presupposed across sentence boundaries” (Halliday & Hasan, 1976, p. 8). This framework explains that cohesion is attained in written essays when the writer uses suitable vocabulary and various grammatical structures such as pronouns, conjunctions, lexical substitutions as well as other lexical items to produce “a basic unit of meaning in language” (Halliday & Hasan, 1976, p. 8). Halliday and Hasan introduced a taxonomy for various types of cohesive devices.

### *Grammatical Cohesive Devices*

Based on the model by Halliday and Hasan in Abu-Ayyash (2019), Grammatical Cohesive Devices or Grammatical Cohesion is an essential aspect of linguistic communication. This concept is divided into 4 parts: substitution, ellipsis, reference, and conjunction. *Substitution* involves the replacement of specific words or phrases with others, enabling the avoidance of repetition and enhancing the overall clarity of the discourse. It can occur in texts in three forms: 1) nominal, where a noun is substituted by a word like one or ones; 2) verbal, where a verb can be substituted by a word like do or did; and 3) clausal, where an entire clause is replaced by a word like so or not. On the other hand, *Ellipsis* refers to the omission of words, phrases, or clauses within sentences. Omitting the elements will not be a problem since the meaning can still be understood from the context. Eggin in Rodliyah & Liani (2022) noted that substitution and ellipsis are often found in the spoken text, not in the written one.

In the meantime, *References* involve connections between elements within a text which means referring to something mentioned somewhere in the text. They include personal, demonstrative, and comparative. Personal reference includes personal pronouns, possessive pronouns, and possessive determiners. Demonstrative reference is concerned with verbal

pointing, and comparative reference works to signal quantity and quality of comparison using adverbs or adjectives (Halliday & Matthiessen in Rodliyah & Liani, 2022). Meanwhile, there are three types of reference based on its functions. The first is homophoric reference which indicates an identity taken from outside the text, but the readers are assumed to have already known what the identity is (Eggins, 2004). The second is endophoric which contains anaphoric and cataphoric references. Anaphoric reference means to refer back to things mentioned beforehand, whilst cataphoric refers to things that follow immediately after the reference (Emilia, 2014). The third is exophoric reference which is used more in spoken rather than in written discourse. Although exophoric reference is considered as non reference items by linguists, Halliday and Hasan (1976) perceived the contrary since it still contributes to creating meaningful text.

Next, *Conjunctions* act as the glue that binds sentences and clauses together, fostering a smooth transition between concepts (Halliday & Hasan in Rahman, Zaigham, Umer, 2023). There are four categorizations of conjunctions such as adversative, additive, causative, and temporal. Adversatives include *yet, however, on the other hand, instead, etc.* These are manifested as extending conjunctions because they are used to add new information to a text. Meanwhile, additives for example: *and, furthermore, likewise, for instance, etc.* They are classified as elaborating and extending conjunctions at the same time to create some existing information in a text. Causatives such as *because, as a result, therefore, so, etc;* whereas *firstly, next, then, finally, etc* belong to Temporals (Halliday & Hasan in Rodliyah & Liani, 2022).

### *Lexical Cohesive Devices*

There are two primary manifestations of lexical cohesive devices such as reiteration and collocation. Rahman, Zaigham, Umer (2023) stated that reiteration involves the deliberate recurrence of words, synonyms, or antonyms within a text. On the other hand, Khalil & Abu-Ayyash (2022) mentioned that reiteration includes antonyms, synonyms, and repetition, whilst collocation involves hyponyms and meronyms. Antonyms mean opposite words in meaning. However, synonyms are words with similar meanings in one language. Furthermore, repetition is repeating the same word or lexical item.

In contrast, Paltridge (2018) defined collocations as two or more lexical items that collocate to create a new meaning. Collocations encompass the word groups that commonly coexist due to their shared frequency of occurrence and inherent semantic relationship. By skillfully employing reiteration and collocation, writers can effectively unify their texts, thereby facilitating smooth communication of ideas to readers. The two collocation devices such as hyponymy (kind of) and meronymy (part of) share similar purposes which are oftentimes difficult to distinguish. For instance, “bed”, “sofa”, and “wardrobe” are kinds of (hyponymy) furniture, whilst at the same time being parts of (meronymy) house furniture (Halliday & Matthiessen, 2014). Additionally, hyponymy is the lexical relationship between two items, one is superordinate and the other is subordinate (Wang & Zhang, 2019). In the meantime, meronyms, according to Khalil & Abu-Ayyash (2023) refer to the part-whole relationship between two lexical items. Collocation is realized through the use of words that co-occur or collocate in a given situation of conversation. This is because some words or expressions have the power to appear in the same surroundings or environment that other words can. It could be said that collocation has greater implications in the building of the cohesiveness of a text or a discourse.

## **The Problems and Challenges of Using Cohesive Devices in Academic Writing**

The importance of cohesion in writing and its relation to language proficiency can be seen from the abundant works that have been done in the field of academic writing (Khasiha, 2022). Several studies have been conducted to investigate L2 writers' use of cohesive devices and whether using these devices could help them communicate their meaning. Hinkel (2001) explored the ways that L2 writers realize cohesion in academic writing to see whether there is a relationship between cohesive devices and the quality of writing. The high tendency to conduct studies on cohesion in students' writing (,) especially in academic writing indicates how theorists and practitioners are concerned about students' academic success in instructional settings.

A number of previous studies have mentioned that many factors might cause students' problems with the utilization of cohesive devices in their academic writing (Hamed, 2014; Mohamed, 2016; Heni et al., 2018; Saputra & Hakim, 2020; Islami et al., 2022). Similarly, Kirana et al. (2018) stated that lack of coherence awareness and inappropriate application of language elements were two of the most significant challenges faced by EFL learners. Consistent with the aforementioned findings, Ahmed (2010) and Khalil (2019) acknowledged that the majority of non-native English speakers tended to repeat the same lexis in their writing due to a lack of lexical expertise and the incapacity to utilize lexis while composing written texts. Chandrasoma (2010) argued that another reason for this trend is the students' inadequate writing skills, especially those for whom English is not a native language. Chanyoo (2018) and Emilia et al. (2018) further added that students' cultural background and first language would influence the organization of cohesive devices in their analytical exposition texts.

Writing a cohesive text is not something that would come naturally for second or foreign language (foreign-language) learners. This is because each language has a different way of

addressing cohesion (Izumi, 2011), and students' fluency in the target language is normally culturally embedded. On the other hand, Almutairi (2017) explained the problem of cohesion may be a problem in writing proper sentences. In addition, Latifah & Triyono (2020) stated that the element of cohesion is the mark of communicative and effective text. Cohesive devices can drive readers to describe the structure of the text (Albana et al., 2020). Cohesive devices as the connectors also give the readers instructions on how to link and connect between sentences. In other words, it means that a text is not only about the word and sentence constructions but also about contextual meaning that triggers language sense.

In the case of cohesive devices in English writing used by native and non-native speakers in frequency, variety, and control done by Rahman (2013) concluded that there was a difference between the use of cohesive devices by the two groups of speakers. Native English speakers could use a balanced use and frequency on the various cohesive devices. In contrast, non-natives (i.e., Arabic students) tended to overuse some types of cohesive devices in their English writing, such as repetition and reference, while neglecting the other types. Izumi in Khasiha (2022) found that the written works of non-native speakers did not show a smooth flow even with correct grammar and a good command of vocabulary. She asserted that although several researchers have discovered language learners' various patterns of use in writing including misuse, underuse, and overuse of cohesive ties, little attention has been given to determining the possible causes. Therefore, she investigated the causes of the lack of cohesion in writing of five Japanese learners who had to write different essays in English and discovered that they did not rely on cohesive devices unless they had an equivalent for each of the devices in their native language. Based on classroom observation and sentence analysis, Priyatmojo (2012) also found that many second language writers faced difficulty in producing systematic and cohesive sentence structures. The results of

textual analysis in the post-test showed that exposing students to the notion of cohesion can help develop their writing skills.

There is a growing focus on ESL writing within the L1 (first language) setting, as researchers have renewed interest in investigating textual organization for analytical discussions. Emilia, Habibi, and Bangga (2018) have found that students are demonstrating an emerging ability to achieve cohesion at the clause level when creating a text. Notably, students are using simple cohesive devices in their writing, such as references, lexical cohesion, and conjunctions. Similarly, Karadeniz (2017) investigated the relationship between students' use of cohesive devices and their ability to produce a coherent text, revealing a significant but weak positive correlation between students' skill in producing coherent texts and their use.

The results from the previous studies above show that students have had difficulty in effectively presenting the cohesive devices in their writing. However, considering the students' status as Foreign Language Learners – EFL, it might be acceptable if most of them faced difficulties in composing their ideas in good writing. Moreover, it looks like cohesiveness is one of the factors that influence the quality of writing (Ludji, Hambandima, Christiani, 2022)

The studies showed that lexical devices such as reference and conjunction as the most used cohesive devices. These results were also reported by Albana et al. (2020), Alshalan (2019), Chanyoo (2018), and Emilia et al. (2018). Unlike reference and conjunction, substitution and ellipsis are rarely found in written text since they are more often used in spoken discourse to make effective communication (Eggins, 1994; Halliday & Hasan, 1976). The students' errors about the use of substitution, ellipsis, and lexical cohesion in writing suggest implications for teaching and learning writing.

Other causes of errors in cohesion use were also detected from the interviews that they were careless of word choice in writing. Thus it might be useful to spend time proofreading their writing to produce effective writing results.

A number of EFL learners often have a misconception of the term "writing ability" in facing challenges in developing writing skills. This study focused on examining cohesive devices, specifically lexical and grammatical cohesion, leaving room for future research into other aspects like sentence structure and tense usage. Therefore, it is crucial to incorporate alternative strategies to improve students' writing abilities. By placing emphasis on coherence in pedagogy, students can be encouraged to shift their focus on discourse features like textual organization and propositional unity, which play a crucial role in arranging meaningful texts, from sentence-level grammar. Students need to be taught how to organize their sentences in a paragraph and how and where to use appropriate cohesive devices in an essay to ensure unity in the text and sustain the proper flow of ideas. Indeed, guiding students in enhancing the coherence of their writing should be a key component of foreign language writing instruction, as it enables them to effectively express their ideas with clarity and coherence.

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## 5. Developing Academic Writing Worksheet by Using Corpus of English as Academic Lingua Franca

Intan Pradita

English has been acknowledged as the most powerful language because of its massive worldwide users. In terms of worldwide users, Crystal (1996) and Freeman, et.al. (2020) found that the number of non-native English speakers is four times higher than that of native English speakers. To point out the terms of native and non-native English speakers, Kachru & Smith (2019) define native English-speaking countries as those that belong to the inner circle group such as England, America, and Australia. Non-native English-speaking countries belong to the outer circle and expanding circle countries. This implies that English users nowadays are more dominated by speakers from outer and expanding circle countries. Thus, English is inclusive for its varieties both linguistically and functionally. Since people use English varieties to communicate, this phenomenon is perceived as English as a lingua franca or ELF (Jenkins & Leung, 2017). ELF means that people worldwide use English as a means of communication to break the barriers of diverse lingua and cultural backgrounds. The communication is not only for spoken but also for written purposes (Mauranen & Renta, 2008). Regardless English as a Lingua Franca has caught massive attention from linguists and language teachers, the debate revolves around whether or not non-native English writings can be the learning reference for academic writings (Sandeman, 2022). This article aims to justify non-native English writings as a learning reference, in the form of corpus, for higher education students to practice academic

writing. Furthermore, this article provides the application of the corpus to academic writing materials.

Many English teachers in Asia believe there is no linguistic diversity in English (Sandeman, 2022). Thus, many of them refer to native English speakers. Native English-speaking norms tend to be integrated into the language policy (Sandeman, 2022; and professional appreciation for native and non-native English-speaking teachers (Floris & Renandya, 2020). This widespread yet false notion frequently results in actions that discriminate against the local non-native English speakers. In the case of academic writing, the opportunity to be published in reputable international journals is limited for non-native English-speaking writers. Unless the writers have excellent communication skills. One problem related to English writing competence is the possibility of misunderstanding that usually occurs regardless of the speakers' strong vocabulary and grammar expertise. In the case of academic writing, this misunderstanding tends to happen because non-native English writers face difficulties in expressing their views or obtaining permission (Mauranen, 2020). Thus, they must use academic writing techniques such as paraphrasing, asking for repetition, and speculating (Floris & Renandya, 2020).

To build those academic writing techniques, non-native English writers should be exposed to authentic materials that provide academic vocabularies or collocations (Chung, et al., 2024). Since current practices of scientific publication tend to use English, the authentic materials should include articles from both native and non-native English writers. This is in line with Rose, et al. (2021), who found an urge to extensively expose native and non-native English-speaking students to the linguistic source of English as a *Lingua Franca*. It is to enable non-native English writers, especially student writers, to use acceptable and intelligible English. Intelligible English will further international academic communities from diverse first languages to effectively share their arguments, research findings, theories, and methodology (Maretha & Pradita, 2024). The next following discussion is about the extent of intelligible English. The next

discussion will elaborate on the essential concept of intelligibility, the examples of intelligible English in academic writing, and the instrument to measure intelligible English in academic writing.

## Intelligibility in Academic Writing

Intelligibility is defined as the mutual understandability of interactions between speakers and listeners (See Smith (1992, p.76). The process of understanding speaker and listener interactions, according to Smith (1992), is divided into three levels. Those are 1) intelligibility: recognizing words or utterances, 2) comprehensibility: understanding the meaning of words or utterances, and 3) interpretability: understanding the meaning behind words or utterances. Regardless of its first aim to accommodate spoken communication, Mauranen (2020, p.57) noticed that some regularities should be seen in academic writing. She then brought an ELFA project which aims to develop a corpus of scientific publications written by non-native English writers. Mauranen (2020) emphasizes that intelligibility in academic writing under the lens of ELFA means clarity of complexity as a consideration of cultural diversity. Below is the diagram to summarize the concept of written ELFA.

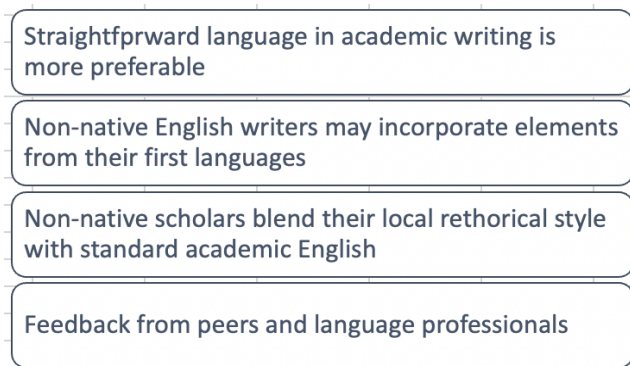


Figure 1. Intelligibility in Written ELFA (Mauranen, 2020);

Mauranen, et.al, 2020)

Previous studies emphasised that introducing World Englishes and English as a Lingua Franca has a lot of benefits (Rose, et.al., 2021). For example, it ensures that knowledge is accessible, insights are shared (Yilmaz & Römer, 2021), and academic discourse thrives across linguistic and cultural boundaries (Siengsanoh, 2021). To this extent, the paradigm of ELF believes that writers should strive for simple, precise, coherent, and conventionally consistent prose to serve the broadest possible readership. The idea of readership affects English language teaching practices. Previous studies suggest that there are some strategies that English teachers can use if they refer to the ELF approach in the teaching of academic writing (Mauranen, et.al, 2020 & Canagarajah, 2024). Below is the diagram to summarise the practices of teaching academic writing with the written ELFA approach.

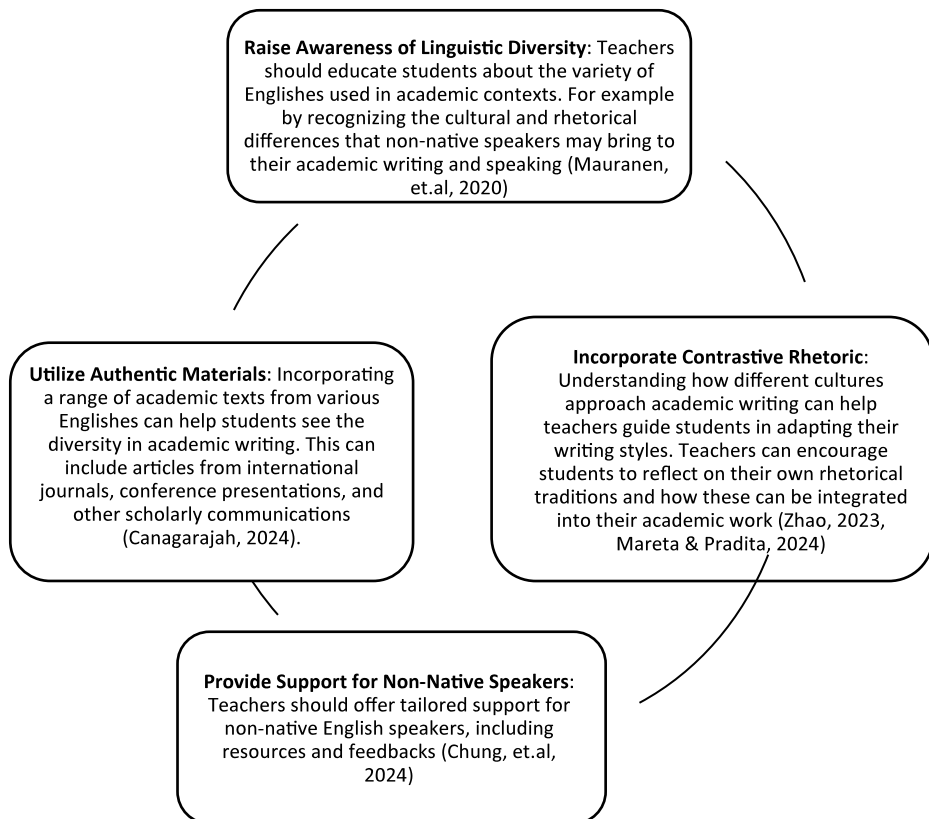


Figure 2. Strategies for implementing ELFA approach in the teaching of academic writing

## Collocations in written English as a Lingua Franca (ELFA)

Before going further to the characteristics of written ELFA, it is necessary to have an agreement on the notion of collocations. Collocations are combinations of words that frequently occur together in a language consisting of only two words. Collocations are divided into lexical and grammatical collocations. Both are important in language learning and usage because they reflect the writing fluency and comprehension of

the authors (Götz & Granger, 2024). Conzett et al. (2000) discovered that native English speakers frequently combine words in unnatural ways. Non-native English speakers believe English lexical collocation to occur less frequently in their thoughts than do native authors.

Lexical collocation generation requires a high level of cognitive ability for non-native English speakers, although it is not insurmountable (Yamaguchi, 2019). A conversation about the parallels and discrepancies between lexical collocations formed by native and non-native English speakers is sparked by this observation. Demir (2017) discovered that when it came to lexical collocations, native and non-native English speakers differed significantly. Turkish writers employed 499 vocabulary collocations, compared to 1548 used by native English writers. Native English writers employed verb + noun, verb + adjective/adverb, noun + noun, adjective + noun, adverb + adjective, and adverb + verb lexical collocations more frequently than ELF writers throughout Benson's (1989) seven types of lexical collocations. Nonetheless, ELF writers employed noun + verb collocations more frequently than native English writers. Notable emerging discoveries include the fact that Turkish writers frequently use noun-verb collocations with their counterparts with ease (Cangir & Durrant, 2021). The Anglophonic writers reinforced their claims with the use of adjective-noun collocations. This indicates that both Turkish and Anglophonic writers employ lexical collocations to introduce specific discourse functions into academic writing without the need for function words. In academic writing, grammatical collocations integrated with lexical collocations were examined by Yilmaz and Römer (2020).

In terms of grammatical collocations, it was discovered that discourse functions can be identified by using function words like interjections and prepositions. Prepositions of, in, and on are used by ELF writers for a variety of purposes. The multiword combination, *noun + of + noun*, for instance, describes the quality or quantity of a thing. The remaining



combinations, *noun + V-ed + in + noun*, either highlights particular instruments that are employed in a research output or the instruments themselves as a research characteristic. According to Yilmaz and Römer (2020), ELF writers adhere to these structures because they believe them to be secure and advantageous. Turkish writers used high-frequency verbs in the lexical collocations (Demir, 2017; Mauranen, 2012). Therefore, heavy-duty verbs are frequently and extensively used to create verb + noun, noun + preposition + noun, and noun + verb collocations in the English writing patterns of ELF writers (Howarth, 1996). Howarth (1996) cautions that because verbs come in so many different varieties. Certain verbs without prepositions carry meanings that are useful on their own. Zhao (2023) discovered that verbs like find, show, analyse, and provide are frequently used by ELF writers. Howarth (1996) discovered that certain verbs, like compare, stress, and influence, are frequently employed by native English authors in academic writing, indicating that native English writers also exhibit this tendency. To this degree, we cannot depend on the belief that only ELF writers used certain verbs repetitively. A similar case also happened to native English writers, only with a different frequency.

### **Interdiscursive hybridity**

Mauranen (2021, p.61-63) captures both morphological and discourse patterns of ELF writers by analyzing the SciELF corpus. Below is the summary of the distinguished patterns of written ELF academic writing to Standard English.

Table 1. The comparison of written Standard English and written English as academic Lingua Franca

Aspects	Written English as academic Lingua Franca	Standard English
The discourse patterning	Overtly marking of text organization	Rhetorically implicit
	Content-based organization	
	Discourse markers matter to suffice the organization of texts	
Linguistic features	Simplification & complexification in morphology & syntax	

Referring to Table 1, Mauranen (2021) does not provide the opposite criteria of written English as an academic Lingua Franca. For example, if written ELFA has the characteristics of simplification and complexification, does it mean that Standard English does not have similar practices? In this respect, the definition and the criteria of Standard English in academic writing remain debatable. This may affect current studies in the past three years that focus on comparing ELF and native English academic writing instead of focusing on the similarity to native English academic writing. Standard English is defined by Stevens (1981, p. 2) as ‘a particular dialect of English, non-localized dialect, of global currency without significant variation, universally accepted as the appropriate educational target in teaching English; which may be spoken with an unrestricted choice of accent’. To this extent, the term *universally accepted* somewhat intersects with English as a Lingua Franca. However, the emphasis on *without significant variation* and *non-localised* show the strengthening of declining the idea of variations. Mauranen (2021) found this definition and its practices to de-

nationalize English. Thus, Mauranen, et.al (2020) proposed the idea of interdiscursive hybridity to define English as an academic Lingua Franca.

Below is the diagram of interdiscursive hybridity as proposed by Mauranen, et.al (2020).

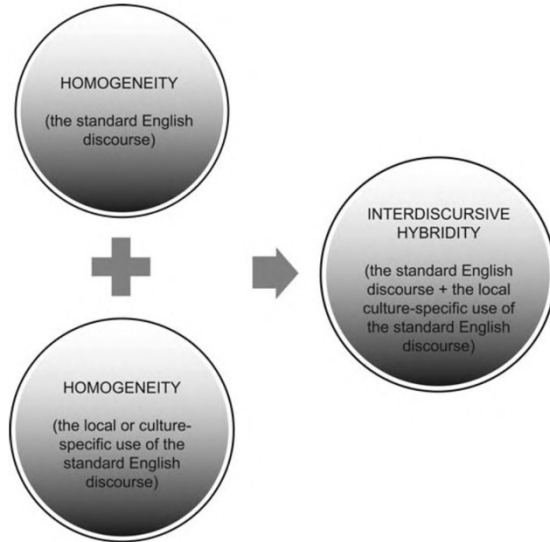


Figure 3. Interdiscursive Hybridity

As seen in Figure 3, interdiscursive hybridity is an approach that considers cultural and linguistic diversity as a considerable factor in written English as a Lingua Franca. For example, in terms of rhetorical structures, there are some researchers who value elaborative introductions that will avoid the direct Anglo-American style. In terms of hedging, non-native English writers will use hedging to express uncertainty or politeness, such as ‘seems’ and ‘tends’. Some non-native writers tend to use culturally specific evidences that can resonate with their audience. Non-native English writers also use more engagement markers to build interpersonal discourse with their readers. The example of interdiscursive hybridity as found in the WrELFA corpus is depicted in Table 2 below:

Table 2. Interdiscursive Hybridity in WrELFA corpus

Standard English	The local specific use of the standard English	Interdiscursive Hybridity
Collect the data	Draw the data	<b>We <u>draw</u> data</b> from the European Value Surveys (EVS, 1999), because the questionnaire includes items about association memberships,
Previous studies	Earlier studies	Particularly those with manic index phase recovered faster than the others, again in accordance <b>with <u>earlier</u> studies</b> on bipolar I patients

Table 2 shows that some collocations are affected by the local-specific use of English. For example, using the word ‘earlier’ is as acceptable as ‘previous’. However, the collocation of ‘previous studies’ is more acceptable for international readers. The creation of ‘earlier studies’ can be affected by the author’s first language. However, since the collocations exist in the WrELFA corpus, we can teach the collocations both in the first and in the second column because they are mutually intelligible.

### **Proposed Implications of Interdiscursive Hybridity in Academic Writing Worksheet**

Integrating interdiscursive hybridity into English academic writing learning materials suggests that English teachers or instructors use reliable sources, such as validated corpus databases. One of the source texts that have implemented interdiscursive hybridity is published research articles written by ELF writers. Thus, this study used WrELFA (Mauranen, 2015) as the corpus target. The corpus is analyzed by using Antconc 4.1. (Anthony, 2024) to display the keywords, lexical bundles, collocations, and concordances. The four features are used as a reference to develop the intelligibility phase of the students.

Below is the sample of corpus display in Antconc and the sample of intertextual hybridity for the academic writing worksheet.

### **Proposed learning materials to improve intelligibility level: Words and Sentence Recognitions**

WrELFA was developed in 2015 consisting of three sources. Those are academic blogs, doctoral examination notes, and scientific research article drafts (SciELF). This study only used the SciELF because the learning objectives relied on the ability of the students to write research articles. The SciEFL has 121807 tokens. It has 26 final drafts of research articles from Asian countries before they were submitted to international journals. Below is the procedures that English teachers can do to develop the learning materials for academic writing by using the corpus of Written ELFA.

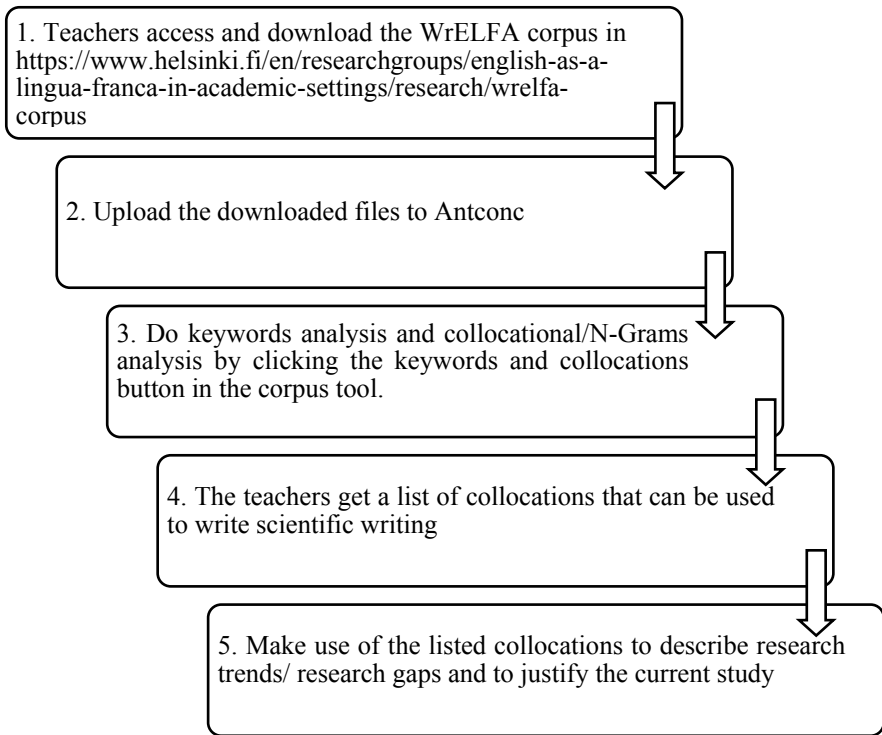


Figure 4. The Procedures of Developing Learning Materials based on the WrELFA Corpus

## WrELFA Corpus to teach Preposition Phrase

The English teachers or instructors can do an N-gram or Collocations features in the corpus tool. For example, this study chose the word *feedback*. The word '*feedback*' is flexible and can be used with any prepositions depending on the context. This case is considered special because non-Anglophone students tend to have difficulty sensing and using the most intelligible prepositions (Nghì, et.al, 2021; Abdalla, 2021; Al-Jarf, 2022). The intelligibility of English prepositions tends to be problematic when it deals with complex prepositions instead of simple prepositions (Nghì, et.al, 2021). Yaş (2022) define complex

prepositions as a phrase that is not only a functional unit but also as a semantic unit. It is a combination of function words and content words that stick together to strengthen the author/s' arguments. Thus, in the first stage of the intelligibility phase, this study focuses on using simple prepositions. Figure 2 and Figure 3 show the context and the simple preposition that follows the word *feedback*.

Left Context	Hit	Right Context
65148, East Java, Indonesia ABSTRACT Teacher	feedback on	students' writing is critical in developing studen
pported the effectiveness of teacher corrective	feedback on	students' writing performance. Students' engag
lies have examined the effectiveness of teacher	feedback on	students' writing performance. However, little is
, most studies focused on the effect of teacher	feedback on	students' writing performance. In addition, mos
ere are a number of positive effects of teacher	feedback on	students' writing. First, the students are aware c

Figure 5. The Concordance sample of the Corpus Target (WtELFA)

	Type	Rank	Freq	Range
1	feedback in	1	34	1
2	feedback on	2	20	1
3	feedback given	3	14	1
4	feedback is	4	12	2
5	feedback the	5	10	1
6	feedback to	5	10	1

Figure 6. The N-grams of the word 'feedback'

Sample of Exercise 1

Objective: Students can differentiate the use of prepositions on/in/to

Direction: **Choose the most appropriate preposition to make sense of the sentence**

1. A number of positive effects of teacher feedback (on/in/to) students writing
2. The contribution of written corrective feedback (on/in/to) language development is crucial.
3. How do the students engage with teacher feedback (on/in/to) an online class?

Figure 7. The worksheet to assess word recognition

The next intelligibility phase is sentence recognition. Bailey (2021) emphasizes the importance of including writing basics as the intelligibility phase. One of the writing basics is the recognition of sentence structure. This study uses N-grams and concordance analysis to capture the students' ability to recognize sentence structure through fill-in-the-blanks and part-of-speech tagging activities. Table 2 show the comparison of complex prepositions that are used in SciELF and BAWE corpus under the keyword *in*.

Table 3. The comparison of lexical bundles of *in*

No	SciELF	BAWE
1	in order to	in order to
2	in terms of	in terms of
3	in the case	in this case
4	in this paper	in the case
5	in favour of	in relation to
6	in the present	in which the
7	in line with	in the form
8	in the following	in the same
9	in the context	in this way
10	in the first	in the first
11	in the study	in the future
12	in relation to	in the early
13	in the field	in contrast to
14	in accordance with	in order for
15	in the same	in this experiment

Table 3 shows that the top two lexical bundles of both corpora are the same. There are 33,3% of the SciELF lexical bundles that are started with the word '*in*' exist in the BAWE corpus. Semantically, the lexical bundles in the SciELF corpus tend to emphasize the context of their studies by using '*in the case*', '*in the context*', and '*in the field*'. There is also a tendency



to depend on other or previous studies. This is proven by the lexical bundles of ‘*in accordance with*’, ‘*in line with*’, ‘*in the same*’, and ‘*in the following*’. In the BAWE corpus, we can refer to the use of ‘*in contrast to*’ to counter previous studies. The lexical bundles in the BAWE corpus tend to emphasize time range. The use of ‘*in the first*’, ‘*in the early*’, and ‘*in the future*’ is the evidence. Both corpora have evidence of expressing cause and effects such as ‘*in order to*’ and ‘*in order for*’. The last two lexical bundles are tricky because the meaning is almost the same.

The difference is about the number of actors that are involved in the lexical bundles. Authors may use ‘*in order for*’ is used to inform that there are two actors in a sentence. One actor becomes the subject and another one becomes the object of the preposition ‘*for*’. Based on the dataset in Figure 5 line 3, there are two actors and two actions in the sentence. The actors are *the minority groups* and *the ruling parties*. The actions are ‘*becoming deposed*’ and ‘*to cleanse*’. To make sense of the sentence, *the minority groups* (Actor 1) do something (Action 1) that enables *the ruling parties* (Actor 2), to do something else (Action 2). Meanwhile, ‘*in order to*’ is used to inform that someone who does the acts is the subject of the verb. Moreover, the word ‘*to*’ is functioned as an infinitive. Figure 6 is the concordance of ‘*in order to*’.

e children as it will make them happy, and see it as natural **in order for** them to fulfil their role in society, and gain status, as society of society, which must be lifted (though by different means) **in order for** society to operate in equality.</s></s>In both theories the di ms upon land, and the minority groups becoming deposed **in order for** the ruling parties to "cleanse" the area of their presence, an a was collected between week one and week three of term **in order for** new peer groups to be classed as "new".</s></s>Data Analysis e Story Board Model of jury decision making proposes that **in order for** jurors to understand the vast and complex body of evidenci

Figure 8. The Concordance of ‘*in order for*’

poor) is necessarily undesirable, they do stress the fact that **in order to** reduce inequality we must accept, <FOREIGN> ceteris stance amounts to EUR 4.5 billion (MEMO, 2007: pg1). Consequently, **in order to** reduce this obstacle, we can start elaborating regional and national level a series of laws was enacted **in order to** reduce the rights of LGBT to freedom

Figure 9. The Concordance of ‘*in order to*’

This study found that *‘in order to’* and *‘in order for’* are representative samples to be included in the academic writing worksheet. The bundles are necessary to clearly show the cause and effects. The students will learn not only the sentence structure but also the semantic function of both lexical bundles in the sentence. Figure 7 is the proposed sample of sentence recognition.

<p>Sample of Exercise 2</p> <p>Students can use lexical bundles appropriately</p> <p>Direction: Choose the most suitable expressions for the following sentences.</p> <ol style="list-style-type: none"><li>1. Thus, (in order to/in order for) social democrats to achieve political success, welfare policy can no longer reflect the sectional interests of the working class alone.</li><li>2. (In order to/in order for) social democrats to achieve economic prosperity and sustain the welfare state, markets have to be embraced.</li><li>3. (In order to/in order for) reduce this barrier, we can design programs to educate people about the sustainable waste management system and to encourage the teaching of pro-environmental attitudes at all levels.</li><li>4. Learners may be pushed to use language at the limits of their competence (in order to/ in order for) make their output comprehensible.</li></ol>
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Figure 10. The worksheet to assess meaning recognition

## **WrELFA Corpus to teach “Describing Research Trends”**

To accommodate the advance learners, English teachers can do the procedures of developing English worksheets for academic writings. Below is the sample of using WrELFA corpus to help our students describe the research trends in their area. The teachers are supposed to teach their students to describe research trends. Thus, by referring to the stages in Figure 4, the teachers can look for the word ‘studies’ with 1L and 0R as the threshold,

to show that we only need the words prior to the word ‘studies’. Below is the results of the collocation analysis:


	Collocate	Rank	Freq(Scaled)	FreqL	FreqR	Range	Likelihood	Effect
1	qualitative	1	26	8	0	1	80.093	8.361
2	previous	2	47	8	0	4	69.341	7.507
3	event	3	56	7	0	1	55.962	7.061
4	empirical	4	39	5	0	5	40.152	7.098
5	few	5	31	4	0	2	32.141	7.107
6	sociological	6	10	3	0	1	29.719	8.324
7	several	7	49	4	0	3	28.307	6.447
8	media	8	18	3	0	1	25.731	7.476
9	some	9	161	5	0	4	25.679	5.052
10	these	10	200	5	0	2	23.549	4.739
11	such	11	177	4	0	1	18.019	4.594
12	earlier	12	11	2	0	1	17.517	7.602
13	epidemiology	13	1	1	0	1	13.957	10.061
14	comparative	14	26	2	0	1	13.874	6.361
15	recent	15	35	2	0	2	12.660	5.932
16	future	16	39	2	0	2	12.222	5.776
17	earliest	17	2	1	0	1	11.186	9.061

Figure 11. The table visualization of the word ‘studies’

Seventeen words precede the word ‘studies’. After having the collocated words, teachers can go to the KWIC feature in the AntConc tool to search for the context of use for each collocation. Subsequently, they can transfer the collocations into the worksheet as the learning materials. This practice is inspired by the study by Ambele & Boonsuk (2021), in which students practice collocation lists. Below are the worksheet samples:



The students can spend forty minutes working on the worksheets. Since the strategies of the ELFA approach in language teaching are the provision from peers or language professionals, this study suggests that the teachers can divide their student writers into pairs or groups. Once the group have done practising writing a sentence that contains lexical collocations, the teachers can advance the practice into a more demanding activity, such as describing the research trends of specific areas. Below is a sample of the worksheet.

*Describing research trends* 

Current issues	Most of the recent studies in _____ follow the idea of _____
Current studies	Some studies have indicated that _____ claims to be using _____ approaches are often _____
Trends of research methodology	The methodology used in many of the current event studies is basically the same as _____ Many qualitative studies have specific reasons to reveal subtopics about____ New epidemiology studies are warranted in the future that_____
Concluding remarks	More empirical studies are needed to explore _____ As revealed from these studies, every definition of _____ is _____

Figure 14. The worksheet to teach descriptive evaluative paragraph

The students can work individually to fill in the blanks and to write a description of research trends according to the lexical and grammatical collocations list (See Figure 12 and Figure 13). The students can further write their paragraphs independently because the lexical and grammatical collocation has been learned by heart.

The study proposes practical applications of written English as a lingua franca corpus to develop academic writing materials. This approach not only aids in teaching sentence structure but also enhances students' understanding of semantic functions in academic writing. English teachers should utilize the reliable sources of English as a lingua franca as a teaching database. Educators should explicitly teach students about lexical bundles and collocations, highlighting their significance in academic writing. This includes lessons on how to identify and effectively use these structures. Additionally, practice activities should be incorporated, such as having students rewrite sentences or paragraphs using the appropriate collocations. Regardless of the findings, this study primarily relied on the SciELF corpus, which may not encompass the full range of academic writing styles and practices across different disciplines and cultural contexts. Besides, Educators may face barriers in using corpus analysis tools effectively due to the need for technical skills, particularly if they are unfamiliar with technology. Additionally, interpreting corpus data and applying it to teaching can be complex, necessitating a strong understanding of linguistic concepts and analysis methods. Thus, to apply the ELFA proposal as written in this article, English teachers should be facilitated with a sixty-minute online workshop on corpus linguistics.

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## 6. Enhancing EFL Students' Academic Writing Competence: The Effectiveness of Cooperative Learning Models

Asriani Hasibuan

**A**cademic writing holds a pivotal role in the English as a Foreign Language (EFL) learning context, serving as a benchmark for assessing overall language competence. It presents unique challenges to students, such as mastering complex sentence structures, academic vocabulary, and scholarly conventions (Pokhrel, 2023; Marcos et al., 2020). Given these hurdles, innovative teaching approaches are critical to improving EFL students' writing competence. This study explores the effectiveness of Cooperative Learning Models in addressing these challenges and enhancing students' academic writing skills.

Cooperative Learning Models, such as Jigsaw, Think-Pair-Share, Round Robin, Numbered Heads Together, and Peer Tutoring, emphasize collaboration, active engagement, and peer feedback. By fostering an interactive and supportive learning environment, these models aim to strengthen various aspects of writing competence, including content development, organization, vocabulary, grammar, and mechanics (Amelia & Gultom, 2024; Simeru, 2023).

The objective of this study is to analyze the impact of these models on EFL students' academic writing competence, using both quantitative and qualitative evaluations to measure improvements. This introduction provides an overview of the research's rationale, the pedagogical approaches under consideration, and their potential benefits for students in the EFL context.

## **Academic Writing in an EFL Context**

The study delves into the intricate relationship between pedagogical strategies and the writing competence of students. The proficiency of students in academic writing is a critical indicator of their overall language competence, especially in an English as a Foreign Language (EFL) context. Academic writing poses unique challenges for EFL students, including mastering complex sentence structures, academic vocabulary, and the conventions of scholarly discourse (Pokhrel, 2023; Marcos et al., 2020). This chapter investigates EFL students' academic writing competence by employing a specific teaching model designed to enhance their writing skills. The teaching model integrates a combination of explicit instruction, process writing, peer collaboration, and formative feedback (Simeru, 2023; Sauduran et al., 2023).

Writing competence is a cornerstone of effective communication, particularly for learners of English as a Foreign Language (EFL). It encompasses the ability to convey thoughts, arguments, and narratives clearly and coherently. Despite its significance, achieving proficiency in writing presents a substantial challenge for EFL students due to the complexity of the skill, which integrates grammar, vocabulary, structure, and style (Pokhrel, 2023; Lubis, 2018). The primary objective of this chapter is to explore the cooperative learning models in detail and their impact on the writing competence of EFL students: jigsaw, think-pair-share, round robin, numbered heads together, and peer tutoring. By examining different pedagogical approaches, this study aims to identify effective strategies that can be implemented in EFL classrooms to improve students' writing competence (Amin & Tabrani, 2023; Kurniasih, 2023).

The chapter is structured into several key sections to provide a comprehensive understanding. Initially, it offers a theoretical overview of writing competence, delineating its components and practice in a classroom context (Arifudin, 2020). Following this, the chapter reviews existing literature on

teaching models and their application in EFL contexts, highlighting successful practices and potential pitfalls (Suartina, 2021). Subsequently, this chapter examines the effectiveness of cooperative learning models in improving EFL students' writing competence empirically. Through various strategies, it enhances student learning for specific sections of the material and fosters active collaboration. Further, it encourages students to reflect on a prompt individually, discuss their thoughts with a partner, and then share them with the class. This process enhances critical thinking, reflection, and feedback opportunities (Marcos et al., 2020).

Academic writing is crucial for EFL students, and the Cooperative Learning Model plays a significant role in enhancing their writing competence (Sauduran et al., 2023; Amelia & Gultom, 2024). One such approach is the Jigsaw method, which supports EFL students in developing coherent and structured academic writing by fostering collaboration, critical thinking, and a deeper understanding of the writing process (Amelia & Gultom, 2024). The implementation of this method begins with group formation, where the class is divided into small home groups, and each student is assigned a specific sub-topic or aspect of academic writing, such as thesis statements, body paragraphs, transitions, or conclusions (Simeru, 2023).

Next, students join expert groups where peers assigned to the same sub-topic come together to master their specific area of writing. These groups provide an opportunity for members to discuss examples, share knowledge, and address doubts. Teachers play a critical role by providing resources or facilitating activities like analyzing academic writing samples, brainstorming, or delivering mini-lectures to deepen students' understanding of their topics (Lubis, 2018; Sibarani, 2023; Futhurrohamn, 2017). Once students have acquired a thorough understanding of their assigned topics, they return to their respective home groups to teach their peers. For instance, a student who specializes in writing introductions will explain the

key elements of crafting a strong introduction to their home group members (Manasikana, 2022; Arifudin, 2020).

Following this, home groups collaborate to complete a comprehensive academic writing task. Each student contributes their expertise, ensuring all parts of the writing process, including the introduction, body paragraphs, and conclusion, are cohesively addressed. This collaborative approach allows students to integrate their learning effectively and produce well-structured academic pieces (Amelia & Gultom, 2024; Simeru, 2023). To refine their work further, groups engage in peer review and feedback sessions. These sessions involve reviewing each other's writing and providing constructive feedback based on their acquired knowledge. This iterative process not only helps improve the final output but also reinforces the students' understanding of academic writing conventions (Sulaeman, 2022).

The Jigsaw method, thus, exemplifies how Cooperative Learning Models can create an interactive and supportive environment, enhancing EFL students' writing competence and fostering skills essential for academic success.

## **Cooperative Learning Models in Practice**

Academic writing is crucial for EFL students, and the Cooperative Learning Model assists in enhancing students' writing competence (Amelia & Gultom, 2024; Sauduran et al., 2023). The Jigsaw method, in particular, enhances EFL students' competence in producing coherent and structured academic writing. It promotes collaboration, critical thinking, and a deeper understanding of the writing process (Amelia & Gultom, 2024).

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Once students have acquired a thorough understanding of their assigned topics, they return to their respective home groups to teach their peers. For instance, a student who specializes in writing introductions will explain the key elements of crafting a strong introduction to their home group members (Manasikana, 2022; Arifudin, 2020). The home group then collaborates to complete a comprehensive academic writing task, where each student applies the knowledge gained from their expert group. This ensures that all parts of the writing process, including the introduction, body paragraphs, and conclusion, are cohesively addressed (Amelia & Gultom, 2024; Simeru, 2023).

To refine their work further, groups engage in peer review and feedback sessions. These sessions involve reviewing each other's writing and providing constructive feedback based on their acquired knowledge. This iterative process not only helps improve the final output but also reinforces the students' understanding of academic writing conventions (Sulaeman, 2022).

Another effective Cooperative Learning Model is the Think-Pair-Share method. This model enhances interaction and supportive learning in three phases. In the **Think Phase**, students individually reflect on a writing prompt or topic, brainstorm ideas, and identify key vocabulary and grammar structures (Simeru, 2023). In the **Pair Phase**, students collaborate with peers to discuss their ideas, provide feedback, and refine their writing outlines. This phase encourages practice in using cohesive devices, sentence structure, and academic tone (Marcos et al., 2020). Finally, in the **Share Phase**, pairs present their

conclusions to the class, allowing for teacher-led guidance, corrections, and reinforcement of strong writing practices (Amelia & Gultom, 2024).

The **Round Robin method** is another Cooperative Learning Model that emphasizes students working in small groups, taking turns to contribute to a shared writing task. The teacher assigns specific writing tasks, such as writing a narrative or brainstorming ideas. Each student contributes sequentially, ensuring collective participation and encouraging creativity. Once the writing task is complete, the group reviews their work for coherence, grammar accuracy, and structure, followed by class presentations or teacher feedback (Lubis, 2018; Marcos et al., 2020). This model fosters an interactive environment that enhances students' writing fluency and collaboration skills.

**Numbered Heads Together** is another strategy where students in small groups collaborate on a writing prompt. Each student is assigned a number, and the group collectively discusses and develops their response. The teacher randomly calls on a number, and the corresponding student presents their group's work. This strategy ensures accountability and encourages all students to understand the group's output thoroughly. Feedback from the teacher or peers further refines their work, leading to better learning outcomes (Amelia & Gultom, 2024; Sulaeman, 2022).

Finally, the **Peer Tutoring method** involves students working in pairs or small groups, where one student (the tutor) helps another (the tutee) improve their writing skills. Teachers provide training on constructive feedback and structured peer review sheets to guide this process. Roles can be rotated, ensuring balanced participation and mutual learning. Reflection after tutoring sessions solidifies students' improvements in grammar, idea development, and organization (Marcos et al., 2020; Simeru, 2023).

By integrating these Cooperative Learning Models, EFL students can significantly enhance their academic writing



competence, building critical skills in a supportive and interactive environment. A sample of detailed assessment of student's work can be seen in Figure 1 below.

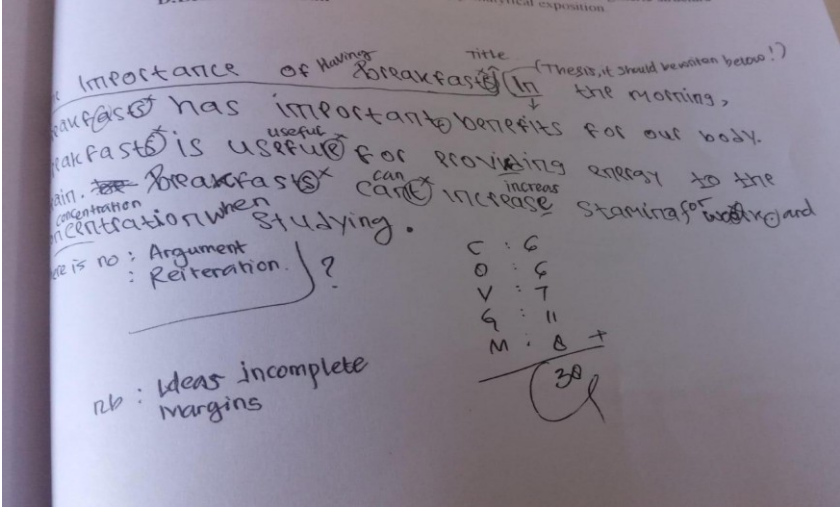


Figure 1. A Sample of Assessing the Student Work

The analysis of the students' analytical exposition writing competence revealed notable findings across five key indicators. The first indicator, content, assessed the relevance and informativeness of the students' writing. The average score for this indicator was 16.31, placing it in the "Poor" category (Amelia & Gultom, 2024; Marcos et al., 2020). This outcome indicates significant challenges among students in developing content that is both relevant and adequately descriptive, suggesting a lack of depth in their understanding and articulation of ideas.

The second indicator, organization, evaluated the structure and logical flow of the text. With an average score of 11.59, this indicator was categorized as "Fair" (Simeru, 2023; Sauduran et al., 2023). Although students demonstrated a basic grasp of

organizing their writing, the results highlight a pressing need for improvement in creating cohesive and logically connected pieces. Their ability to maintain a clear and systematic flow of ideas remains limited.

The third indicator focused on vocabulary usage, which scored an average of 11.72, also categorized as "Fair" (Lubis, 2018; Arifudin, 2020). While students showed a moderate command of vocabulary, their word choices lacked variety and precision. This limitation affected the expressiveness and accuracy of their writing, indicating the need to broaden their vocabulary repertoire and improve lexical accuracy.

Grammar and sentence structure formed the fourth indicator, with an average score of 11.63, again categorized as "Fair" (Manasikana, 2022; Sulaeman, 2022). Students exhibited foundational knowledge of grammar; however, frequent errors in sentence construction and grammatical rules hindered the clarity and overall quality of their writing. These recurring mistakes emphasize the necessity for more targeted grammar instruction.

Finally, the mechanics indicator, which included spelling, punctuation, and formatting, scored an average of 3, placing it in the "Fair" category as well (Sibarani, 2023; Futhurrohman, 2017). Despite demonstrating basic skills in this area, students consistently made errors, indicating substantial deficiencies in their technical writing abilities. These findings underscore the importance of focused efforts to address weaknesses in mechanics to enhance their overall writing competence.

The analysis revealed that the students' analytical exposition writing competence before intervention was below the desired standard across all indicators. While some areas showed basic proficiency, significant challenges persisted, particularly in content development and mechanical accuracy. These results highlight the need for targeted instructional strategies to address these gaps and improve students' academic writing skills.

These results demonstrate that prior to the application of the cooperative learning model, the students' writing competence

across all indicators—content, organization, vocabulary, grammar, and mechanics—was below adequate standards. While some indicators, such as organization, vocabulary, grammar, and mechanics, scored in the "Fair" category, they still require significant enhancement to reach higher levels of writing proficiency. Content, however, was identified as the most critical area needing improvement, falling into the "Poor" category.

The findings provide a crucial basis for evaluating the potential of cooperative learning models to address these deficiencies. By fostering collaboration, feedback, and interactive learning, cooperative learning strategies may enhance students' writing skills across all assessed indicators (Amelia & Gultom, 2024; Sauduran et al., 2023).

## Visualization of the Data

To further illustrate the data before the implementation of the cooperative learning model, a histogram in Figure 2. represents the distribution of scores across the five indicators. This visual representation will provide a clearer understanding of the students' initial writing competence.

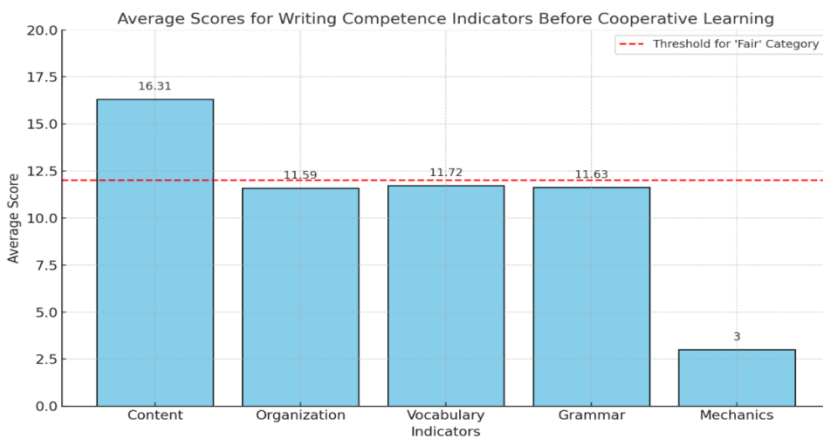


Figure 2. Average Scores for Writing Competence Indicators Before Cooperative Learning

The histogram above illustrates the average scores for each indicator of writing competence before the implementation of the cooperative learning model. The "Fair" category threshold is marked with a dashed red line to highlight areas requiring improvement, particularly in content and mechanics, which scored significantly below expectations.

After implementing the cooperative learning model, students' academic writing competence significantly improved, with an average score of 84.5, categorized as "very good." This result highlights the model's effectiveness in addressing various aspects of students' academic writing abilities. The cooperative learning model allowed students to work collaboratively, discuss ideas, and provide feedback to one another, fostering a deeper understanding of academic writing principles (Amelia & Gultom, 2024; Sauduran et al., 2023).

The first indicator, content, achieved an average score of 25.44, falling under the "Good" category. Students demonstrated the ability to compile relevant and informative content effectively. They successfully identified and developed ideas aligned with the given topics, showcasing an improved understanding of the material and its application in writing (Simeru, 2023). The second indicator, organization, received an average score of 17.72, categorized as "Very Good." Students exhibited strong organizational skills, producing well-structured writings with a logical flow that made their ideas coherent and easy to follow (Lubis, 2018).

The third indicator, vocabulary, scored an average of 17.28, also categorized as "Good." Students displayed a richer and more accurate use of vocabulary, choosing words that clearly conveyed their intended ideas and added depth to their writing (Kurniasih, 2023). Language usage, which encompasses grammar and sentence structure, had an average score of 20.22, indicating "Good" proficiency. Students showed an enhanced ability to construct grammatically correct sentences and incorporate complex structures, which contributed to the quality of their writing (Manasikana, 2022; Arifudin, 2020). The final

indicator, mechanics, achieved an average score of 4.81, categorized as "Very Good." Students displayed excellent attention to spelling, punctuation, and formatting, with minimal errors, reflecting a solid grasp of technical aspects of writing (Suartina, 2021).

These results underscore the cooperative learning model's ability to significantly enhance students' academic writing skills. Through collaborative activities, students gained clarity on confusing concepts, refined their organizational strategies, and improved grammatical and mechanical accuracy (Amelia & Gultom, 2024). The model also provided opportunities for peer feedback, which proved instrumental in identifying and addressing weaknesses while enhancing overall writing quality (Futhurrohamn, 2017).

The strengths of the cooperative learning model lie in its interactive and engaging nature. It allowed students to discuss their ideas, motivating them to articulate arguments confidently within their groups (Rachmawati & Ernawati, 2018). Furthermore, it provided an environment conducive to practicing public speaking and teamwork, which are crucial skills for academic and professional success (Pokhrel, 2023). However, the model is not without limitations. It can be time-intensive, especially when revisiting content already available in textbooks (Khasanah et al., 2024). Additionally, rapid delivery of instructions can hinder note-taking, and an overly complex presentation style may reduce student engagement (Effendi et al., 2021; Marcos et al., 2020).

To build on these findings, several recommendations for future research are proposed. One area of interest is exploring the impact of varying the duration and intensity of cooperative learning sessions on academic writing outcomes (Sulaeman, 2022). Cross-cultural studies could provide insights into how this model performs in different educational and cultural contexts (Sauduran et al., 2023). Research could also focus on the model's effectiveness for teaching different types of academic texts, such as argumentative essays or research reports (Lubis, 2018).

Furthermore, comparative studies between cooperative learning and other teaching methods, like self-learning or live instruction, could help identify its relative strengths and weaknesses (Sidabutar & Dharsana, 2018). Investigating individual factors, such as initial language proficiency or learning styles, could provide strategies for customizing the model to meet diverse student needs (Yanti & Zulfahita, 2018). Lastly, exploring technological integration or focusing on specific aspects, like revision and editing, could enhance the flexibility and efficacy of cooperative learning models (Suartina, 2021).

In conclusion, the cooperative learning model has proven to be highly effective in improving EFL students' academic writing competence. By fostering collaboration, enhancing motivation, and promoting active participation, this model not only improves writing skills but also equips students with essential social and cognitive abilities. These findings reinforce the importance of interactive teaching strategies in achieving meaningful learning outcomes in academic writing.

The findings of this study confirm the significant positive impact of Cooperative Learning Models on the academic writing competence of EFL students. By engaging in collaborative activities, students demonstrated marked improvements across all key writing indicators: content, organization, vocabulary, grammar, and mechanics. The average post-intervention score of 84.5, categorized as "Very Good," reflects the model's effectiveness in fostering essential writing skills (Amelia & Gultom, 2024; Sauduran et al., 2023). Cooperative learning not only enhances technical writing proficiency but also promotes critical social skills such as teamwork, peer feedback, and public speaking. Despite its time-intensive nature, the model's strengths, including its ability to engage students actively and address individual weaknesses, outweigh its limitations.

Future research should explore the application of Cooperative Learning Models in diverse educational and cultural contexts, as well as their effectiveness for teaching various academic text types. Comparative studies with other teaching methods and the integration of technology into these models are also recommended for further enhancement of student outcomes. Cooperative Learning Models represent a highly effective pedagogical strategy for improving EFL students' academic writing competence, equipping them with the skills needed for academic and professional success while fostering a collaborative and interactive learning environment.

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## **7. From Blank Page to Scholarly Sage: Core Concept, Features, Writers' Block, And Practical Solution**

Widya Rizky Pratiwi

**A**cademic writing serves as a vital pillar in higher education and research, enabling scholars to communicate complex ideas, share research findings, and contribute to the body of knowledge in their respective fields (Dafouz, 2020). It is through academic writing that researchers can engage with the broader academic community, facilitating the dissemination of innovative theories and empirical studies. As Oshima and Hogue (2007) assert, academic writing is distinct in its formal style, rigorous structure, and reliance on evidence-based arguments. This disciplined approach ensures that the knowledge shared is credible reproducible, and adds value to ongoing scholarly conversations.

Unlike creative and personal writing, academic writing adheres to strict conventions that emphasize clarity, precision, and objectivity. Creative writing, which includes genres such as novels, poetry, and memoirs, allows for imaginative expression and emotional exploration. Personal writing, encompassing diaries, letters, and personal essays, focuses on individual experiences and subjective viewpoints. These forms of writing embrace a more relaxed tone, often utilizing colloquial language and personal anecdotes. In contrast, academic writing requires a formal tone, avoidance of slang, and a focus on presenting well-supported arguments (EAPFoundation, 2021). The distinction lies in the purpose and audience. Creative and personal writing aims to entertain or reflect personal perspectives, and academic

writing seeks to inform, persuade, and contribute to scholarly discourse.

The primary purpose of this article is to explore the core concepts, features, challenges, and practical solutions associated with academic writing. Understanding these elements is crucial for students, researchers, and academics who strive to produce high-quality scholarly work. The core concepts of academic writing include its formal nature, the importance of evidence-based arguments, and the necessity of critical thinking. These principles underpin the practice of academic writing and ensure that the work produced meets the high standards expected in academic contexts (Hyland, 2019).

One of the key features of academic writing is its structured nature. Academic texts typically follow a well-defined organizational pattern, which may include sections such as the introduction, literature review, methodology, results, discussion, and conclusion. This structure helps to present information in a logical and coherent manner, making it easier for readers to follow the author's arguments (Swales & Feak, 2012). Another essential feature is the use of credible evidence to support claims. This reliance on empirical data, theoretical frameworks, and expert opinions strengthens the arguments and enhances the credibility of the work.

Critical thinking is also a fundamental aspect of academic writing. It involves analyzing, evaluating, and synthesizing information to construct well-founded arguments. This critical approach ensures that writers do not merely describe existing knowledge but also engage with it analytically, identifying gaps, contradictions, and implications (Cotton, 2021). Precision and clarity are equally important, as they help to convey complex ideas clearly and accurately. The use of specific terminology and precise definitions minimizes ambiguity and enhances the reader's understanding.

Balanced presentation of arguments is another hallmark of academic writing. Authors must consider multiple perspectives,

acknowledge counterarguments, and provide reasoned rebuttals. This balanced approach not only strengthens the arguments but also demonstrates the writer's objectivity and fairness (Thompson, 2019). Formality in language use further distinguishes academic writing from other forms. Academic texts tend to employ sophisticated vocabulary, complex sentence structures, and avoid colloquial expressions, contributing to a professional and authoritative tone.

Despite its structured nature, academic writing can present significant challenges, one of the most common being writer's block. Writer's block, often described as "white page terror," refers to the inability to produce new text despite the desire to write. This condition can be caused by various psychological, cognitive, and situational factors, including anxiety, self-doubt, lack of clarity, and external distractions (Boice, 2017). Understanding the underlying causes of writer's block is essential for developing effective strategies to overcome it.

Practical solutions to writer's block include clarifying the purpose of the writing task, engaging in brainstorming and mind-mapping activities, and creating a conducive writing environment. Setting specific goals and establishing a routine can also help to maintain momentum and reduce the pressure associated with academic writing. Seeking feedback from peers, mentors, or writing groups provides valuable insights and support, while taking breaks can help to alleviate mental fatigue and spark creativity (Silvia, 2019).

Academic writing is a crucial skill for anyone engaged in higher education and research. By understanding its core concepts, distinctive features, and potential challenges, writers can improve their ability to produce high-quality scholarly work. This article aims to provide a comprehensive overview of academic writing, offering practical solutions to common problems and encouraging a deeper appreciation for this essential form of communication.

## **Core Concept of Academic Writing**

Academic writing is a formal style of writing employed in scholarly articles, dissertations, research reports, and other academic works (Strobl et al., 2019). Tusting et al. (2019) support that the primary goal of academic writing is to convey complex ideas, present research findings, and engage with the academic community through a structured and rigorous approach. Academic writing is characterized by its adherence to strict conventions regarding structure, tone, and citation, ensuring clarity and precision in communication (Hyland, 2019). This formal style of writing helps maintain the integrity of the scholarly dialogue and contributes to the body of knowledge in various fields.

The significance of academic writing extends beyond merely sharing research findings. It plays a crucial role in the advancement of knowledge. Through academic writing, scholars can critically engage with existing literature, identify gaps in current research, and propose new theories or methodologies. This form of writing facilitates peer review, a process vital for validating and refining research, thereby ensuring that only high-quality, reliable information is disseminated within the academic community (Swales & Feak, 2012). Moreover, academic writing serves as a repository of knowledge, preserving the intellectual contributions of scholars for future generations.

Academic writing also promotes critical thinking and analytical skills (Bean & Melzer, 2021). It requires writers to synthesize information from various sources, construct coherent arguments, and provide evidence-based conclusions. These skills are essential not only for academic success but also for professional development in any field that values clear and logical communication. Therefore, mastering academic writing is crucial for students, researchers, and professionals who seek to contribute meaningfully to their disciplines (Cotton, 2021).

## **Comparison with Creative and Personal Writing**

While academic writing is defined by its formal structure and objective tone, creative and personal writing offers more freedom in style and expression. Creative writing includes genres such as novels, poetry, and short stories, which prioritize imaginative expression and emotional resonance. This type of writing often employs figurative language, varied narrative techniques, and a more relaxed tone to engage readers and evoke emotions (EAPFoundation, 2021). The primary aim of creative writing is to entertain or provoke thought rather than to inform or persuade through evidence-based arguments.

Personal writing, encompassing diaries, letters, and personal essays, focuses on the writer's individual experiences, thoughts, and feelings. It is typically informal, subjective, and introspective, allowing for a conversational tone and the use of colloquial language. Personal writing often serves as a means of self-expression and reflection, providing insights into the writer's personal life and perspectives (Swales & Feak, 2012). Unlike academic writing, personal writing does not require strict adherence to structure or evidence-based reasoning, making it more accessible and relatable to a broader audience.

The distinctions between these forms of writing are rooted in their purposes and audiences. Academic writing aims to inform, persuade, and contribute to scholarly discourse, necessitating a formal tone and rigorous structure. In contrast, creative and personal writing aim to entertain, inspire, or reflect, allowing for greater stylistic freedom and emotional depth. Understanding these differences is crucial for writers who need to adapt their style and approach to meet the expectations of their intended audience and purpose (Hyland, 2019).

## **Essential Principles of Academic Writing**

The essential principles of academic writing include the use of evidence-based arguments, critical thinking, precision, clarity,

balance, formality, and structure. These principles ensure that academic work is credible, coherent, and valuable to the scholarly community. One of the foundational principles is the reliance on evidence-based arguments. This involves supporting claims with credible sources such as empirical data, theoretical frameworks, and expert opinions. Evidence-based writing strengthens the validity of the arguments and enhances the overall reliability of the work (Cotton, 2021).

Critical thinking is another cornerstone of academic writing. It involves analyzing, evaluating, and synthesizing information to develop well-reasoned arguments and insights. Critical thinking ensures that writers do not merely describe existing knowledge but engage with it analytically, identifying gaps, contradictions, and implications. This approach not only enriches the content but also demonstrates the writer's ability to engage deeply with the subject matter (Thompson, 2019).

Precision and clarity are also paramount in academic writing. Writers must use specific terminology and precise definitions to convey complex ideas accurately. Clear and coherent sentences and paragraphs help minimize ambiguity and enhance the reader's understanding. Additionally, a balanced presentation of arguments requires considering multiple perspectives, acknowledging counterarguments, and providing reasoned rebuttals. This balanced approach enhances the objectivity and fairness of academic writing, making it more persuasive and trustworthy (Swales & Feak, 2012).

Formality in language use is another key aspect that distinguishes academic writing from other forms. Academic texts tend to use sophisticated vocabulary, complex sentence structures, and a formal tone, avoiding colloquial expressions and slang. This formality contributes to the professional and authoritative nature of academic writing, establishing the writer's credibility and expertise. Lastly, the structured nature of academic writing, with well-defined sections such as the introduction, literature review, methodology, results, discussion, and conclusion, ensures a logical and coherent presentation of



information, guiding the reader through the research process and highlighting key findings (Hyland, 2019).

## **Features of Academic Writing**

### *Structured*

A clear organizational pattern is essential in academic writing as it ensures logical flow and coherence, making it easier for readers to follow the author's argument and grasp key points. A well-structured academic paper typically includes sections such as an introduction, literature review, methodology, results, discussion, and conclusion, each serving a specific purpose. The introduction sets the context and outlines the research questions, while the literature review situates the study within existing research. The methodology section provides a detailed account of the research design, ensuring reproducibility and the results section presents the findings. The discussion interprets these findings about the research questions and broader literature, and the conclusion summarizes the study and suggests implications for further research (Swales & Feak, 2012).

Structured writing aids comprehension and helps writers organize their thoughts systematically. This framework allows ideas to develop logically, ensuring the argument progresses clearly and coherently. The introduction acts as a roadmap, the literature review identifies gaps in existing research, and the methodology explains how the research was conducted. Results are presented concisely, supported by tables and figures, and the discussion links these findings back to the research questions. The conclusion highlights the study's contributions and potential areas for further investigation, maintaining focus and preventing deviation from the main topic (Thompson, 2019; Paltridge & Starfield, 2020).

### *Evidenced*

In academic writing, using credible evidence is paramount for supporting arguments and enhancing the validity of claims. This

evidence can take various forms, including empirical research, statistical data, and expert opinions. Empirical research provides firsthand evidence from experiments, surveys, or observations, adding robustness to arguments, while statistical data offers quantitative support that can reveal trends, correlations, and patterns. Expert opinions lend authority and credibility, drawing on the knowledge and experience of specialists in the field (Hyland, 2019).

The careful selection and integration of evidence are essential for constructing persuasive and well-supported arguments. Writers must critically evaluate their sources for reliability and relevance and adequately cite them to maintain academic integrity. This practice strengthens the arguments and allows readers to verify the information and follow up on sources if needed. Appropriate evidence helps establish a foundation for the writer's claims, allowing readers to trust the conclusions drawn. Different disciplines may prioritize different types of evidence, making it crucial for writers to understand the proof valued in their field for effective academic writing (Swales & Feak, 2012; Williams & Bizup, 2017).

### *Critical*

Critical thinking and analysis are indispensable in academic writing, enabling writers to engage deeply with their subject matter and contribute original insights. Instead of merely summarizing information, critical writing involves analyzing, synthesizing, and evaluating sources to construct well-founded arguments. This process includes identifying assumptions, assessing the validity of claims, and considering alternative perspectives. By engaging critically with sources, writers can highlight gaps in the literature, question prevailing theories, and propose new interpretations (Cotton, 2021). Techniques for critical evaluation include questioning the methodology and findings of existing studies, examining the context of data collection, and considering the implications of results.

Writers should be vigilant for potential biases in their sources and strive to present a balanced view, ensuring that academic writing is informative and intellectually stimulating (Thompson, 2019). Critical thinking also involves a level of skepticism and a willingness to challenge established ideas. It requires openness to new evidence and viewpoints and the ability to revise one's hypotheses in light of new information. This dynamic process of questioning and re-evaluating drives academic inquiry forward, fostering innovation and discovery (Andrews, 2020). This rigorous approach ensures that academic writing contributes meaningfully to the advancement of knowledge.

### *Precise*

Precision and clarity are essential in academic writing, helping to convey complex ideas accurately and reduce the risk of misunderstanding. This involves using specific terminology and precise definitions to ensure the meaning is clear and unambiguous. Technical terms should be clearly defined when first introduced, and consistent terminology should be used throughout the text. Precision is essential in scientific and technical writing, where specific terms carry precise meanings that are critical to understanding the subject matter (Hyland, 2019).

Clear writing also involves structuring sentences and paragraphs to enhance readability. Sentences should be concise and to the point, avoiding unnecessary jargon and verbosity. Paragraphs should focus on a single idea, beginning with a clear topic sentence supported by evidence and analysis. Achieving precision also means being meticulous about details, including correct usage of grammar, punctuation, and spelling, which contribute to overall clarity. Writers should be mindful of the nuances of language, ensuring that words are used in their correct context to avoid ambiguity and misinterpretation (Swales & Feak, 2012; Glasman-Deal, 2020).

### *Balanced*

A balanced approach in academic writing involves presenting multiple perspectives on an issue and avoiding bias. This requires acknowledging opposing viewpoints and providing reasoned rebuttals, strengthening the writer's argument by demonstrating a thorough understanding of the subject. By critically evaluating sources for potential partiality and ensuring that the evidence presented is representative and reasonably interpreted, writers maintain credibility and objectivity (Thompson, 2019). This transparency about their own positions and the limitations of their research enhances the integrity of the writing. It encourages readers to consider different angles and form their own informed opinions (Cotton, 2021).

Additionally, presenting a balanced argument involves synthesizing information from various sources and perspectives, demonstrating an ability to integrate and reconcile different viewpoints. This synthesis marks sophisticated academic writing and contributes to a richer, more nuanced discussion. A balanced presentation ensures the discussion is comprehensive and fair, promoting critical thinking and fostering a deeper understanding of the subject among readers (Williams & Bizup, 2017).

### *Objective*

Objectivity is a cornerstone of academic writing, requiring a focus on arguments and evidence rather than personal opinions. This entails presenting information and arguments in a neutral and unbiased manner, supported by credible evidence. Writers should avoid emotive language and subjective statements, instead relying on data, facts, and logical reasoning to make their case (Hyland, 2019). Transparency about the research process, including methods used and potential limitations, allows readers to assess the validity of the findings and the strength of the arguments (Thompson, 2019).

Objectivity is further reflected in using a third-person perspective and passive voice, which help depersonalize the

writing and focus on the research rather than the researcher. This approach enhances the perceived impartiality and professionalism of academic work. By prioritizing evidence and logical coherence over personal beliefs, academic writing upholds scholarly rigour and contributes to the credibility of the educational community (Glasman-Deal, 2020).

### *Formal*

The formal nature of academic writing is characterized by the use of sophisticated language and complex sentence structures, which help convey a professional and authoritative tone essential for establishing credibility in academic discourse. Formal writing avoids colloquial expressions, slang, and conversational tones, instead opting for precise and technical vocabulary that accurately conveys the subject matter (Swales & Feak, 2012). This involves selecting words that are specific and appropriate for the academic context, demonstrating the writer's proficiency and deep understanding of the topic.

Formality in academic writing also includes adherence to specific style guides and citation formats, which standardize the presentation of information and facilitate scholarly communication. These conventions help maintain consistency and uniformity across academic publications, making it easier for readers to navigate and understand the text (Paltridge & Starfield, 2020). Balancing formality with clarity is crucial, ensuring that the writing remains accessible and comprehensible to the intended audience without compromising on the sophistication and depth of the content (Hyland, 2019).

## **Writer's Block, Nature, and Causes**

### *Definition and Nature of Writer's Block*

Writer's block is a pervasive issue encountered by many writers, characterized by the inability to produce new text or continue existing work despite the desire to write. This phenomenon can affect writers across various genres and disciplines, manifesting

as a temporary inability to write or a prolonged period of creative stagnation. As Boice (2017) describes, writer's block can be seen as a complex interplay of psychological, cognitive, and situational factors that disrupt the writing process. It is not merely a lack of inspiration but a significant barrier that can impede productivity and diminish the quality of academic output.

The nature of writer's block is multifaceted. It often involves an overwhelming sense of anxiety and self-doubt, where writers question their abilities and the value of their work. This internal struggle can lead to a paralyzing fear of failure, causing writers to avoid the task altogether. Furthermore, writer's block is not limited to novice writers; experienced authors and scholars can also experience this challenge, particularly when faced with high expectations or significant deadlines (Kellogg, 2021). Understanding the underlying causes of writer's block is crucial for developing effective strategies to overcome it and sustain productive writing habits.

Additionally, the writer's block experience can vary in intensity and duration. For some, it may be a brief interruption that can be resolved with minor adjustments to their writing routine. For others, it can be a persistent issue that requires a more comprehensive approach to address. Identifying the specific factors contributing to writer's block is the first step in managing it effectively, enabling writers to regain their confidence and productivity (Silvia, 2019). By recognizing the nature of writer's block, writers can begin to develop personalized strategies to overcome this common but challenging obstacle.

## **Causes of Writer's Block**

### *Psychological Factors*

Psychological factors play a significant role in the onset and persistence of writer's block. Anxiety, stemming from the pressure to perform well, fear of negative evaluation, and the high stakes associated with academic writing, can lead to

overwhelming stress that inhibits the ability to write. Self-doubt often accompanies this anxiety, where writers question their competence and the worthiness of their ideas, creating a mental barrier that makes starting or continuing the writing process daunting (Pajares, 2020). Fear of failure exacerbates these issues, especially when combined with perfectionism, leading writers to procrastinate or avoid the task altogether due to the pressure of meeting unrealistically high standards (Rowe, 2021).

To mitigate the impact of these psychological factors, writers can employ strategies such as mindfulness and relaxation techniques to manage anxiety and foster a positive mindset. Establishing a routine that includes regular breaks and self-care activities can alleviate stress and promote mental well-being. Cognitive-behavioral approaches that challenge negative thought patterns and reinforce positive affirmations are also effective in overcoming self-doubt and fear of failure (Zhang et al., 2020). By addressing these psychological aspects, writers can create a more supportive and productive environment for their writing endeavors..

### *Cognitive Factors*

Cognitive factors contributing to writer's block often involve difficulties in organizing thoughts and maintaining mental focus. Mental fatigue, resulting from prolonged periods of intense concentration or juggling multiple tasks, impairs cognitive functions like memory, attention, and problem-solving abilities, making it challenging for writers to develop coherent arguments and articulate ideas clearly. According to the cognitive load theory, when the mental demands of a task exceed an individual's cognitive capacity, performance is adversely affected (Sweller et al., 2019). Consequently, mental fatigue can significantly hinder the writing process.

Difficulty in organizing thoughts is another cognitive factor leading to writer's block. Writers may struggle to structure their ideas logically or to express complex concepts clearly due

to a lack of clarity about the topic or an overload of information. This disorganization can create cognitive dissonance, where conflicting thoughts generate mental discomfort (Festinger, 2017). Strategies to manage these challenges include brainstorming sessions, outlining, and using mind maps to visually organize ideas. Enhancing cognitive flexibility, the ability to shift between different ideas and perspectives is crucial for overcoming writer's block. Techniques such as free writing and engaging in mental exercises like puzzles can improve cognitive functioning and resilience, helping writers approach their work from new angles and reduce cognitive rigidity (Diamond, 2020).

### *Situational Factors*

Situational factors, including distractions, time constraints, and lack of motivation, significantly contribute to writer's block. Distractions, whether external, like noise and interruptions or internal, like wandering thoughts, can disrupt writing flow and concentration. Creating a conducive writing environment by minimizing distractions and setting specific writing times can help mitigate this issue. Time constraints from tight deadlines and multiple responsibilities add pressure that exacerbates writer's block. Effective time management strategies, such as breaking tasks into smaller segments and setting realistic deadlines, can alleviate this pressure (Boice, 2017).

Lack of motivation is another critical situational factor leading to writer's block. When writers are not intrinsically motivated or engaged with their topic, maintaining momentum becomes challenging. Boosting motivation can involve setting clear, achievable goals, rewarding progress, and finding personal relevance in the task (Ryan & Deci, 2020). External motivators like feedback from peers and mentors can enhance motivation. Social support and collaborative environments, such as writing groups, workshops, and peer reviews, provide valuable feedback, encouragement, and a sense of community. These interactions



help writers stay accountable and gain new perspectives, while regular writing sessions with peers or writing retreats provide structured time and space dedicated to writing, reducing situational barriers (Silvia, 2019).

## **Practical Solutions to Overcoming Writer’s Block**

### *Clarify Your Purpose*

Clarifying the purpose of your writing task involves defining specific objectives and goals. This step is crucial as it provides a clear direction and focus for your writing, helping to alleviate uncertainty and mitigate writer's block. According to Zimmerman (2020), setting clear goals reduces the ambiguity surrounding the writing process, allowing writers to better organize their thoughts and articulate their ideas effectively. By understanding the intended outcomes of their writing, writers can align their efforts towards achieving these goals, enhancing motivation and overcoming barriers that hinder productivity.

### *Brainstorming and Mind-Mapping*

Brainstorming and mind-mapping are effective techniques for generating and organizing ideas, essential for overcoming writer's block. As noted by Buzan and Buzan (2018), brainstorming involves the spontaneous generation of ideas related to a specific topic or task, fostering creativity and expanding the scope of potential content. Mind-mapping, as advocated by Eppler (2019), visually organizes these ideas into a hierarchical structure, facilitating clarity and coherence in writing. These techniques not only stimulate creativity but also help writers overcome mental barriers by providing a structured approach to developing and connecting ideas throughout the writing process.

### *Create a Comfortable Writing Environment*

Establishing a comfortable writing environment is crucial for minimizing distractions and enhancing focus during the writing process. According to Farrand, Hussain, and Hennessy (2018), a quiet and organized space allows writers to concentrate on their work without interruptions, thereby improving productivity and reducing stress. By creating a conducive environment, writers can maintain momentum and overcome mental barriers associated with writer's block. This approach underscores the importance of optimizing physical surroundings to foster creativity and ensure effective engagement with the writing task.

### *Start Early and Write Regularly*

Establishing a routine of writing regularly and starting early can prevent procrastination and alleviate writer's block. According to Boice (2017), beginning tasks early allows for ample time to plan, draft, and revise, reducing the pressure associated with deadlines and enhancing the quality of writing. By incorporating regular writing sessions into their schedule, writers develop discipline and momentum, overcoming initial inertia and facilitating continuous progress. This proactive approach fosters consistency in productivity and minimizes the onset of writer's block by maintaining a steady workflow.

### *Expand Your References*

Engaging with diverse sources and expanding references provide writers with new perspectives and insights, which are essential for overcoming writer's block. As discussed by Flower and Hayes (2020), exploring a wide range of literature and research allows writers to contextualize their ideas within existing scholarship, stimulating critical thinking and creativity. By integrating diverse perspectives, writers can enrich their arguments and overcome cognitive barriers associated with writer's block, fostering a deeper understanding of the topic and enhancing the quality of their writing.

### *Support and Collaboration*

Seeking feedback and engaging in discussions with peers and mentors are valuable strategies for overcoming writer's block. Feedback provides writers with external perspectives on their work, helping to identify strengths and areas for improvement (Evans et al., 2021). According to Hattie and Timperley (2007), effective feedback not only informs writers about their progress but also guides them toward enhancing the quality of their writing by addressing specific issues or concerns. Moreover, discussions with peers and mentors facilitate idea exchange and problem-solving, offering new insights and strategies to navigate challenges associated with writer's block (Rocco & Hatcher, 2011). Collaborative efforts foster a supportive environment where writers can gain confidence, overcome obstacles, and sustain motivation throughout the writing process.

### *Take Breaks and Step Away*

Taking breaks is crucial for mental rejuvenation and fostering creativity during the writing process. Research by Amabile (2020) emphasizes that breaks enhance cognitive flexibility and problem-solving abilities, allowing writers to approach their work with renewed focus and clarity. Stepping away from writing tasks reduces mental fatigue and prevents burnout, promoting overall well-being and productivity (Meijman & Mulder, 2019). Moreover, breaks provide opportunities for the subconscious processing of ideas, leading to innovative insights and breakthroughs in writing (Mann & Cadman, 2021). Incorporating regular breaks into the writing routine supports sustained performance and resilience against writer's block, ensuring continuous progress and high-quality output.

Based on the detailed exploration of academic writing, its core concepts, features, and strategies for overcoming challenges like writer's block, it becomes evident that academic writing is not just a skill but a cornerstone of scholarly communication. Academic writing serves a critical role in higher education and research by facilitating the dissemination of knowledge, enabling rigorous analysis and critique, and contributing to the advancement of various academic disciplines. As highlighted throughout this discussion, the distinct characteristics of academic writing, including its formality, structured approach, reliance on evidence, and emphasis on critical thinking, underscore its significance in shaping scholarly discourse.

Furthermore, the comparison drawn between academic writing and other forms such as creative and personal writing underscores the unique demands and conventions that define academic discourse. While creative and personal writing prioritize expression and individual perspectives, academic writing requires a disciplined adherence to scholarly conventions, objectivity, and precision. This distinction underscores the need for aspiring scholars to cultivate a specific set of skills and approaches to effectively contribute to their fields of study.

Moreover, the strategies proposed for overcoming writer's block—such as clarifying purpose, engaging in brainstorming, creating a conducive environment, maintaining regular writing routines, expanding references, seeking feedback, and taking breaks—provide practical pathways for navigating challenges in the writing process. These strategies not only address psychological and cognitive barriers but also foster resilience, creativity, and sustained productivity in academic writing endeavors.

Mastering academic writing involves more than just learning to compose coherent texts; it requires a deep understanding of its principles, adherence to formal conventions, and the cultivation of strategies to overcome common challenges. By embracing these principles and strategies, scholars can enhance their ability to contribute meaningfully to academic conversations, disseminate their research effectively, and ultimately advance knowledge within their respective fields. Thus, academic writing stands as both a skill and a discipline essential for scholarly success and intellectual advancement.

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## **8. When Technology Meets the Process: Unravelling Students' Effort in Using Artificial Intelligence to Self-Regulated Writing Strategies Framework**

Ratnawati

**T**he existence of artificial intelligence (AI) in educational practices has transformed how students implement their writing process currently. In the process of writing, they can utilize AI powered tools as their assistant in providing personalized feedback, editing service, and idea generation. Under the framework of self-regulated writing strategies, students are required to run the writing process concurrently with self-regulation skills through procedural steps. The part concerns the overview, significance, scope, theoretical framework, practical application, future directions, and conclusion as well as recommendations.

Self-regulated writing strategies offer procedural steps in accommodating students' writing process in concurrent with self-regulated strategies (Rogers et al., 2020). Through the strategies, students can control their process, monitor the progress, and set their goals of being the best version of their works. With the massive growth of AI powered tools in the educational context, students still need to filter the AI powered output in terms of idea generation, cohesiveness, coherence, and relevance of students' academic demand of writing. Indeed, AI technologies into self-regulated writing strategies facilitate increased involvement with the writing process, ongoing enhancement, and the growth of critical thinking and self-control abilities. Students gain proficiency and confidence in their writing as a result, making them more capable of handling the

demands for writing assignments for both academic and professional purposes.

In the context of English as a foreign or and second language (EFL/ESL), students' efforts in integrating AI tools into self-regulated writing strategies have shown promising significance both in learning process and writing outcome. By utilizing AI powered technologies in the preparation stage, students can get an idea and insight of a topic that is going to be written with inputting several needed prompts (Garbuio & Lin, 2021). In the meantime, students can accept real time language input dictions from several applications and free use templates to ease students' academic needs (Divekar et al., 2022). In the post activity, their writing can be assisted by AI powered tools through language service editing which offers suggestions of grammar, style, cohesion, and readability of students' written work (Raheem et al., 2023)

Why unravel students' effort in the process of writing? It is important to comprehend how students are utilizing AI in a framework of self-regulated writing assignments for a number of reasons. First of all, it gives teachers an understanding of how their students use AI tools with academic need adjustment (Chen at al., 2023). Research shows that When students use AI for writing effectively, they not only gain important self-regulation tools like goal planning, self-monitoring, and reflection, but also improve their immediate writing skills (Jin et al., 2023). Furthermore, utilizing AI demonstrates closing the achievement gap in writing by providing tailored assistance that can adjust to different learning styles and learning paces (Shah, 2023). By fulfilling students' contextualization of incorporating AI in the writing process under the framework of self-regulated writing strategies, teachers can create more productive learning settings that boost student autonomy and engagement, which will eventually increase academic performance and provide students with lasting writing skills (Nazari et al., 2021).

By deeply comprehending students' efforts in utilizing AI technologies in a framework of self-regulated writing activities

in classroom practices, teachers can create more successful lesson plans that take advantage of these tools to meet students' unique learning needs (Kim & Lee, 2023). This understanding makes it possible to pinpoint the precise methods in which AI can support the growth of self-regulation abilities, including goal-setting, self-monitoring, and iterative revision procedures (Wilson & MacArthur, 2023). Additionally, by gaining an awareness of students' efforts, teachers may cultivate AI powered tools that may fulfill more focused feedback and assistance, which eventually promotes improved writing skills and academic success (Alharbi, 2023). With these conditions, teachers can discover the potential of AI-driven educational materials that better accommodate the variety of learning styles of students, fostering an environment that is both inclusive and productive.

This part focuses on reviewing the literature on how students incorporate AI tools to assist their writing abilities and self-regulation strategies. The unique opportunity to comprehend the complexities of AI-assisted learning among students who are at a vital point of their academic growth because it is made up of engaged sophomores (Zheng et al., 2024). A comprehensive investigation of the efficacy of AI interventions in a controlled environment can be obtained by the study by focusing on a particular atmosphere (Maphoto et al., 2024). The framework of self-regulated writing strategies patterns can be observed in detail thanks to this targeted method, which yields insightful data that may help expand the usage of AI in educational contexts (Azevedo et al., 2022).

## **Artificial Intelligence and Writing**

Artificial Intelligence (AI) has significantly impacted the area of writing, which has transformed how scholars manage their writing process including editing, idea generation, drafting, and grammar checking. AI-powered tools offer real time feedback on grammar, style, and plagiarism, assisting writers in improving

their work with suggested changes and corrections (Salvagno et al., 2023). Under the algorithms of natural language processing (NLP), AI technologies assist to enhance overall quality and coherence of writing and provide recommendations that are relevant for the given context. Additionally, the generative AI tools can help with idea generation, information organization in an organized way, and brainstorming and outlining (Botega & da Silva, 2020). AI helps students focus more on creative and critical thinking assignments by automating repetitive parts of the writing process, which eventually leads to more productive and successful writing techniques (Liu et al., 2023). AI in writing is a priceless tool in both academic and professional settings because it not only enhances individual writing abilities but also democratizes access to excellent writing assistance (Rane, 2023).

### **Self-regulated writing strategies framework**

Self-regulated writing strategies demand students to actively manage their writing processes by setting goals, keeping track of their progress, and reflecting on their experiences. According to Zimmerman(2013), Self-regulated learning is a cycle in which students organize their work, establish clear objectives, track their development, and evaluate their work to make required improvements. When it comes to writing, this framework helps students to set specific goals, prepare their ideas strategically, and utilize self-monitoring strategies to keep track of their progress and pinpoint areas that need work. Several rubrics, writing logs, and checklists are a few examples of tools that might help with these tasks by offering structure and direction (Panadero et al., 2023). Students that exercise self-regulation become more self-conscious and proficient writers, as well as more metacognitive aware. Studies reveal that students who use self-regulated writing techniques are more likely to write better and to be more motivated and persistent while completing writing assignments.

## How to incorporate AI in self-regulated writing strategies framework

Self-regulated writing instructions have been integrated into writing classroom practices as follows: (1) Activating background knowledge comprises both teachers and students, promoting the integration of prior knowledge into the present material. (2) Discussing writing strategies encourages conversations about how students could apply specific techniques to achieve particular writing objectives, including writing more proficiently and flexibly. (3) Modeling the strategy entails teachers demonstrating an effective writing process, using think-aloud, self-talk, and self-instruction techniques. (4) Memorizing the strategy urges teachers and students to summarize the technique in mnemonic sentences for easier recall. (5) Supporting the strategy offers opportunities for teachers and fellow students to provide prompts, encouragement, constructive criticism, and direct assistance. (6) Independence work focuses on the students' ability to adopt the technique for a variety of tasks which is indicated in the following Figure.

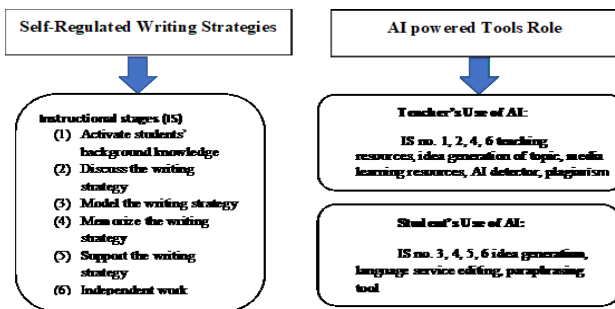


Figure 1. AI integration into Self-Regulated Writing Strategies

Figure 1 shows that AI driven technologies contribute to every step of instructional stages offered in self-regulated writing strategies. Both Teachers and students apply AI tools to support the teaching and learning process. In teachers' viewpoints, they utilize these tools for media learning and teaching resources

including topic of teaching, learning media, worksheet, and also rubric of assessment. While students point of view, they use AI in terms of model the strategy, memorize, support, and independent work which are actualized through self-assessment with Grammarly, idea generation with Gemini or ChatGPT, and paraphrasing with Quillbot.

## **Practical Applications**

### ***Using Chat GPT to get ideas before writing***

ChatGPT is an advanced AI language model which assists students by offering a variety of ideas for topics and brainstorming exercises catered to their individual requirements and interests (Kalla et al., 2023). In order to overcome writer's stuckness and promote creativity during the writing process, ChatGPT is a useful tool for idea generation in which students can gain a deeper and more thorough understanding of a subject by just having a conversation with this tool in which they can explore different viewpoints and perspectives on the same subject. They hone their concepts and choose which are most intriguing to develop in their writing through this interactive method (de Vicente-Yagüe-Jara, 2023). Furthermore, it can help students by putting out connected themes, subtopics, and queries that they may not have first thought of so that they broaden their horizons intellectually. This may result in their writing presenting more complex and comprehensive ideas or stories. (Lingard, 2023). Research shows that the tools help students to think creatively and solve problems which will ultimately result in more creative and effective writing (Javaid et al., 2023). To do so, ChatGPT incorporation into idea generation in the writing process provides a significant impact on students' writing outcomes and overall learning experience. Contextualized into self-regulated writing strategies, students may apply ChatGPT (AI-driven tool) in to discuss the strategy, model the strategy, memorize the strategy, and support the writing strategy.

### ***Using Canva for Idea representation***

Canva is an incredibly adaptable and user-friendly platform that improves the presentation's visual appeal and efficacy (Ledenstove et al., 2023). It offers a large selection of templates, images, fonts, and design tools that let users quickly and easily produce slides with a polished appearance (Saputri, 2020). To start using this application, students may choose a template that is relevant with their academic needs including their theme, objective, and cohesive visual design. The tools allow students to drag-and-drop action including text, pictures, graphs, and icons, making it usable even by people with no background in design (Kapel & Schmidt, 2021). It has features that assist students in maintaining clarity and uniformity throughout their presentation in addition to a large library of design elements. For instance, they can improve readability and audience engagement by using the same color scheme and font style on all slides (Fitria, 2022).

In terms of collaborative work, the application allows for real-time editing and commenting on the presentation by numerous users, which is very helpful for collaborative projects or team-based work (Adams, 2022) Moreover, it interfaces with a number of programs, including Google Slides and PowerPoint, enabling users to export their creations in a variety of formats and configurations. Because of its adaptability, its presentations can be shared and used in a variety of settings (Allela, 2021). Overall, creating presentations with Canva not only expedites the design process but also yields expertly designed, aesthetically pleasing slides that successfully convey the desired message.

### ***Using Grammarly for self-assessment***

Grammarly is a real-time writing feedback tool driven by artificial intelligence that evaluates grammar, punctuation, style, and tone (Adams & Chuah, 2022). Students' capacity to recognize and fix problems in their writing can be greatly improved by using the tools for self-evaluation when writing, which will ultimately improve the overall quality of their writing.

Students can independently analyze their drafts and get thorough feedback for improvement by using it into their self-evaluation process. Students learn to identify typical errors and gain a deeper comprehension of language principles and efficient writing techniques thanks to this instant feedback (Koltokosvia, 2020). Furthermore, its in-depth reports identify recurring mistakes and trends, enabling pupils to concentrate on the areas that require development (Zinkevich, & Ledeneva, 2021). This focused feedback is essential for self-regulated learning because it helps students to establish clear objectives for their writing growth and track their advancement over time (Zimmerman, 2013). Additionally, Students can improve the clarity and engagement of their writing by using Grammarly's tips, which help them craft writing that is both compelling and successful (Toncic, 2020). Besides, it also increases students' autonomy of learning, when they use the tool to direct their edits and revisions. This not only raises the caliber of their work right away but also develops their confidence and long-term writing abilities (Russo, 2023).

## **Challenges and Considerations**

Teachers and students need to address a number of issues and challenges when integrating artificial intelligence (AI) into a framework for self-regulated writing processes. The risk of being overly dependent on AI tools is one major issue since it can impede the growth of critical thinking and autonomous writing abilities (Pedro et al., 2019). The use of AI-generated recommendations and corrections by students may cause them to become less engaged in the cognitive processes necessary for being proficient writers (Lee, 2020). Additionally, Artificial intelligence (AI) systems might not always comprehend context or complexity, resulting in inappropriate or inaccurate feedback that could mislead or confuse students (Seo et al., 2021). Besides, students' privacy and data security are also challenging issues when AI driven tools are integrated in the whole



educational needs setting (Oseni et al., 2021). So, as the learning facilitator, we need to consider that all students' data security is safe to support their learning. In the context of Indonesian educational settings with heterogeneous backgrounds, the equality of Internet access becomes a challenging issue since some students might not have access to the internet or other technology resources that they need, which could exacerbate already-existing educational disparities.

## **Future Directions**

Artificial intelligence (AI) has enormous potential to advance writing instruction and learning outcomes in the self-regulated writing techniques framework in the future. The creation of AI systems that can offer more complex and customized feedback based on each student's requirements and writing objectives is one path. This might involve AI programs that modify their recommendations in accordance with a student's preferences, learning style, and writing ability, resulting in more individualized and efficient help. AI can also be used to support collaborative writing activities, enabling students to collaborate in real time and gain immediate feedback on the dynamics of collaborative writing via AI systems. Another future direction is the incorporation of AI-driven analytics to monitor and evaluate students' writing skills over time. AI systems are capable of producing individualized learning insights and recommendations for educators and learners by gathering and evaluating data on writing styles, strengths, and areas for development. In addition to identifying trends and patterns in the growth of students' writing, this data-driven method can assist instructors in better customizing writing instruction to match the needs of each individual student.

In summary, students' efforts in implementing artificial intelligence (AI) into the framework of self-regulated writing strategies have demonstrated great contributions for enhancing writing outcomes and developing self-regulation strategies. With the assistance of AI powered tools like Grammarly, ChatGPT, and Canva, students can generate ideas, refine drafts, and create visually stunning presentations with much-needed assistance. Even while there are difficulties and factors to take into account, like an excessive reliance on artificial intelligence and privacy issues, they can be lessened with well-rounded education and moral technology use. All things considered, the integration of AI with the concepts of self-regulated learning has enabled students to become more self-reliant, involved, and skilled writers.

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## 9. Artificial Intelligence in Academic Writing Works: EFL Teachers' and Students' Perspectives

Wisma Yunita

A fast-moving change in the use of technology is experienced by people in many sectors of life, including education. Haleem (2022) mentions that the improvement of technology in education has made life a lot easier for students. In an EFL educational setting, the change has influenced how a course is designed, for instance, the academic writing course. The influence can be seen in the ways of implementing the teaching and learning process in a classroom. The implementation of teaching and learning activities is closely linked to the assistance of digital technology, even Artificial Intelligence (AI), by both teachers and students. Artificial Intelligence (AI), or computer programs, are able to carry out difficult activities that were previously only possible for humans to complete, such as problem-solving, reasoning, and decision-making (Rusmiyanto, et al). These days, AI underpins many of the products and services that are used on a daily basis, ranging from chatbots that offer real-time responses to what is asked in various contexts to Chat GPT which can assist writers (eg. students and teachers) in doing the writing.

In language teaching in the context of English for Foreign Language (EFL), AI has been widely used starting from middle school, high school, to higher education levels. According to Arly & Andini (2023), AI is often used in the field of education, such as Grammarly, Paraphraser, Google Meet, and ChatGPT. The use of AI provides many positive impacts on students, such as being able to personalize what they want to learn so that it suits their time and learning style. Additionally, AI can offer



online resources and applications that facilitate interactive learning and increase student engagement. AI also assists instructors and educational institutions in creating student-needed instructional materials by analyzing large amounts of data. Furthermore, this technology can help with experimenting and studying in a variety of subjects, giving students faster access to a greater number of resources and knowledge. AI may generally be used to enhance the effectiveness, quality, and relevance of education in higher education, giving students a more potent and successful learning experience.

Besides the many advantages of using AI in language learning activities, there is also a contradictory side to using AI. With the use of AI, students can experience a shift in knowledge authority, the way the students understand, receive information and assess will also change in line with the development of AI technology in the field of learning. Because students are presumed to have a tendency to depend on automatic recommendations without critically evaluating the veracity or quality of the information source, the usage of AI can create gaps in students' critical knowledge (Musthafa, 2024). It can be seen that the use of AI can limit human interaction and it is important to understand that in EFL classes, the use of AI can reduce in-person interactions. Students are supposed to have direct communication with teachers and classmates in order to take part in sincere and meaningful discussions. Meanwhile, even though students can use AI chatbots which can mimic conversations, they are unable to accurately represent the nuances and dynamics of face-to-face communication (Jeon, 2022). Therefore, the teacher still plays an important role in the learning process and it will be a lot better if they also have good technology literacy.

A teacher should have a more advanced technology literacy, and so do the students. Both parties should use the technology advancement in the classroom wisely and contribute to the students' success in learning language. (Gayed et al., 2022). In addition, AI use can assist the process of learning in a writing classroom. Writing as one of the skills required to be

mastered by students in language learning, can channel students' logical reasoning from the results of students' understanding of the material that has been taught. Furthermore, looking forward to the impact of AI on the teaching and learning process is important to anticipate the bad possibilities in the future, and maximize the potential offered by AI in language learning. This paper will discuss AI from its role in life and in the teaching and learning process, especially academic writing and the point of view of using it from students' and teachers' perspective.

## **Artificial Intelligence**

Artificial Intelligence (AI) plays a pivotal role in life nowadays. AI changes one's point of view on solving problems, in doing the given tasks, and in making human life a lot easier. This AI technology with the ability of doing a given task better than the log, has brought along the change in education (Albert & Li, 2023). From IBM's Deep Blue computer, which defeated global chess champion Gary Kasparov, to Google's AlphaGo AI software, and now to the expanding array of unmanned aerial vehicles called drones, automated cars, and service robots. The field of artificial intelligence (AI) has advanced quickly. With the potential to totally change language training, artificial intelligence (AI) has been incorporated into EFL classrooms through a range of cutting-edge technology. One such piece of technology is ChatGPT, an AI-powered chatbot that connects language learners and provides them with real-time feedback. Bhutoria (2022) stated that applications of artificial intelligence (AI) and big data offer a lot of promise to help extract valuable insights from datasets to comprehend student learning trajectories and improve the effectiveness of educational systems. The use of data has permeated the educational system deeply enough to drastically alter its shape and structure. Examples of this include creating personalized study materials for individual students based on their unique learning needs, as well as creating and assessing customized tests.

Likewise, Senowarsito & Sukma (2023) argue that AI technology has a big influence on the future of education. AI which has the ability to think like humans published in software, computers, and robots and AI technology is presented with the aim of facilitating humans in doing a lot of activities, including in learning (Fitria, 2023). One example of an AI tool used in EFL classes is adaptive testing. Adaptive testing systems may assess learners' proficiency levels and tailor the assessment procedure to their particular needs by using AI algorithms. These systems adjust the content and test question difficulty dynamically based on students' responses, resulting in a more accurate evaluation of students' language proficiency. Furthermore, AI also enables the personalization of learning experiences by analyzing learner data such as performance, interests, and learning preferences. By determining a person's strengths and shortcomings, artificial intelligence (AI) systems may offer tailored knowledge, activities, and recommendations. This encourages a tailored approach to language acquisition that satisfies the needs of every learner.

Despite its advantages, the presence of AI can be described as two sides of a knife. From the student's perspective, the use of AI in academic writing can help them. On the other hand, the use of AI can also be a boomerang for students because if students are accustomed to being facilitated by AI, students will always want to work instantly. From the teachers' perspective, the presence of AI will help in many ways, including in the process of planning a lesson to assess the students' work, and it also helps in giving feedback for writing classes faster that saves the time. Marzuki et al., (2023) said that the use of AI saves teachers and students time and effort since they are simple to use and efficient. Furthermore, AI writing tools have been specifically utilized for EFL students who have poor English competence. By utilizing these resources, students can get help and comments right away, which will help them improve their writing more quickly.

## **AI in Language Learning**

In language learning, AI plays pertinent roles nowadays, and it enables learning to become more meaningful and changes the ways students learn languages. Malik, et al (2023) stated artificial intelligence (AI) plays the key role in developing chatbots and virtual conversation partners for language learning, revolutionizing the way students practice and improve their language skills. These AI-driven machines enable learners to immerse themselves in realistic conversational environments and develop their language abilities in real time through interactive, authentic interactions. Moreover, AI breaks down linguistic boundaries and promotes a multilingual culture in educational settings, making it an excellent example of multilingualism and linguistic inclusion.

Numerous studies conducted by practitioners related to AI uses in language learning including in the EFL context. These studies cover the topic of types AI use, to its uses in productive skills and assessment. A review by Jiang (2022) found that Artificial Intelligence (AI) in education has a lot of potential side to its expanding field. Few evaluations have been used this far to investigate how AI enhances teaching and learning of English as a foreign language (EFL). By summarizing and defining six popular applications of AI, this study aims to provide a concise yet thorough overview of AI in the context of EFL. These applications include AI chatbots, automatic evaluation systems, neural machine translation tools, intelligent tutoring systems (ITSS), intelligent virtual environments, and affective computing (AC) in ITSS.

Next, research on using AI for learning speaking was conducted by Rusmiyanto, et al. (2023) examining the literature and research on the application of AI-based technologies in English language learning settings. An introduction to artificial intelligence and its potential applications in education starts the article. After that, it investigates the several ways artificial intelligence (AI) may support English language learners in

improving their speaking, listening, reading, and writing abilities. The results of this research study indicate that by offering individualized and interactive learning experiences, AI has the potential to greatly improve the communication abilities of English language learners.

Then, research in using AI for learning writing was studied by Khalifa & Albadawy (2024) who conducted a comprehensive analysis of published works from 2019 onwards that was carried out using databases such as PubMed, Embase, and Google Scholar. Studies that addressed writing support, grammar correction, structure optimization, and other relevant topics were included in the analysis based on their applicability to AI's use in academic writing and research.

Last, a research AI for assessment of learning conducted by González-Calatayud, et al. (2021) uses data from a systematic study. This research examines the application of AI to student evaluation. Two databases were searched for this purpose: Web of Science and Scopus. After 454 papers were located, 22 papers were chosen for further analysis in accordance with the PRISMA Statement. The studies that have been examined make it evident that the majority of them do not represent the pedagogy that underpins the educational action. Similar to this, formative assessment appears to be AI's primary use. The automatic grading of pupils is one of the primary uses of AI in assessment.

## **Academic Writing Works**

Academic writing is one of the things that students should master, and they are expected to be able to channel their thoughts through systematic writing. Academic writing is characterized by its logical organization and arrangement of written sentences within a paragraph or more, resulting from the mental and cognitive activity of individuals. Its characteristics include complexity, formality, objectivity, hedging, preciosity, and language accuracy (Sa'adah, & Ali 2022).

Many students think that academic writing is something that is difficult to understand. As stated by Hashemian, & Heidari (2013) writing academically has been identified as a difficult aspect of learning a second language since it requires EFL students to organize, produce, and integrate their ideas into well-written pieces. Moreover, in EFL countries, undergraduate students are usually asked to write academically both during the lecture process and in writing their final assignments. Thus, the process of writing which requires well-versed knowledge of academic writing, becomes challenging for them to do.

Since academic writing is a challenging thing that students have to face, they nowadays continue to look for ways to make it easier for them to write academically. In line with technological developments and the rapid development of the language learning model, students continue to innovate using facilities to help them in academic writing. There are many types of facilities offered by AI in academic writing activities. Students can also write collaboratively in a platform facilitated by AI, making it easier for students to write creatively and integrated online and can be accessed anytime, and from anywhere. In addition, Alharbi (2023) stated that AI-powered tools, such as language correction, grammar checkers, and proofreaders, are a great help with many parts of producing academic essays. This AI facilitation will help students to ensure their writing remains coherent and in accordance with the structure.

Lots of breakthrough AI used in academic writing and often used by students and teachers, such as Google Translate, grammar checker, paraphraser, plagiarism detector, and AI tutoring system. Dergaa et al. (2023) stated that Artificial intelligence (AI) has come a long way, and one notable illustration of this development is the Chat Generative Pre-trained Transformer for example ChatGPT. Marzuki, et al (2023) mentions that people use ChatGPT for generated responses and content in the authorship of academic writing because it can adjust the vocabulary and better arrangement. Besides, students can preserve academic integrity by using AI-based plagiarism

detection tools to spot possible cases of inadvertent plagiarism. AI technology also helps students do literary reviews more quickly and effectively. AI-driven databases and search engines make it easier to find pertinent research papers and can provide tailored suggestions based on user preferences and past search activity (Behrooz, 2023). Moreover, with the use of AI students may ensure that their reference lists are appropriately formatted and organized in accordance with different citation formats by using AI-driven citation and reference management software (Sharifi et al, 2021).

Although there are many conveniences offered by AI in Academic Writing, there are also challenges that must be faced related to the use of AI massively and continuously. In order to safeguard students' intellectual property, ethical concerns about data security and privacy must be taken into consideration. Students must also acquire critical thinking abilities in order to avoid becoming overly dependent on automated technologies and to assess the dependability and quality of information created by AI. It is essential to have the right instruction and training to use AI technology sensibly and successfully (Chan, 2023). Furthermore, students' access to AI technologies may be impacted by the digital gap in many nations, emphasizing the necessity of fair technology distribution and educational opportunities. Therefore, even though students all over the world are using AI technology to improve their academic writings, there is still a clear knowledge gap about the scope and depth of its use, particularly in particular local settings. Malik et al., (2023) explored the complex viewpoints of these students with a study which close this gap and improved the academic conversation on the application and implications of AI in academic writing.

Despite the convenience provided by AI in the process of producing academic works, the use of AI also brings along the two sides of benefit and drawback. Exploring students' and teachers' perspective of using AI in academic writing context is a study that must be taken into consideration in language teaching.

## Students' Perspective of AI Use in Academic Writing

AI uses in academic writing can be seen from the students and the teachers' perspectives. Both sides are important to be taken into account as it will give insight into how the use of AI should be in the classroom teaching and learning. It has been known that writing is a productive skill that is considered difficult to master by students due to its specific flows of thought, word choices and sentence and paragraph structure. As it is difficult, many students experience anxiety in academic writing. A study by Putri (2022) investigated anxiety levels in academic writing at the university level. The results demonstrated that writing anxiety was a concern for students. The survey on the fourth-semester students at the University of Islam Malang shows that 24 students (or 70%) reported having high levels of anxiety, 8 students (20%) reported having moderate levels, and 3 students (10%) reported having low levels of anxiety. Writing anxiety can manifest as physiological, cognitive, or avoidance behavior. The researcher discovered that somatic and avoidance behaviors cause the highest type of writing anxiety.

To avoid anxiety in academic writing, tools are needed that can facilitate students in writing. Therefore, many students think that the presence of AI technology helps them in writing and use AI as their assistant in academic writing. Research conducted by Von Garrel and Mayer (2023) found that two-thirds of more than 6,300 higher education students in Germany were using generative AI tools (such as ChatGPT or GPT-4), with STEM disciplines adopting them at a higher rate than other disciplines—possibly because of their preexisting passion for technology. The most popular applications of AI in the research are question clarification and subject-specific concept explication, with the exception of art, art sciences, and sports. Students in the social sciences employed AI mostly for text production (25.4%), translation (28.6%), and literary analysis



(30.3%). On the other hand, 32% of engineering students used AI for research, 30.7% for translation, and 30.3% for problem-solving and decision-making. Likewise, Bhutoria (2022) also addressed that AI-driven platforms and apps provide students with individualized learning experiences by recognizing their writing talents and weaknesses.

The students' point of view on the use of AI in language learning, particularly academic writing, portrays the agreement on its uses. Some studies have yielded the findings that show the agreement. A study by Artiana and Fakhurririana (2024) shows that EFL Undergraduate students perceived ChatGPT positively for academic writing, improving efficiency and quality but remind that managing output and avoiding dependency are crucial so that the uses of AI are balanced with the development of independent writing skills.

Similarly, Obenza, et al (2023) in their research found that university students had a strong grasp of generative AI, recognizing its pros and cons, and displayed a positive attitude and intent to use it in higher education, despite having moderate concerns. In further, Braun, et al (2023) research using two surveys and interviews with the university students revealed that the majority of students (over 80%) are open to AI-supported assessment under certain conditions, emphasizing that human involvement in the assessment process is crucial. Then, Chan (2023) found that students show disagreement on using AI directly without involving the mind, but have milder attitudes to the use of AI in learning writing.

Thus, based on the findings above, it can be implied that from the students' point of view, the use of AI is allowed and they have a positive attitude but should not leave behind the ethical consideration and should still use human involvement.

## **Teachers' Perspective of AI Use in Academic Writing**

Currently, it can be seen that the use of AI influences students' writing skills, and is widely used in academic writing activities. As investigated by Kurniati, & Fithriani (2022) that Quillbot and other AI-powered writing tools play a big influence in helping students produce high-caliber work, especially in academic writing. In facing this reality, in the teaching process a teacher must also take part in implementing the use of AI in teaching. Concerns about digital equity, privacy, and potential distractions must be addressed by teachers. These problems highlight the need for a continuous conversation and proactive methods in developing educational policies and techniques as we continue to negotiate the teaching of writing in this age of artificial intelligence (Duncan, & Joyner 2022).

The use of digital technology, especially AI can facilitate teachers in teaching and carrying out pedagogy functions. As discussed by Haleem et al. (2022), this change is brought about by the growing integration of digital tools into the educational space, which effectively converts conventional pen-and-paper methods into considerably more innovative and dynamic learning environments. Likewise, A study by Hazaymeh, Bouzenon and Remache (2024) uncovered that teachers count on the AI to facilitate the assignment given to students, ignite the change in the strategies in teaching, and prepare individualized learning processes for students better.

Furthermore, the use of AI from the teachers' perspective sounds acceptable. The findings of Hazaymeh, Bouzenon and Remache (2024) shows that teachers appreciate the advantages that AI may bring to the teaching and learning process in their classrooms. In addition, the study by Marzuki et al (2023) also implies the teachers' agreement on the use of AI in writing and the students' writing quality were improved in the content and organization due to the integration of AI use which was allowed by the teachers. Then, Smolansky, et al (2023) also found that

teachers love to adapt the assessment that uses AI and promote critical thinking ability. However, they suggest prioritizing higher order thinking ability and authentic platform use, so that the assessment not only focuses on the output but more on the process.

Based on those studies above, it can be concluded that teachers agreed on the use of AI in the teaching and learning process as well as in the assessment but suggested prioritizing students' critical thinking, authenticity and the process of learning they have experience.

Artificial intelligence is a new surge in the digital age, and cannot be separated from human life. In the case of language learning, AI offers a lot of convenience for students in the learning process, and so do the teachers in the teaching process. Students can get help from AI, for instance, in creating a framework for the essay writing process. Likewise, a teacher can use AI in preparing their presentation to assess the students' assignments. Regarding the use of AI in academic writing, it should be remembered that the human roles and touches should be presented. Although, teachers and students have a positive view of the presence of AI and use it in their teaching and learning process, they should adhere to the ethical conduct of using the AI. Besides offering heaps of convenience in its uses, it also brings disadvantages when it is not used wisely. Thus, the roles of teachers in the classroom are presented to guide the students to avoid the misuse and make the best of their use in a proper way for the benefits of learning.

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## 10. Integrating AI Writing Tools in Academic Writing Classroom

Ida Ayu Mela Tustiawati

In recent years, the education field has undergone major changes and developments, one of which is the introduction of artificial intelligence (AI). AI-powered tools are believed to have revolutionized education in many aspects. Many studies have documented how these tools have generally influenced teaching and learning: AI is potentially believed to empower teaching by improving efficiency, facilitating learning environments that centre on students; and optimising evaluation (Ma & Zhao, 2024). AI tools allow the possibility to have teaching and learning personalised to individual needs (Darwin et al., 2024; Khan, Ali, et al., 2022; Toar et al., 2021). They also help students become more self-sufficient in their learning by providing better development for online learning (Sekeroglu et al., 2019). These tools offer tailored feedback, identify learning weaknesses, and motivate active participation which results in academic improvement of the students (Irfan et al., 2023; Winkler & Soellner, 2018). Finally, it is also believed that it has reduced the workload of the teacher in the classroom (Liu et al., 2018). These prospective good features sparked curiosity and caution among educators and researchers, leading to a surge in research on AI tools in recent years.

The integration of AI tools spans various subjects, including academic writing units in higher education. Academic proficiency is a skill that combines higher-order thinking, language proficiency, and writing abilities. Academic writing differs from regular writing as it represents different cultures with distinct languages (Singh & Lukkarila, 2017). It provides a structured approach for effectively conveying ideas in academic

and research contexts (Aljuaid, 2024; Khalifa & Albadawy, 2024). Key components of academic writing include organizing and structuring academic papers, ensuring proper referencing and citation of sources, and using appropriate language and style (Cheong et al., 2023; Mendoza et al., 2022; Schillings, 2023). The writing product produced through academic writing should be original and valid which requires an understanding of writing methods and techniques (Utami et al., 2023). By this stage, students should be equipped with sufficient knowledge of the subject matter, language skills, and writing skills to be able to navigate their ideas effectively and present them to a general audience.

Despite its rigid structure, it is important to be aware that its application and purpose are highly dependent on the field of study, with each discipline having its—approach to applying academic writing. It is common to encounter students, academics, or researchers who struggle with the academic writing process. A growing body of research has documented that these difficulties involve difficulties in planning and drafting ideas (Z. Ali, 2020; Teng & Wang, 2023); a lack of basic writing and review skills (Schillings, 2023); and challenges in handling complex information, simplifying ideas, maintaining high standards of accuracy, evidence, and logical structure, mastering formal tone and terminology, and maintaining academic integrity (Khalifa). These challenges are escalated for students who use English not as their first language, as they will also face a lack of language skills (Livberber & Ayvaz, 2023). These include comprehending grammar, lexis, and syntax (Kaur & Singh, 2019). Students in higher education are also pressured with high expectations that their writing products are free of language errors which adds to their burden greatly (Adams & Chua, 2023).

Among the many technological developments applied in academic settings, AI writing tools appear to be superior. They serve as valuable aids in many aspects of the writing process. They have gained prominence for their potential ability to assist in many aspects of the writing process ranging from grammar,

citations, and adherence to disciplinary standards allowing writers to focus more on their research aspect. This results in a more efficient and better-quality writing product (Darwin et al., 2024; Khalifa & Albadawy, 2024). These tools support students and writers throughout the writing process, from drafting to revising, and assist with literature review and information synthesis (Adams & Chua, 2023; Nguyen et al., 2024). The current development shows that AI tool developers have managed to target every aspect of the writing practice. The tools provide support and assistance in every aspect of the writing process to ease the procedure faced by students and writers. Hence, good-quality writing products could be produced.

In this investigation, how AI writing tools are integrated into academic writing classrooms will be further discussed by investigating the types of AI writing tools available for students and writers, the potential benefits and challenges of their application, and further consideration for future application of AI writing tools for effective implementation.

## **Understanding AI Writing Tools**

The integration of AI into academic writing environments has been a subject of extensive research. Literature suggests that the inclusion of AI tools into academic writing classrooms can be seen in many aspects (Gayed et al., 2022; Utami et al., 2023). Khalifa & Albadawy (2024) identified six domains where AI writing tools are integrated: idea development and research design; content development and structuring; literature review and synthesis; data management and analysis; editing, review, and publishing support; and communication outreach and ethical compliance. Meanwhile, Adams & Chua (2023) categorized AI writing tools into language and mechanics, text summarising and synthesizing, and formatting and typesetting (P. 174).

Building on earlier studies, the writer realised that there are several ways to define and group AI writing tools. Using them as

the foundation, in this section, the writer tries to group the AI writing tools based on their functions as follows:

### *Content generation tools*

Finding ideas and starting to write can be a daunting task for students and beginner writers. They either have too many ideas to choose from, or they do not have any and do not know where to start. Here, AI writing tools offer solutions by helping students brainstorm ideas and suggest possible ways to organise the ideas into a more structured presentation for them to start and elaborate to produce a more comprehensive writing product (Koos & Wachsmann, 2023). “AI can assist in outlining a document, ensuring logical flow and coherence” (Khalifa & Albadawy, 2024, P.8). This procedure guides students in choosing and eliminating ideas that work or may not work for their initial draft. Currently, one of the most popular tools in this category is ChatGPT.

The beginning procedure of the writing process will require students to measure and decide on ideas to develop further. The process when conducted individually can take longer time, but with the help of AI tools, students will have the possibility of having real-time engaging discussions on their ideas. The interaction that occurs at this stage is interactive and responsive, maximizing the learning experience (Shofiah et al., 2023). Students will feel more confident in handling their ideas and have better organisation of how to project their ideas in their writing.

### *Paraphrasing and summarising tools*

One characteristic of academic writing is the inclusion of information from earlier studies conducted around the topic. This requires students to be able to conduct a review of the literature as well as synthesize the information to support their original ideas. It can easily be considered one of the difficult tasks in the academic writing process and requires a longer time for its

completion. Despite that, it is necessary to avoid plagiarism issues in students' writing. As suggested by their name, these kinds of tools help students manage their paraphrase and summary either by providing service to paraphrase text fully or just to offer suggestions on different uses of words or synonyms. Adams & Chua (2023) grouped these tools under corpus-based tools. Popular tools that offer this service are QuillBot, AI Writer, and Typeset (Aljuaid, 2024). With its development, these tools are able to paraphrase a short paragraph into multiple paragraphs. They may also provide a summary of one article which will be helpful for students to decide whether or not to include that article in their writing.

### *Translation Tools*

These tools are significant for language learners such as EFL/ESL students. The tools enable quick translation between languages facilitating knowledge sharing. Popular tools that provide this service are for example Google Translate and DeepL. Even though its application is full of positive and negative controversy, several studies showed that incorporating machine translation tools in writing classrooms proves to be effective in improving students' writing, especially the initial writing product (Godwin-Jones, 2022). A study by Yanti et al. (2019) showed that students prefer machine translation in this case, Google Translate, over a dictionary due to the fast result produced when they need to translate a text. Machine translation appears to allow students to receive assistance on many levels, from vocabulary, to individual sentences, or even at the paragraph levels (Chompurach, 2021). Its application can lessen the gap in students' limited understanding of the target language, as the tools will provide an overview of the translated information. It can be used as a start for a deeper understanding of the information. As emphasized by (Schmidt & Strasser, 2022) students use machine translation to get an overview understanding of a specific text they read in a target language or

to get the meaning of specific information from the text. This will help students develop multilingual communication skills.

### *Writing improvement tools*

The main reason why AI tools are popular is because of their potential to support students and writers to produce good quality writing products. They provide support to improve the quality of their writing to meet the standards requirement. Adams & Chua (2023) equally called this feature the rule-based tool for their ability to recognise mechanical errors in writing. It thoroughly checks on structures and word choices used in the sentence. They are capable of sufficiently detecting mechanical errors in students' writing. These include identifying and offering suggestions to fix them (Rad et al., 2023). Popular AI writing tools that offer these features are for example Grammarly, Jasper, and Consensus.

### *Automatic feedback and suggestions tools*

Feedback is an important part of the writing process. It has been considered valuable both for the teachers and the students. However, its traditional application has not been that productive due to the lack of time given to the teaching and learning process for writing. As a result, its practice has been quite limited. The introduction of AI writing tools has been a big surprise in this aspect of writing as they prove to be able to provide good feedback and more importantly, the feedback provided is automatic and personalised to the student's needs. Adams & Chua (2023) claimed that feedback and responses provided by AI writing tools are free of bias which makes it easy for students to review and revise their writing for a better result. They further explained that as AI writing tools are developed to provide real-time feedback for students, students generally feel more motivated to write the revision for their writing. As the feedback given to students and writers comes with a detailed explanation

of the errors, students feel that it allows them to learn something from that explanation (Soni & Thakur, 2018).

This review of studies has demonstrated several functions offered by the development of AI writing tools. It appears that the tools are ready to support students and novice writers during their writing process journey. It is important to understand its functions and development are not limited to what has been mentioned in this section. With the current advancement of technology, the writer believes that AI writing tool development will not end here. There will be more sophisticated tools and apps developed in the future. The following section will present potential benefits offered by AI writing tools that make them worth to be considered as part of the teaching and learning of writing, especially, in the academic writing unit.

## **Potentials of AI Writing Tools in Academic Writing**

As AI continues to gain prominence in education, especially in the field of academic writing, it is crucial to examine its benefits.

### *Enhancing Writing Quality*

Many studies demonstrated that AI tools significantly enhance the writing quality of students in various ways. Firstly, AI tools assist in the initial process of writing. It facilitates the research process (Ali et al., 2023; Perkins, 2023). They help to gather and refine ideas to improve coherence and accuracy (Almaiah et al., 2022; Armstrong, 2024; Khalifa & Albadawy, 2024; Sajjad et al., 2023). Secondly, AI tools support students in developing their initial review of literature. This procedure not only requires time but also an ability to critically assess the literature around the topic before deciding on using them for their own writing product. Wagner et al. (2022) illustrated that the process of writing a literature review requires creativity and good skills in the mechanical task of the writer. With the AI writing tools, they suggested that some of the burdens can be taken from the writers, and they can put effort more into other parts of the research

writing process. AI writing tools have the ability to handle large volumes of information from existing literature, organising it systematically and making it easy to understand (Khalifa & Albadawy, 2024).

Thirdly, during the final stages of the writing process, where reviews and revisions can be overwhelming. AI writing tools offer individual feedback on their writing product (Armstrong, 2024; Su et al., 2022) making it personalised to individual students' needs which allows teaching and learning to address specific weaknesses effectively. As a result, students have better learning experiences with their self-review process. It is a fact that students that we have in the classroom learn things differently. To focus on the individual tendency appears to be quite impossible to practice in the real classroom. Yet, AI writing tools make this possible. When students have input about their learning based on what they have experienced, they are more engaged in their learning and produce better learning outcomes. In his study Wang (2022) also found that students prefer to have automatic feedback given to them through tools instead of human feedback. Popular tools used by students and researchers in this stage, for example, Grammarly and Hemingway Editor. Tools like Turnitin are also commonly used to establish the reliability of the writing product they produce by showing that the writing is free from any plagiarism act.

### *Time efficiency*

AI tools streamline the writing and editing process, saving time for both students and educators. Students can revise their work more quickly, and educators can assess and provide feedback more efficiently. Wang (2022) discovered that students' writing skills and autonomous learning abilities improved significantly through automatic personalized feedback which makes AI tools more than just a convenience to use, it is working to support students' learning. The major issue that teachers and students have when it comes to academic writing classrooms is the



limited time, they have to establish teacher and student interaction to support their writing practice. This issue can easily be solved by the AI writing tools. AI writing tools are capable of diagnosing individual students' needs and providing solutions to issues in a real-time manner which solves the issue of lack of time that teachers have (Darwin et al., 2024). This procedure also helps students reduce the time spent in completing their independent review (Rad et al., 2023). By incorporating AI tools during the initial review procedure, students and teachers will be able to allocate more time to focus on other parts of their writing products, such as perfecting their ideas or focusing on other research tasks for their writing which may not be possible without the AI tools.

### *Stimulating Creative Thinking*

Even though there are still ongoing debates about whether AI tools stimulate or hinder students' ability to creatively produce ideas, the positive side of this argument is that offering idea generation and vocabulary expansion and AI writing tools encourages students to think creatively and explore new ways of expressing their thoughts. This support can inspire greater originality in their writing. For example, Koos & Wachsmann (2023) explained that ChatGPT is able to act as a personal online tutor for individual students which allows them to have intensive discussions on the students' needs, questions, and difficulties. This interaction helps students express their thoughts and consider new inputs, which can be challenging to achieve consistently in traditional classroom settings due to time constraints. Therefore, instead of not having this kind of interaction, integrating AI writing tools in certain parts of the learning may help to keep students engaged with their thoughts and ideas.

Another factor that stimulates students' creative thinking is the learning environment. AI writing tools can create engaging and safe learning situations for students. This engagement will

motivate them to learn and finally produce better learning results (Choukaier, 2024). When students are motivated to learn, they are more confident in approaching their learning. Bahufiet et al. (2023) described that the development of self-confidence among students who use AI writing tools in their writing practice helps them not only to acquire a better understanding of language acquisition but also help them cultivate their critical thinking skills. Lastly, as students receive feedback on their writing personally, students also feel recognised for the efforts that they have put into their writing. This encourages their active participation and harder work, ultimately leading to better learning outcomes.

## **Challenges of AI Writing Tools in Academic Writing**

The advancement of AI in academic writing classrooms should not proceed blindly. Full awareness of its potential challenges is essential.

### *Ethical Issues in Using AI Writing Tools*

The integration of AI writing tools in academic writing classrooms raises several ethical issues. Ma & Zhao (2024) included four key aspects of ethical consideration in AI application in higher education: data ethics, algorithmic ethics, academic ethics, and teacher-student relationship ethics. Aljuaid (2024, p. 38) added plagiarism, authorship attribution, transparency, and potential biases in the algorithms to the list of ethical implications to consider.

When it comes to writing products of the students, instructors may find it hard to determine which ideas are the students' own and which are generated by AI tools (Perkins, 2023). This will require a thorough investigation of the accuracy, reliability, and trustworthiness of the ideas and writing in general (Armstrong, 2024; Miao et al., 2023). Further issues as the result of the possibility of this unreliable writing product will pose

questions on its integrity which born the idea that the tools may unintentionally facilitate plagiarism act among their users. Consequently, students may start to lose their authentic voice and style in their writing. Therefore, awareness of these issues is prominent for teachers and students when applying AI writing tools in the teaching and learning of academic writing. By understanding these, students will be able to avoid any misconduct when using AI writing tools in their writing practices.

### *Hindrance to critical and creative thinking abilities*

AI writing tools can be a double-edged sword regarding critical and creative thinking abilities. For example, Koos & Wachsmann (2023) described that one-on-one discussions between ChatGPT, and users can stimulate deep discussions, and potentially train the critical thinking abilities of the students. However, they also warned that overreliance on the tools may impede students' initial ability to develop the skills independently. Students should originally develop the ability offered by the AI writing tools and use the tools to enhance their ability, not rely on them for their initial practice. Similarly, when interacting with feedback from AI writing tools, students should understand the feedback at a certain level rather than blindly follow it (Rad et al., 2023). Without any awareness and consideration, students will rely so much on these tools which results in them becoming passive learners in their own learning (Darwin et al., 2024).

### *Where to Go from Here*

The existence of AI writing tools in academic writing classrooms is inevitable. With their development targeting every aspect of education in general and teaching and learning in particular, the number of users likely increase in the future. As teachers and education researchers, it is our responsibility to facilitate students to navigate through this change and develop the skills and

knowledge they need to succeed. Its integration should not be approached blindly.

Tseng & Warschauer (2023) suggested a framework for the integration of AI writing tools in the writing classroom which consists of understanding, access, prompt, corroborate, and incorporate. The understanding stage allows both students and instructors to objectively discuss and understand the AI tool's capabilities and biases as well as direct a proper use of AI tools in the classroom; Access allows students to navigate AI tools effectively to support their writing process; Prompt is intended to train students to interact with AI tools appropriately to generate useful content that eventually improve their writing; Corroborate means that students should always fact-check information provided by the AI writing tools to ensure the quality of information provided in their writing; and lastly in their process of incorporating AI writing tools, students should be aware that their interaction should always be under ethical considerations. These suggest that to effectively integrate AI writing tools in the classroom, both teachers and students should be given deliberate training sessions that allow them to understand the technical aspects of using the tools as well as to maintain their ideas and voice as writers while engaging critically with the AI tools.

As ethical considerations become a major issue in AI writing tools application in the classroom, it is important to have comprehensive ethical guidelines and standardized standards (Baskara, 2023; Miao et al., 2023); and provide a program for users to discuss the ethical considerations involved in the use of AI writing tools in the classroom (Armstrong, 2024). Furthermore, a supportive environment for students to explore the ethical, technical, and practical aspects of AI tools would also need to be considered for the successful integration of AI tools (Irfan et al., 2023). It is important to have a safe and open discussion between students and teachers about how AI tools can be used in their writing process. This will allow both parties to understand what is expected from them when they use AI tools in their practice. Students will not need to hide the fact that they

use AI tools during their writing process, and teachers will not automatically assess the writing product negatively.

Another possible solution to enhance academic integrity in the application of AI tools in academic writing was proposed by Miao et al. (2023). First, implementing advanced AI-driven plagiarism detection to help identify content produced by AI tools. Second, enhancing the peer-review process by including “AI scrutiny” in the review process to help the reviewer detect any AI-generated materials. Third, providing training and resources on the ethical use of AI tools in academic writing. Fourth, acknowledge that AI tools somehow contribute to the process of producing the writing product. Lastly, instead of building resistance to the integration of AI tools in academic writing, it is better to focus on creating policies that will clearly define ethical acceptance of the use of AI tools in academic writing which can be used as a foundation for a collaboration with AI tools. These ideas prove that it is important to have teachers/instructors’ involvement throughout the process. They can act as a mediator to help students develop their metalinguistics knowledge (Godwin-Jones, 2022), and its application should not be driven by convenience alone but should be tailored to align with specific practices, goals, and expectations (Alharbi, 2023). It is crucial to strike a balance between human involvement and technology.

From this perspective, we should be aware that the integration of AI tools in the academic writing classroom is not the responsibility of one person. It requires understanding and cooperation from those who are involved in the education field, from students, teachers/instructors, school and university leaders, parents, and stakeholders, as well as the national educational boards of the country where it is applied.

The process of academic writing is not simple and straightforward for students and novice writers. However, the advancement of AI writing tools has significantly influenced this practice. These tools have demonstrated the potential to support the production of good quality of academic writing products. Their development encompasses various forms, targeting every stage of the writing process, including content generation, paraphrasing and summarising, translation, writing improvement, and automatic feedback and suggestions tools. The integration of various AI writing tools in the writing process has demonstrated the potential to enhance writing quality, improve time efficiency, and stimulate creative thinking among students and novice writers.

Beyond opportunities, it is necessary to acknowledge the challenges it poses in its application. Ethical issues become the biggest concern in its application ranging from the issue of data security, originality, and integrity of the writing products. Depending on how it is applied in the classroom, instead of fostering an ability to think creatively and independently, there is a high risk that it will hinder students from developing their high order thinking skills. By acknowledging and considering these two aspects before integrating AI writing tools should provide better plans for its application.

The key point in the success of the integration of AI writing tools is to have a balanced approach that combines human supervision and AI writing tools. For this, students and teachers need to have technical and ethical training on AI writing tools as well as create an environment where open discussions about its application and ethical issues can be held.

With the increasing attention given to AI writing tools, students will likely use them regardless of the issues pertaining to their application. Therefore, teachers and researchers must find ways to help students to use these tools appropriately. It is clear that the integration of AI writing tools is promising, but it requires a collaborative effort from all stakeholders in the education field.

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# 11. AI-Assisted Final Paper Writing: An Ethical Perspective on Academic Dishonesty

Fitri Kurniawan

**A**rtificial Intelligence (AI) has made enormous progress in recent years, profoundly impacting all sectors of society, including education. One of the most critical developments that is inculcated in the educational system is artificial intelligence use in the educational industry, which provides numerous benefits (Al-Raimi, 2024). Customizing education to suit each student and personalizing learning experience tools leads to better learning experiences, which, in turn, leads to better learning outcomes. Additionally, AI applications provide valuable research resources in the library, enabling students and educators to have quick and accurate access to gather, collate, and deduce from the collected information more quickly (Aisyi, 2024)

However, the integration of AI into academia has its ethical challenges. One of the most pressing concerns is the impact of AI on academic integrity and the potential for academic dishonesty (Alessandro, 2021). As AI becomes sophisticated, it can be used to generate entire essays and research papers, which students might submit as their work. This practice undermines the fundamental principles of academic integrity, which are based on honesty, trust, fairness, respect, and responsibility. The ease with which students can now produce seemingly original work using AI raises significant ethical questions and concerns.

This chapter aims to explore the ethical implications of using AI to write final papers, providing a comprehensive examination of both the potential benefits and the associated

risks (Borger, 2023). By understanding these issues, students and educators can better navigate the complex ethical landscape of AI in education. The discussion will begin by outlining the various ways in which AI is currently being used in academic writing. AI includes tools that help with grammar and style, plagiarism detection, and citation generation, all of which can improve the quality of student work and ensure adherence to academic standards. However, when it comes to generating content, the ethical considerations become more complex. AI tools like OpenAI's GPT-3, which can produce coherent and contextually relevant text, pose a significant risk if misused. Students may be tempted to use these tools to write entire essays, bypassing the learning process and engaging in academic dishonesty. The situation not only devalues their education but also undermines the credibility of academic institutions.

The chapter will propose five guidelines for the ethical use of AI in academic writing. These include academic integrity, transparency and disclosure, proper attribution, skill development, and adherence to institutional policies in the use of AI tools rather than relying on them to replace human effort. Educators also play a crucial role in guiding students and setting clear expectations regarding the use of AI.

While artificial intelligence (AI) offers significant advantages to education, its integration into academic writing necessitates careful and ethical deliberation (Cardon, 2023). By comprehending these issues, students and educators can effectively navigate the ethical complexities surrounding AI in education

## **How AI Affects Academic Writing**

Artificial intelligence (AI) has revolutionized academic writing in various transformative ways. AI-powered tools such as grammar checkers, plagiarism detectors, and citation generators have become indispensable resources for students and educators alike (Dutton, 2023). These tools offer significant benefits that

can enhance the overall quality of writing, ensure adherence to academic integrity, and streamline the often-complex research process. However, the use of AI to generate complete essays or final papers raises significant ethical concerns that must be addressed.

Grammar checkers, for example, have evolved from simple spell-check tools to sophisticated systems capable of identifying complex grammatical errors and stylistic issues and even suggesting contextually appropriate vocabulary. Programs like Grammarly and ProWritingAid help students refine their writing by providing instant feedback on sentence structure, tone, and clarity (Fang, 2023). For instance, a student working on a research paper can use these tools to eliminate awkward phrasing, enhance readability, and ensure that their argument is presented clearly and professionally. The implication can be particularly beneficial for non-native English speakers who might struggle with idiomatic expressions and nuanced grammatical rules.

Similarly, plagiarism detectors such as Turnitin and Copyscape play a crucial role in maintaining academic integrity. These tools scan student submissions against vast databases of academic work, internet sources, and previously submitted papers to detect potential instances of plagiarism (Giglio, 2023). By doing so, they help students understand the importance of originality and proper citation. For example, a student who inadvertently includes unattributed paraphrases or direct quotes from sources can be alerted to these issues before submitting their work, allowing them to make necessary corrections and avoid unintentional plagiarism. The situation fosters a deeper understanding of academic honesty and the ethical use of sources.

Citation generators, like EasyBib and Zotero, also significantly simplify the research process by automating the creation of accurate citations in various academic styles, such as APA, MLA, and Chicago (Hajji, 2024). These tools save time and reduce errors by formatting references correctly and ensuring



that all sources are properly cited. For example, a student compiling a bibliography for a thesis can rely on these tools to manage and organize their references efficiently, ensuring that they meet the stringent requirements of academic writing without the tedious manual formatting.

While these AI-powered tools offer undeniable benefits, the use of AI to generate complete essays or final papers raises significant ethical concerns. AI writing assistants, such as OpenAI's GPT-3, can produce coherent and contextually relevant text that can easily be mistaken for human-authored content (Huang, 2023). Students might be tempted to use these tools to write entire assignments, which undermines the educational process and violates academic integrity policies. For instance, a student using an AI tool to generate a term paper might submit work that does not reflect their understanding or analytical skills. It not only deprives the student of valuable learning opportunities but also poses challenges for educators in assessing the actual capabilities and progress of their students.

Moreover, reliance on AI-generated content can hinder the development of critical thinking and writing skills (Imran, 2023). Academic writing is not just about producing text; it involves the ability to analyze information, construct logical arguments, and communicate ideas effectively. By outsourcing these tasks to AI, students miss out on the intellectual growth that comes from grappling with complex concepts and refining their voice and style.

In conclusion, while AI has brought significant advancements to academic writing through tools that enhance quality, maintain integrity, and streamline research, the ethical implications of using AI to generate complete essays or final papers must be addressed. Students, educators, and institutions need to navigate these technological advancements thoughtfully, ensuring that the use of AI in academia supports learning and ethical standards rather than undermines them.

## **Ethical Guidelines for the Use of AI Tools in Academic Writing.**

When working on a thesis including AI, it is crucial to address the following five aspects to prevent academic dishonesty and plagiarism: Students must conscientiously navigate the ethical terrain of AI integration in academia (Kacena, 2024). Compliance with ethical principles can guarantee the honesty of academic work and uphold the reputation of the educational institution. Hence, it is crucial to have a thorough grasp of these factors to maintain academic excellence and foster honesty in research and study.

### *Academic Integrity*

Maintaining academic integrity is essential when incorporating AI into thesis work. Students must ensure that their use of AI aligns with academic honesty policies, refraining from presenting AI-generated content as their original work without proper attribution. If the attribution is removed, then it is considered unethical from an academic perspective.

For instance, if a student uses an AI tool to generate content for their thesis, they should clearly indicate the tool's contribution and cite it accordingly. Failure to uphold academic integrity can result in severe consequences, such as academic sanctions or even expulsion. For example, a student who submits an AI-generated paper without proper attribution could face plagiarism charges, leading to academic penalties that may jeopardize their academic progress.

When students utilize AI tools to generate content for their thesis, it is imperative that they meticulously document the tool's involvement and provide appropriate citations. Failure to uphold academic integrity in this regard can have serious ramifications, potentially leading to severe consequences such as academic sanctions or even expulsion from the academic institution.

Consider a scenario where a student incorporates AI-generated content into their thesis without acknowledging the

tool's contribution. In such cases, the student runs the risk of being accused of plagiarism, a grave offense in academic settings (Khabib, 2022). Plagiarism charges can have far-reaching implications, including tarnishing the student's academic record and undermining their credibility within the academic community. Furthermore, academic penalties resulting from plagiarism allegations may hinder the student's progress toward their educational goals, potentially delaying or even derailing their academic journey.

Moreover, the repercussions of failing to attribute AI-generated content extend beyond immediate academic consequences. Students who engage in academic dishonesty risk damaging their reputation and integrity, traits that are highly valued in academic and professional spheres. A tarnished academic record may follow the student throughout their academic and professional career, affecting their opportunities for further study, employment, and professional advancement.

Furthermore, academic institutions take allegations of plagiarism and academic misconduct seriously, as they threaten the integrity of the institution and undermine the value of academic credentials (Kim, 2024). Therefore, academic institutions have stringent policies and procedures in place to investigate and address instances of academic dishonesty. These measures may include disciplinary hearings, academic probation, or even expulsion, depending on the severity of the offense and the institution's policies.

In addition to the direct consequences faced by students, failure to uphold academic integrity also undermines the credibility and integrity of the academic institution itself. Academic institutions have a responsibility to uphold rigorous academic standards and foster an environment of intellectual honesty and integrity. Instances of academic dishonesty tarnish the reputation of the institution and erode trust within the academic community (Kortemever, 2024). Consequently, academic institutions are compelled to take decisive action to

address and mitigate instances of academic misconduct to uphold their reputation and academic standards.

The students must adhere to strict standards of academic integrity when utilizing AI tools in their thesis work. Proper attribution of AI-generated content is essential to avoid allegations of plagiarism and maintain the integrity of academic scholarship (Karnalim, 2024). Failure to uphold academic integrity can have severe consequences for students, including academic sanctions, damage to their reputation, and hindered academic progress. Therefore, students must exercise diligence and ethical responsibility when incorporating AI tools into their academic work.

### *Transparency and Disclosure*

Transparency is fundamental in ensuring the ethical use of AI tools in thesis writing (Khalifa, 2024). It serves as a cornerstone for maintaining trust and integrity within the academic community. Students utilizing AI in their thesis work should prioritize openly disclosing the extent and nature of AI assistance they receive. This transparency enables evaluators to assess the students' contributions and the role of AI in the research process accurately.

For example, consider a student who employs AI to generate data analysis for their thesis. In the research methodology section, the student should provide a detailed explanation of how AI was utilized, including the specific tasks performed by the AI tool and its impact on the research findings. By transparently disclosing the AI's involvement, the student demonstrates a commitment to academic honesty and integrity.

Moreover, transparent disclosure allows evaluators to discern the extent to which the student's work relies on AI tools (Mahmud, 2023). This clarity is essential for accurately evaluating the student's research skills, critical thinking abilities, and understanding of the subject matter. Without transparent disclosure, there is a risk of misrepresentation or

misunderstanding regarding the student's reliance on AI tools. Evaluators may incorrectly attribute the AI-generated content to the student, leading to questions about the authenticity and credibility of the work.

Furthermore, transparent disclosure fosters accountability and promotes ethical conduct in academic research. When students openly acknowledge the use of AI tools, they take responsibility for their actions and decisions. This transparency cultivates a culture of integrity and honesty, essential values in academic scholarship.

Additionally, transparent disclosure enhances the credibility of the student's work and reinforces the integrity of the academic institution (Nguyen, 2024). By openly acknowledging the role of AI in their thesis, students demonstrate respect for academic standards and professional ethics. This transparency builds trust among peers, educators, and the wider academic community, ensuring the integrity of the research process.

In summary, transparency is indispensable in the ethical use of AI tools in thesis writing. Students must openly disclose the extent and nature of AI assistance in their work to maintain trust and integrity. Transparent disclosure allows evaluators to accurately assess the student's contributions and the impact of AI on the research findings. It fosters accountability, promotes ethical conduct, and enhances the credibility of the student's work and the academic institution as a whole.

### *Proper Attribution*

Proper attribution is essential to avoid plagiarism and maintain academic integrity when incorporating AI tools in thesis writing. Students must adhere to established citation styles and appropriately cite AI tools and any content they generate (Olzak, 2024). For instance, if a student utilizes an AI-powered summarization tool to condense research findings for their thesis,

they should provide citations to acknowledge the tool's contribution to the summarized content.

Failure to attribute AI-generated content correctly can have serious consequences, including accusations of plagiarism. Plagiarism allegations can tarnish the student's academic reputation and credibility, impacting their future academic and professional endeavors. Therefore, it is imperative for students to diligently attribute AI-generated content to avoid ethical breaches and preserve the integrity of their academic work.

Moreover, proper attribution practices demonstrate students' commitment to ethical conduct and respect for intellectual property rights. By acknowledging the role of AI tools and providing appropriate citations, students uphold academic standards and contribute to the advancement of scholarly integrity. Additionally, proper attribution fosters a culture of honesty and accountability within the academic community, reinforcing the importance of acknowledging the contributions of all sources, including AI technology.

Furthermore, proper attribution serves to protect the rights of creators and developers of AI tools. Just as scholars expect their work to be credited appropriately, developers of AI tools deserve recognition for their contributions to academic research (Park, 2023). Through proper attribution, students honor the intellectual property rights of AI tool creators and contribute to the fair and ethical use of technology in academia.

Proper attribution is paramount when utilizing AI tools in thesis writing. Students must adhere to established citation practices and acknowledge the contributions of AI tools to their research. By doing so, students uphold academic integrity, demonstrate ethical conduct, and respect intellectual property rights. Proper attribution not only preserves the integrity of academic work but also contributes to a culture of honesty and accountability in scholarly endeavors.

### *Skill Development*

While AI undoubtedly offers significant benefits as a resource in thesis writing, students must prioritize their personal skill development alongside its utilization. More than relying on AI tools may impede the cultivation of critical research and writing skills essential for academic and professional growth (Razack, 2021). For instance, instead of solely depending on AI for data analysis, students should actively involve themselves in tasks such as data interpretation and synthesis to foster the development of analytical abilities.

By actively engaging in the research process beyond the assistance of AI, students can enhance their capacity to evaluate information critically, construct cogent arguments, and articulate ideas effectively. For example, rather than relying solely on AI-generated summaries, students can delve deeper into the data, exploring nuances and making connections that may not be readily apparent through automated processes (Song, 2023). This hands-on approach not only strengthens analytical skills but also nurtures intellectual autonomy, empowering students to approach academic challenges with confidence and independence.

Consider a student working on an economics thesis who uses AI to gather and summarize market data. Instead of simply presenting the AI-generated summary, the student could analyze the raw data to identify trends, correlations, and anomalies. By doing so, they develop a deeper understanding of the economic principles at play and enhance their ability to conduct independent research. This direct engagement with data fosters critical thinking and equips the student with valuable insights that enrich their thesis.

Moreover, active participation in the research process fosters a deeper understanding of the subject matter and its broader implications, enriching the learning experience beyond the confines of the thesis (Richards, 2023). For instance, through direct engagement with primary sources and empirical data, students gain insights into the complexities of their field of

study, enabling them to develop nuanced perspectives and contribute meaningfully to academic discourse.

In a history thesis, for example, a student might use AI to locate relevant historical documents. Instead of relying on AI-generated summaries, the student should read and interpret these documents themselves, gaining a more profound appreciation of historical contexts and perspectives. This direct interaction with primary sources helps the student develop a more sophisticated understanding of historical events and their implications, enhancing their ability to engage in scholarly discussions and debates (Song, 2023).

Furthermore, the skills cultivated through active involvement in thesis writing extend beyond academia, preparing students for success in professional endeavors. For example, the ability to critically evaluate information, construct arguments and communicate effectively are highly valued skills in various professional domains, including research, business, and policymaking.

In the business world, professionals must often analyze market trends and make strategic decisions based on their findings. A student who has developed strong analytical skills through active engagement in their thesis research will be well-prepared to tackle these challenges. Similarly, in policymaking, the ability to interpret data and construct persuasive arguments is crucial for developing effective policies and advocating for change.

In summary, while AI is a valuable tool in thesis writing, students must strike a balance between its use and skill development. Actively participating in the research process enhances critical thinking, analytical prowess, and intellectual autonomy, preparing students for academic and professional success beyond their thesis work (Sharma, 2024). By embracing this proactive approach to skill development, students not only enrich their learning experience but also position themselves for future opportunities and challenges in their chosen field.



### *Institutional Policies*

Understanding and adhering to institutional policies regarding AI usage in academic work is essential for students (Sharples, 2022). Institutions may have specific guidelines or restrictions governing the use of AI tools in thesis writing to maintain academic standards and integrity. For instance, some institutions may require students to obtain approval or provide disclosures regarding their use of AI in thesis research. By familiarizing themselves with institutional policies, students demonstrate respect for academic regulations and mitigate the risk of academic misconduct.

An example of this can be seen in a university that mandates a formal approval process for the use of AI in research. A student planning to use an AI tool for data analysis would need to submit a proposal outlining how the AI will be utilized and how it will contribute to their research (Shaikh, 2020). This proposal might need to be reviewed and approved by an academic committee to ensure compliance with the institution's ethical standards. Such a process not only ensures transparency but also helps students understand the ethical implications of their actions and the importance of maintaining academic integrity.

Awareness of institutional policies empowers students to make informed decisions regarding the ethical and responsible use of AI in their thesis work, ultimately safeguarding the integrity of their academic pursuits (Utami, 2023). For example, suppose a student knows that their university requires disclosure of AI-generated content. In that case, they can plan their research and writing process accordingly, ensuring that they provide proper attribution and avoid any potential accusations of plagiarism. This proactive approach not only protects the student's academic record but also reinforces the value of ethical conduct in scholarly work.

The ethical use of AI in education requires ongoing dialogue and collaboration among all stakeholders (Vintzileos,

2023). Educators, students, policymakers, and developers of AI tools must engage in continuous discussions to address emerging challenges, share best practices, and develop robust ethical guidelines. For instance, regular workshops and seminars on the ethical use of AI in academia can provide platforms for stakeholders to exchange ideas and update guidelines based on the latest technological advancements and ethical considerations.

Such collaborative efforts are crucial for developing a shared understanding of the ethical use of AI, ensuring that its integration into academic work enhances learning while upholding the highest standards of integrity (Wang, 2022). By fostering a culture of open dialogue and cooperation, the academic community can effectively navigate the complexities of AI technology, leveraging its benefits while maintaining ethical rigor.

The use of AI in academic writing presents both opportunities and ethical challenges. While AI tools can enhance the learning experience and improve the quality of academic work, they also pose risks related to academic dishonesty. By adhering to ethical guidelines, academic integrity, proper attribution, skill development, and institutional policy promoting transparency and fostering independent learning, students, and educators can navigate the complexities of AI in education responsibly. Institutions must play a proactive role in developing policies and support systems to uphold academic integrity in the age of AI. Through collective effort and ethical vigilance, the academic community can ensure that AI serves as a valuable ally rather than a catalyst for dishonesty.

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## **12. Blended Learning to Enhance the Academic Writing Skills of Post-Covid-19 Students: Perspectives and Perceptions**

Didik Hariyadi Raharjo

**P**ost-COVID-19 pandemic writing skills learning underwent significant changes and adaptations, especially with the shift from face-to-face to online learning methods. This transformation brought many new challenges that not only affected the way students learned but also impacted their motivation. One of the most striking negative impacts was the decline in student motivation to participate in writing learning. In their research, Mettadewi et al. (2023) identified four main factors that contributed to this problem. First, the inability of lecturers to deliver material effectively in a virtual environment was a significant obstacle. Second, the lack of face-to-face interaction that previously helped build positive relationships between lecturers and students made students feel alienated. Third, technical problems, such as the loss of telephone signals during learning, also disrupt the learning process. Finally, the less supportive virtual classroom atmosphere often made it difficult for students to concentrate and feel unmotivated to participate. All of these factors interacted with each other and contributed to the challenges faced by students in writing learning in the post-pandemic era.

The COVID-19 pandemic compelled educational institutions to transition to online learning, significantly increasing the use of technology in teaching writing. Students increasingly relied on digital platforms for assignments, resource access, and communication with lecturers and peers. Word processing applications, e-learning platforms, and online

collaboration tools became essential for writing instruction. Jonassen (2011) emphasized that this shift necessitated a greater use of digital tools to enhance student engagement and resource accessibility. Similarly, Mayer (2020) noted the heightened reliance on these platforms for learning activities. Schunk and DiBenedetto (2020) highlighted how the pandemic underscored the vital role of technology in education as both students and lecturers adapted to digital communication.

During the COVID-19 pandemic, many schools and universities faced significant challenges in teaching writing skills, particularly in English. One of the main issues was the lack of face-to-face contact between students and teachers. The shift to distance learning drastically reduced these vital interactions, which are crucial for adequate language acquisition and writing instruction. For instance, in a case study conducted by Raharjo (2021) at Budi Luhur University, it was found that students struggled to write essays effectively during online classes. The study, which surveyed 150 students, revealed that 70% felt they lacked support from their instructors. Additionally, students reported difficulty in understanding written feedback compared to receiving it in person. This situation highlighted how the absence of face-to-face engagement hindered both teaching effectiveness and student learning outcomes (Means & Neisler, 2020). Furthermore, Means and Neisler (2020) stated that this lack of interaction undermined students' ability to receive direct feedback and personal guidance from teachers. Without face-to-face interaction, students had difficulty understanding the input that is usually given in person, which is crucial for the development of their writing skills. For example, in the context of online learning, students were unable to directly ask questions or discuss difficulties they were having while writing, which slowed down their learning process. Adedoyin and Soykan (2020) also noted that these challenges caused students to feel less confident in expressing their ideas, which ultimately hindered their creativity and ability to express themselves through writing. Thus, the inability to interact in



person resulted in a reduction in the quality of writing instruction and negatively impacted students' academic progress.

In addition, students were also not very enthusiastic about participating in online writing lessons. Omni learners typically had low motivation and self-discipline. Maintaining learner motivation and discipline in a distance learning environment was a challenge, especially for skill writing assignments that required sustained effort and attention (Ryan & Deci, 2020). Many students found the online learning methods during COVID-19 to be inappropriate. This varied, making them not focus, pay attention appropriately, and consider the lesson unimportant. A lack of understanding significantly hindered students' ability to follow lessons effectively, often leading them to feel overwhelmed and give up on their studies. Additionally, environmental conditions at home played a crucial role in this struggle. Many students found it challenging to concentrate due to distractions in their surroundings, such as noise or inadequate study spaces. Furthermore, issues with cellphone facilities, data quotas, and unreliable network access compounded these difficulties, as limited storage space and connectivity made it hard for students to engage fully with online lessons. Together, these factors created a perfect storm of obstacles, diminishing students' motivation and ability to succeed in their learning during this challenging period. (Rusniyanti, 2021).

After the COVID-19 pandemic, many schools and universities adopted a hybrid face-to-face and online learning model in response to the challenges they had previously faced. The lack of motivation and difficulties with technology underscored the need for a more adaptable approach to education. By integrating both online and in-person instruction, the hybrid model offered greater flexibility and opportunities for students to learn writing skills across various formats and media. Boelens, De Wever, and Voet (2017) emphasized that a blended learning environment supported diverse learning styles, allowing students to engage with material in ways that resonated with them. This adaptability not only addressed the technological

challenges noted earlier but also fostered a more motivating and inclusive learning experience, ultimately helping students to thrive in their writing skills (Means & Neisler, 2020).

On the other hand, blended learning, which combines online and face-to-face learning, has several significant benefits for learning writing skills. However, being aware of potential challenges such as reliable internet access, developing digital literacy skills, and managing student engagement in online platforms was essential. Blended Learning provided opportunities for students to engage in learning writing flexibly. Learners could access learning materials anytime, anywhere, according to their schedule and needs. This allowed them to learn writing skills without being tied to a specific time or place. Blended learning was a flexible approach to designing programs that supported and did not depend on time and place for learning (Budiharto et al., 2018).

## **Blended Learning for Learning Writing Skill**

Blended Learning for Writing Learning was applied to learn English writing skills through face-to-face learning and digital technology to create a richer and more effective learning experience. Several methods were utilized to apply blended learning in learning to write English skills in Indonesia:

### *Use of E-Learning Platforms*

Instructors provided a variety of digital learning materials, including video tutorials, articles, and interactive modules, on e-learning platforms. This flexibility allowed students to access these resources at any time, significantly enhancing their ability to deepen their understanding of writing techniques and concepts (Smith, 2022). Furthermore, these platforms incorporated features that offered instant feedback, which is particularly beneficial for developing writing skills. Students could practice their writing by creating essays or paragraphs and receive immediate guidance on their work. This real-time feedback not

only helps clarify misunderstandings but also boosts their confidence as they can see their progress over time (Jones, 2021). Ultimately, the integration of such tools within e-learning platforms fosters a more engaging and supportive learning environment that caters to diverse learning needs (Brown, 2020).

### *Face to Face Class*

In face-to-face classes, instructors employed a variety of teaching methods, including in-depth discussions about writing techniques, hands-on workshops, and personalized coaching sessions. This direct interaction not only facilitated more precise explanations of complex concepts but also allowed teachers to tailor their instruction to meet the individual needs and learning styles of each student (Taylor, 2021). By engaging students in meaningful conversations about writing, instructors were able to identify specific areas where students might struggle and provide targeted support. Additionally, peer review activities played a crucial role in the learning process, enabling students to review and critique each other's writing. This fostered a collaborative environment where students could share valuable insights and constructive criticism, which not only enhanced their writing skills but also encouraged critical thinking and self-reflection (Anderson, 2019). Through these interactive experiences, students learned to appreciate diverse perspectives. They developed their ability to articulate their thoughts more effectively, ultimately preparing them for more advanced writing challenges in the future.

### *Online Collaboration*

Learners engaged in online-based writing projects, such as writing articles or creating blogs together, which allowed them to practice their writing skills while learning to collaborate effectively (Kumar & Kaur, 2020). This method not only enhanced writing proficiency but also fostered essential teamwork and communication skills as students worked toward a

common goal. By collaborating on projects, students learned to navigate differing opinions and ideas, enriching their writing and broadening their perspectives. Additionally, they developed critical interpersonal skills such as negotiation and compromise, which are vital for both academic and professional success. Moreover, discussion forums provided a dynamic platform for students to discuss various writing topics, ask questions of the teacher, and share helpful tips or resources. This interactive environment encouraged active participation and created a sense of community and support among peers, making learning more enjoyable and effective (Lee, 2021). Through these forums, students engaged in meaningful discussions that deepened their understanding of writing concepts while building relationships with their classmates. Overall, these collaborative and interactive approaches not only strengthened writing skills but also cultivated a supportive learning atmosphere that empowered students to take ownership of their educational journey.

### *Digital Applications and Tools*

Using digital applications like word processors and grammar check tools, such as Grammarly and Hemingway, significantly aided students in enhancing their writing by providing immediate feedback on various aspects, including grammar, style, and clarity (Smith & Davis, 2020). These tools highlighted errors, suggested improvements, and offered alternative phrasing, enabling students to learn from their mistakes in real time. This immediate corrective feedback was crucial, as it not only helped students understand their weaknesses but also reinforced the learning of grammatical rules and writing conventions.

Moreover, the user-friendly nature of these applications encouraged students to engage more actively with their writing process, fostering a sense of autonomy and confidence in their abilities. In addition to utilizing grammar tools, students could further develop their writing skills by creating blogs or leveraging social media platforms to practice writing in English.

These platforms provided unique opportunities for learners to express their thoughts and ideas in a public forum, enhancing their skills while also gaining experience writing for a broader audience. This practice not only made their writing more relevant and engaging but also taught them how to tailor their content to different readers, an essential skill in today's digital landscape (Wilson, 2021). Furthermore, by receiving comments and feedback from peers or followers, students could refine their writing based on diverse perspectives, encouraging a more collaborative and interactive approach to learning. Overall, the integration of digital applications and social media into writing instruction enriched the educational experience, making it more dynamic and responsive to the needs of modern learners.

### *Feedback and Ratings*

Students uploaded their writing to e-learning platforms to receive feedback from teachers and classmates, facilitating fast and constructive critique (Clark, 2020). This immediate feedback was invaluable, allowing students to make timely adjustments to their work and promoting continuous improvement. By gaining diverse perspectives from both peers and instructors, students were able to identify strengths and weaknesses they might not have recognized on their own, fostering a sense of community and motivation. Additionally, teachers utilized rubric-based assessments online to provide objective evaluations of students' writing skills, ensuring that feedback was clear and actionable (Miller, 2021). These rubrics outlined specific criteria, helping students understand expectations and focus on areas for growth while promoting self-reflection. Overall, the integration of e-learning platforms and rubric-based assessments created a rich learning environment that effectively supported students in developing their writing skills.

### *Independent Learning*

Learners participated in online courses or tutorials that focused on specific writing techniques, which allowed them to study independently and at their own pace (Roberts, 2022). This self-directed approach empowered students to take charge of their learning, accommodating their unique interests and schedules while fostering a sense of ownership over their educational journey. Such autonomy not only encouraged motivation but also cultivated critical skills in time management and self-discipline, as students had to balance their coursework with other responsibilities. Moreover, the flexibility of online courses enabled learners to revisit challenging concepts and practice writing techniques as needed, ensuring a deeper understanding of the material.

In addition to structured courses, students accessed a wide range of resources, such as e-books, journals, and research articles relevant to their writing studies (Peterson, 2021). These resources enriched their learning experience by providing diverse perspectives and comprehensive insights into various writing styles and genres. The ability to explore topics in greater depth allowed students to connect theory with practice, enhancing their critical thinking skills and encouraging them to apply what they learned in real-world contexts. Furthermore, engaging with varied materials helped students develop a more nuanced understanding of writing conventions and stylistic choices, ultimately leading to more polished and effective writing. Overall, the combination of self-directed online learning and access to a rich array of resources created an empowering educational environment that supported the holistic development of writing skills.

Blended learning for learning English writing skills in Indonesia showed the potential to improve students' writing skills by utilizing various methods and technologies. The right approach overcame many challenges and provided a more dynamic and practical learning experience. In his research entitled *The Effect of Blended Learning Model towards Students'*

Writing Ability, Wahyuni (2018) conducted a study involving several groups, separating them into an experimental group and a control group. The experimental group was taught using a blended learning model via Telegram Messenger, while the control group received instruction through the traditional lecture method. A written test was administered to gather data, and after data collection, the average pre-test and post-test scores for both groups were analyzed using the t-test. The research findings revealed a statistically significant difference between the means of the two groups, with the experimental group achieving higher post-test scores. Specifically, the significance level was determined at 0.05, with  $t=3.983$  and  $p=0.000$ , indicating that the results were highly significant. This suggests that the blended learning model had a substantial positive impact on students' writing abilities. The enhanced results in the experimental group can be attributed to several factors inherent in the blended learning approach. For instance, the use of Telegram Messenger likely facilitated more interactive and engaging learning experiences, allowing for timely feedback and collaboration among peers. Additionally, the flexibility of the blended model may have allowed students to engage with writing materials at their own pace, leading to a deeper understanding and mastery of writing techniques. These findings underscore the potential of blended learning not only to improve academic outcomes but also to foster a more dynamic and responsive learning environment that can significantly enhance students' writing skills.

Consistent with the findings above, Adas & Bakir (2013) identified various benefits of learning Writing through blended learning. Blended Learning developed students' understanding and use of several related points and writing mechanisms. Blended Learning emphasizes group effectiveness skills in using technology. Blended Learning enhanced communication skills, encouraging learners to share ideas and opinions. Blended Learning facilitated easy foreign language learning in an informal setting among learners in their free time.

However, blended learning faced various significant obstacles to its implementation. Syahdena (2023) revealed that students encountered difficulties in developing their English writing skills through blended learning, primarily due to the perception that the online material presented was insufficient and difficult to comprehend. The complexity of navigating online learning platforms often compounded these challenges, leading to frustration among students. Additionally, many students experienced limited access to online materials caused by slow internet connections, which further hindered their ability to engage with the content effectively.

Addressing these obstacles is critical for the successful implementation of blended learning. One solution is to enhance offline learning sessions, where instructors can provide detailed explanations and support for writing skills that students struggle to grasp online. This face-to-face interaction not only reinforces understanding but also builds a supportive learning environment. Furthermore, adopting user-friendly online learning applications that cater to varying levels of digital literacy can significantly improve accessibility for all students. Schools and campuses can also implement initiatives to provide reliable internet access or WiFi hotspots to facilitate uninterrupted learning. Moreover, training students in digital literacy skills will empower them to navigate online platforms more effectively, ensuring that they can fully utilize the resources available to them. By addressing these technical, socio-economic, and pedagogical challenges, educators can create a more effective and inclusive blended learning environment that enhances students' writing abilities.

## **Student Perceptions of Learning Writing with Blended Learning**

Various studies were carried out in Indonesia on using blended learning. Most of the research investigated student and lecturer perceptions about the use of Blended Learning for learning writing skills. The rest highlighted the effectiveness of blended



learning in improving students' writing skills. The following are several examples of blended learning research in Indonesia.

In the "Student Perceptions of the Blended Learning Method" research, Ridwan (2020) discovered that Blended Learning had a statistically positive relationship between attendance and learning satisfaction. This meant there was an increase in students who were given high-level collaborative learning/blended learning, who tended to be more satisfied with their online learning than those who had not used the blended learning method. Likewise, students with high perceptions of collaborative learning also felt high levels of presence. However, the relationship between attendance and overall satisfaction was positive but not statistically significant. Interview data revealed that (a) Learning Design, (b) emotional support, and (c) communication were critical factors related to learners' perceptions of collaborative learning, attendance, and satisfaction.

Similarly, Bahce and Taslaci (2009), in their research titled "Learners' Perception of Blended Writing Class: Blog and Face-to-face," found that the Blended Learning class for writing had positively changed students' perceptions of writing skill lessons. Therefore, such classes could help learners develop a positive attitude toward learning writing skills by providing meaningful writing opportunities. Research conducted by Zahro et al. (2023) showed that feedback given online via screencasts was viewed more positively because it was more straightforward to understand than just written feedback, accessible to access anywhere and at any time, and helpful in helping them revise their drafts. Other findings showed that self-motivation and discipline influenced the results of draft revisions, especially for competent writers.

Blended learning was considered a solution to the declining student interest in writing skills post-COVID-19. It cannot be denied that online writing learning during COVID-19, on the one hand, had a negative influence on students' motivation to participate in learning. Apart from that, students faced several other challenges, including in some regions in Indonesia where internet access might have been limited, which could affect the use of e-learning platforms and digital tools. Teachers need to be trained to use digital technology effectively to support writing skills; some learners may need time to adapt to new learning methods and technology.

However, on the other hand, blended learning was also proven to improve students' abilities in writing skills. Several studies have proven that student perceptions were very positive towards Blended Learning. Thus, it could be concluded that learning to write through blended learning solved the decline in student motivation to take writing lessons. Furthermore, Blended Learning received positive perceptions from students and was also able to improve students' abilities in writing skills.

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# 13. Corpus-Driven Genre Pedagogy for Teaching English Academic Writing in Higher Education Context: Concepts and Practical Ideas

Arif Husein Lubis

The writing of this chapter is raised by the importance of having good English academic writing skills, particularly essay writing for university students to succeed in their academic affairs; rendering the essential role of applied linguistics to language teaching practice (Mackay, 2018; Medgyes, 2017). The results of research on applied linguistics have contributed to the development of scholarship connected to teaching and learning in academic contexts (Hamp-Lyons, 2015). For instance, genre and corpus analyses have grabbed ample attention among EAP scholars in revealing specialized uses of academic English and how the results of such analyses can be applied in instructional materials and in pedagogical practices.

One particular approach to teaching English academic writing focused in this chapter is corpus-driven genre pedagogy. The idea of proposing this approach is driven by two paradigms of scholarly writing: English for Specific Purposes (ESP)/Genre Approach and Academic Literacies (AcLit) approach (see Flowerdew, 2015 for a comprehensive review of both paradigms). While the former approach was rooted from Halliday et al.'s (1964) seminal work on register and genre analysis, advanced by Swales's (1990) notable publication on genre theory applied to analysis of ESP texts, the latter approach was drawn from the New Literacy School, viewing writing as a social practice, influenced by power relations and identities (Lillis & Curry, 2010). However, both approaches to teaching

academic writing share common ground, highlighting the needs for understanding the epistemological, cultural, and linguistic aspects of a discourse community (Lillis & Tuck, 2016). Thus, genre pedagogy discussed in this chapter is grounded by the needs for explicit and guided teaching of academic texts to better equip students with adequate knowledge and skills in composing academic texts suited with the genre specifications and the discourse community, consuming the texts produced.

Furthermore, the advancement of technology in language pedagogy has enabled scholars in the field of corpus linguistics to offer tools in assisting university students scrutinize and comprehend textual conventions in academic writing classrooms; in other words, data-driven learning (DDL). DDL focuses on the possibility of using corpora (i.e., electronic collections of authentic textual data) and corpus tools to inform academic writing practices and develop students' writing repertoire and skills, such as vocabulary acquisition and retention (Lee et al., 2020), establishment of new electronic corpora to be used for analyzing concordances and linguistic features (Boulton & Vyatkina, 2021), utilization of corpus tools and techniques for pedagogical purposes (Gilquin & Granger, 2010), and effectiveness of DDL in facilitating students' language mastery such as the use of hedging in EFL academic writing (Sun & Hu, 2023). This proves that bringing corpora as a learning resource, analysis tool, or instructional technique aid the implementation of genre pedagogy itself.

Henceforth, this chapter sets out to explain the potentials of implementing corpus-driven genre pedagogy in English academic writing for university EFL students. The subsequent sub-chapter breaks down the concepts and principles of corpus-driven genre pedagogy.

## **Corpus-Driven Genre Pedagogy: Essential Concepts**

Corpus-driven genre pedagogy is proposed and defined by the author as a pedagogical approach to teaching writing through the

use of corpora and corpus tools to understand patterns or conventions of writing in a particular genre. The word “corpus-driven” is adapted from the concept of data-driven learning, utilizing authentic written or spoken data (so-called corpus) for language learning (Johns, 1990), developing language sensitivity, noticing, and ability (Boulton & Cobb, 2017). Another concept of DDL is the application of corpus linguistics for assisting language learning (Boulton & Vyatkina, 2021; Dong et al., 2022).

DDL can be applied through the direct or indirect use of corpora and corpus tools (Flowerdew, 2024). In its direct application, the corpus can be generated from a web or technology-supported language corpora. Several notable free web-accessible corpora are COCA (Corpus of Contemporary American English, <https://www.english-corpora.org/coca/>), BNC (British National Corpus, <https://www.english-corpora.org/bnc/>), OEC (The Oxford English Corpus, <https://www.sketchengine.eu/oxford-english-corpus/>), GloWbE (The Global Web-Based English, <https://www.english-corpora.org/glowbe/>), VOICE (The Vienna-Oxford International Corpus of English in English as Lingua Franca interactions, <https://voice.acdh.oeaw.ac.at/>), and AusNC (The Australian National Corpus, <https://data.ldaca.edu.au/search>), containing million words used in diverse real contexts. Figure 1 below displays the sample of results from COCA to understand trends of using a particular research-oriented verb in academic papers in the last five years.



percentage. Therefore, it is important to for future research to investigate the variables which have not been tested much in each of enterprises or the military are benefiting from U.S. taxpayer-funded research and investigate if any Chinese researchers participate in being married decreased their abstinence intention. Future research should investigate in what ways and how marriage influence (Bub & Masson, 2010). Future research should investigate further the limiting conditions under which structural and functional engaged scholarship activities occur. Thus, future research should investigate engaged scholarship relationships in settings, protected area (GNP). Future research should investigate if changes to lifestyle and livelihood of local people are causing resistance occurring throughout academic departments. Future research could investigate whether the trends we observe are unique federal agencies. This study also suggests future research should investigate whether the IRIS assessment process could be further peer review comments. # This study suggests future research should investigate the degree to which the IRIS assessment process in an outpatient ostomy clinic, participate in research, investigate and try new products, and write or revise policies and in UCC information. # UCPs must conduct research to investigate students' problems, needs, and traits, as well as the effectiveness of learning? # Method # We used action research to investigate student perceptions of the impact of active learning strategies on the validity when predicting reading comprehension in subsequent grades. Subsequent research might investigate the degree of assessments. As computer-adaptive tests proliferate, future research might investigate the potential tradeoffs that might be involved and choosing what works best for them. Future research might investigate the relationship between strategies used during

Figure 1. A sample of results regarding the use of verb ‘investigate’ in academic papers from 2015-2019

Language learners can use the corpora to do various language activities: searching queries, identifying trends of language use, comparing the use of terms across contexts such as academic, casual, formal and across media such as articles, magazines, books. Further, corpus tools are typically computer, desktop-based applications utilized to process corpus data taken from authentic sources other than the built-in data from the web-based corpora mentioned before. Some widely used corpus tools for language learning are: WordSmith (<https://lexically.net/wordsmith/>), AntConc (<https://www.laurenceanthony.net/software.html>), and SketchEngine (<https://www.sketchengine.eu/>). These tools can be utilized in two modes: a guided instruction mode and a personalized mode where students have autonomy to use the tools, based on their needs. However, this direct use of corpus tools requires high demand of teachers' familiarity with the tools and may be time-consuming for students new to corpus consultation (Sun & Hu, 2023).

The indirect application of corpus, therefore, can be alternative to or complementary with the direct one since it can provide carefully curated corpus data accompanied by suitable corpus-informed activities for instant benefits (Boulton & Tyne, 2013). The integration of corpus data into curriculum design or learning materials development can be another concept of indirect application of corpus (Flowerdew, 2024). The authentic data from the results of corpus analysis can be reflective resources for language teachers in formulating syllabi essential for developing students' academic writing knowledge and skills. For instance, the teachers can make use of corpus data from established sources like COCA to formulate the proper and achievable learning trajectory regarding essential general and discipline-specific academic language or expressions. Such corpus integration into teaching is also suggested by previous studies (Lin, 2015) to scaffold students' language comprehension and production.

The complex nature of corpus integration into academic writing pedagogy renders the importance of revisiting genre pedagogy or genre-based pedagogy as a guided and explicit instructional approach. Genre pedagogy or GBP can be understood as an approach to teaching writing by providing students with certain tools beneficial for understanding genre practices through texts, scrutinizing texts, and gaining insights for developing their own writing (Acar, 2023; Tardy, 2019). Particularly, the students are guided to comprehend the interplay between the communicative purpose of the text and the linguistic features realized to accomplish such a purpose. Explicitly, the author adopts Derewianka and Jones' (2016) syntax of implementing genre pedagogy, enriched by Triastuti et al. (2022) regarding the inclusion of principled eclecticism and the 4Cs and HOTS during the entire teaching process. The process comprises five phases: (1) Building Knowledge of the Field (BKOF) to develop students' awareness of the topic; (2) Supported Reading, Listening and Viewing (SRLV) to provide more inputs and enrichment regarding the texts being explored; (3)

Modelling/Deconstruction of Texts (MOD/DCOT) to involve students in the scrutiny of the text structure and linguistic features in context, enriched by controlled sentence construction practices; (4) Joint Construction of Texts (JCOT) to engage students with process-based writing activities and obtain shared understanding of the texts; and (5) Independent Use of Texts (IUT) to enable students' autonomy and capacity in applying their knowledge into the construction of their writing.

## **Principles in Implementing Corpus-Driven Genre Pedagogy**

During its implementation process, teachers need to be concerned with some principles to maximize the learning outcomes, synthesized from the characteristics of genre-based approach (Pham & Bui, 2022) and data-driven learning (Gilquin & Granger, 2010; O'Keeffe & Mark, 2022), as follows.

- Conducting a DDL-informed lesson planning is essential, which can be trained through teacher education (e.g., Crosthwaite et al., 2023; Lenko-Szymanska, 2014).
- Prior to the first phase of genre pedagogy, teachers need to provide space for students to share, recount, and compare successful stories of academic writing to spark their learning motivation and to comprehend their strengths and weaknesses.
- The selection and formulation of the corpus should involve the perspective of English as Lingua Franca (ELF) to provide richer and more fair exposure of academic writing practices among Native and Non-Native English-Speaking writers (Lubis, 2020).
- The formulation of the learning syllabus should consider the students' voices and ideas to better equip them with suitable academic writing knowledge and skills.
- The learning syllabus should contain achievable and graded learning materials from the basic to more advanced

knowledge and skills as well as the connection between each of the learning materials.

- Teachers need to carefully select suitable corpus tools and provide adequate simulation with the students to use such tools before starting the Modelling/Deconstruction of Texts.
- Critical feedback should be given during the Joint Construction of Texts and the Independent Use of Texts to monitor students' writing progress and to raise their critical thinking in evaluating their own writing.
- Translanguaging can be applied during the MOD/DCOT phase to explain the materials clearly or provide clarification for the students' queries during the JCOT and IUT phases to provide students with understandable feedback.

Hence, teachers are required to apply good scaffolding strategies suited with each teaching phase. This is reinforced by the orientation of corpus-driven genre pedagogy, which prepares the students with knowledge-telling (reading and viewing) activities and knowledge-transforming (speaking and writing) activities through the utilization of corpora and corpus tools.

## **Practical Ideas for Implementing Corpus-Driven Genre Pedagogy**

This section delineates the stage-by-stage instructional procedure of corpus-driven genre pedagogy along with practical ideas to maximize the implementation of each phase, adapted from the model mentioned before (Derewianka & Jones, 2016) and Lubis's (2020) model of CDGP. The presentation of the teaching procedure will be suited with the adaptation of AI technology for academic writing purposes. Argumentative essay writing is mainly used as a sample genre focused in the application of CDGP in this chapter. One thing to consider is that each phase can be accomplished in more than one meeting, depending on the

allocated time, students' readiness level, and complexity of the assignments given. Figure 2 below exhibits the cycle of CDGP proposed in this chapter.

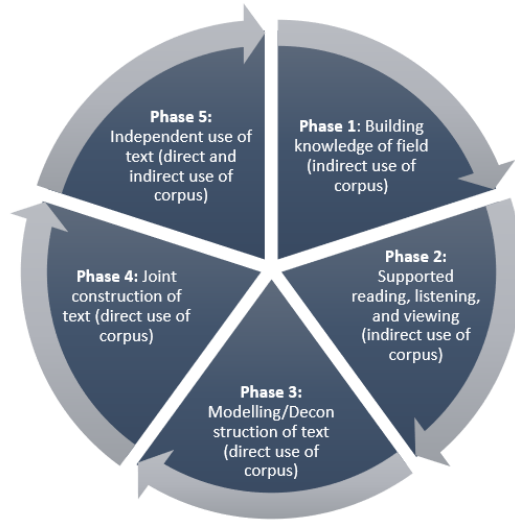


Figure 2. The cycle of corpus-driven genre pedagogy

- *Phase One: Building Knowledge of the Field (BKOF)*  
Stage 1: Students are provided reading materials regarding the purpose and typical structure of essay writing. In this stage, teachers are suggested to prepare the materials from several sources (i.e., established corpus like The Michigan Corpus of Upper-Level Student Papers <https://elicorpora.info/main>, scientific journals, academic writing websites) and in different modes, not only textual but also audiovisual materials such as YouTube videos explaining about essay writing.  
  
Stage 2: Students are supported by follow-up questions regarding the basic information contained in the text. They are trained to identify the context and the main idea of the

text to develop their awareness of the communicative purpose, the situation in which the text is written, and the audience the text is addressed to.

- *Phase Two: Supported Reading, Listening and Viewing (SRLV)*

Stage 3: Students are invited to do more reading activities. In this case, it is essential for the teachers to provide various types of essay texts with diverse topics from authentic but credible sources to familiarize the students with the field and content. In this stage, teachers are also encouraged to develop students' reading micro skills, such as general academic and discipline-specific academic words commonly used and grammatical structure typically realized in the text. Listening while watching oral presentation essay videos is also important for students to enrich their background knowledge of the field before they have adequate capacity to deconstruct a model text in the next phase.

- *Phase Three: Modeling/Deconstruction of Texts (MOD/DCOT)*

Stage 4: At this phase, teachers need to prepare a corpus of excellent student essay papers from established web-based corpora such as MICUSP or online repository owned by the university. Also, teachers need to be concerned with the diversity of texts, based on the authors' linguistic background like NES and NNES writers. The corpus should be analyzed first by using a corpus tool, such as AntMover to generate the essay structure and the linguistic features. The analysis results can be used as resources for discussion and enrichment in the classroom during the process of deconstructing a sample of model text. However, teachers need to prepare the predetermined rhetorical structure of essay writing from research results

in journal articles as the comparative model to be discussed during the in-class session.

Stage 5: During the classroom session, students are classified into several small groups. While some groups are given two model texts that have been analyzed before along with the analysis results (i.e., NES essay text and upper-level student text), the other groups are given two different model texts (i.e., NNES essay text and lower-level student text). They are invited to explore together with the teacher to identify common rhetorical structure of the texts, typical academic language used in the texts, and the interplay between both elements.

Stage 6: Students are required to do follow-up activities such as comparing rhetorical structure of the model texts with the predetermined rhetorical structure from the existing research publications to understand the similarities and differences. Another sample of post-exploration activity is that students are given the opportunity to do self-analysis using the corpus and corpus tool. Prior to this, teachers should train students to navigate two main corpus tools: AntMover for rhetorical move analysis and AntConc for concordance and keywords in context analysis. Once the students are familiar enough to do so, they are given guiding prompts to do self-analysis of the corpus, such as: the most and the least frequently appeared moves, the most and the least commonly used lexical bundles, the use of certain verbs or adjectives to indicate certain rhetorical moves, and the use of conjunctions in a particular part of the essay texts. The analysis results prepared by the teachers and those prepared by the students in the self-analysis session are used to further discuss the similarities and discrepancies between texts written by NES and NNES students or lower- and upper-level students.

- *Phase Four: Joint Construction of Texts (JCOT)*

Stage 7: Students are assigned to imitate the most representative model text, which has been discussed in Phase Three in the same group. Teachers are highly suggested to assign a role for each group member. For example, an argumentative essay typically consists of three main parts: Thesis, Argument, and Conclusion (Hyland, 1990 adopted by Maswana & Yamada, 2021). Students can be assigned to work together to formulate the Thesis and Conclusion parts. Meanwhile, each group member can be assigned different discussion points in the Argument part. Then, teachers need to distribute a handout with guiding prompts in it.

Stage 8: Teachers monitor the students' progress during the joint construction session. Students are better allowed to go back to the analysis results of the corpus they have explored and discussed before in Stage 5 to get them familiar with the typical rhetorical structure and linguistic features of an English essay text.

Stage 9: Once the students accomplish the essay draft, teachers invite them to compare their draft text with the model text. It is intended to activate their critical thinking in not only evaluating their text quality but also strengthening their reasoning skills. This stage is crucial to be carefully discussed since the output of this activity is no longer to increase students' ability to identify similarities and differences of genre conventions between their texts and model texts. Instead, they are habituated to develop abilities to argue on what they have chosen regarding the rhetorical moves and linguistic features distinctive from the model texts; in other words, arguing to learn. However, the students are also required to reflect on the strengths of the text and the areas for further improvements so that they are



expected to be more critical when composing their own essay individually in the next phase.

- *Phase Five: Independent Use of Texts (IUT)*

Stage 10: Students are required to have a reflection first on the essay text made in the Joint Construction of Text stage. It is intended to recall their knowledge about academic essay genre conventions before they compose their own essay text. Considering the nature of genre pedagogy highlighting scaffolding strategy as one of the core elements in it, some guiding prompts should be given to the students during the reflection session so that prior pieces of knowledge can be recalled and reconstructed to make a wholly meaningful understanding of the genre. Once the reflection session is completed, students are invited to accomplish writing their own essay text, referred to as a process-based approach. It is recommended for teachers to provide discretion for the students to choose essay topics they intend to discuss as long as it is relevant with the bigger issue or theme. Additionally, it is crucial to inform the students about the specifications of the task, such as range of number of words, type of academic essay being focused on, available themes students can choose prior to formulating the essay title, housing style in citing and writing references, and tolerance with the similarity index.

Stage 11: Once students finish their draft texts, teachers invite them to compare their own texts with the texts composed together in the Joint Construction of Text stage, including the rhetorical structure, linguistic features employed in the texts, and academic language used. They are highly suggested to record the comparison results by highlighting similarities and differences using colored

highlighters or making a summary table of comparison results.

Stage 12: Teachers discuss the comparison results made by the students while reading and comprehending the content of the students' essays. At this stage, teachers can employ one or two student texts as the sample papers to be discussed in the classroom. To make the process effective, teachers provide feedback on the strengths of the student essays and the areas crucial for further improvements, as compared with the model texts and the model rhetorical framework of essay writing. The feedback points should be organized from the general ones (i.e., completion of the task, relevance of ideas with the topic, and coherence of the paragraphs) to the specific ones (i.e., clarity and criticality of ideas or discipline-specific academic expressions used in the text).

Once the students have accomplished revising the texts, based on the teachers' feedback, teachers select the representative sample of the student essay to be read and discussed together to ensure that they have achieved all the goals set at the beginning of this Independent Construction of Texts phase. It is advised for the teachers to present the rubrics in the classroom so that the students understand what they have been good at and what they should improve on.

## **Potentials and Concerns of Using AI-Powered Corpus Tools in Implementing CDGP**

Developments on educational technology have given birth to tools powered by artificial intelligence; two of which recently discussed are ChatGPT (<https://chat.openai.com/>) and SciSpace (<https://typeset.io/>). While ChatGPT can particularly assist students in language learning (Baidoo-Anu & Ansah, 2023; Huang et al., 2022; Kim et al., 2023; Kohnke et al., 2023; Lubis,

et al., 2024), SciSpace is powerful for getting summary or specific information from a PDF-format academic paper. In this sub-section, the author aims to delineate the practical ideas for using ChatGPT and SciSpace as AI-powered corpus tools in the EFL academic writing classrooms.

- Merit one: Teachers can get the students familiar with the use of ChatGPT to brainstorm ideas to be discussed in their essay. Not all students have the capacity to think of great ideas to write the first draft of the essay writing. Using ChatGPT can be useful for igniting their creative and critical thinking since they have to make decisions on what ideas suggested by ChatGPT are beneficial to be discussed in their essay texts.
- Merit two: Teachers can train students to utilize SciSpace to quickly review the main contents of academic papers during the Supported Reading and Viewing. However, considering its main focus on research articles, teachers can provide a useful list of questions or prompts to obtain relevant answers from the Copilot regarding the essay content, such as: the main topic of the essay, definition of a particular term, or the author's main arguments on the essay topic.
- Merit three: Teachers can maximize the Modelling phase by preparing the corpus data alternatively from ChatGPT for comparison. For example, teachers can collect the sample of corpus data about typical lexical bundles beginning the thesis statement in an academic essay from ChatGPT, as depicted in Figure 3 below.

Prompt: What lexical bundles are used to begin a thesis statement in an academic essay?

- **This study aims to** explore the relationship between...
- **The purpose of this paper is to** analyze the impact of...
- **This thesis argues that** the implementation of...
- **This research focuses on** the impact of social media on...
- **The objective of this research is to** understand the mechanisms...
- **In this study, we investigate** the effects of climate change on...
- **The central argument of this thesis is that** technological advancements...
- **This paper explores** the dynamics of...
- **The aim of this study is to** evaluate the effectiveness of...

Figure 3. A sample of responses from ChatGPT on lexical bundles

Such alternative corpus data can enrich students' knowledge of essay writing. However, teachers need to be careful of the multifaceted factors, which potentially render various results from ChatGPT. Hence, it is essential to delimit the scope of the query and make the prompts as explicit as possible, depending on the objectives, the needs, and the student characteristics.

- Merit four: Teachers can escalate students' engagement with the feedback during revision process using ChatGPT. For example, the feedback given by the teachers for further improvements can be inputted to ChatGPT, followed by another prompt to provide sample editing results, based on the feedback. The editing results can be used as a reference to revise the text, based on their own words afterwards. Apart from those merits, existing concerns in using AI tools in teaching academic writing should be taken into account, as follows.
- Overdependence: since AI-powered tools have applied Large Language Models (LLMs) to cater for the users' needs in many diverse contexts, including for academic writing purposes, teachers need to be careful at the students' overreliance on the use of such tools (Ray, 2023).

Additionally, such smart assistant technology can be used at anytime and anywhere repeatedly, rendering issues on the downgrade of critical, independent, and creative thinking, which becomes one of the essential goals of implementing corpus-driven genre pedagogy.

- Fabrication: The artificial intelligence in ChatGPT and SciSpace may cause misinformation or even fabrication issues as well if the teachers do not ensure the validity from credible and primary sources such as journal articles. This might happen when the prompts are not specific enough, for instance, without asking for the references in supporting the answers. Even references given by ChatGPT may be erroneous or misleading. A similar case can occur in using SciSpace in enriching the teaching materials. Teachers may use SciSpace to obtain specific information from a journal article or students can use it to ask for specific arguments in an essay. The answers given should be rechecked to ensure that they are not erroneous or fabricated in the worst case.

To tackle such issues, teachers should raise students' awareness of the ethical and proper utilization of AI technology in academic writing classrooms. Simulations and discussions are required prior to the use of ChatGPT and SciSpace. Additionally, habituation of critical and creative thinking in writing their own essay is pivotal to properly maximize the potentials of AI technology as corpus tools.

This chapter has delineated the underlying arguments for implementing corpus-driven genre pedagogy (CDGP), the essential concepts of CDGP, some practical ideas in each instructional phase and stage, as well as the potentials of integrating AI technology into teaching academic writing as corpus tools.

The implementation of CDGP is fundamentally oriented to increase EFL students' academic literacies including in composing an essay text, as particularly discussed in this chapter. However, it yields a complex and time-consuming process, rendering the importance of teachers' capacity to maintain student motivation, engagement, and autonomy. Explicit instructions and continuous dialogic feedback are two crucial elements to address the complexity of teaching academic writing to EFL students in higher education context using corpus-driven genre pedagogy. This chapter calls for rigorous research-based initiatives among EAP scholars in EFL contexts to obtain more accurate and fruitful data on the short- and long-term impact of using corpora, corpus tools, and AI technology as corpus tools in academic writing pedagogy.

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## 14. Critical Reading: The Gate to Academic Writing

Erna Iftanti

People agree that (critical) reading and writing are important skills. Those intertwined skills can indicate human beings' literacy. They are crucial in today's professional and academic environments. They are interconnected processes that complement and reinforce each other. A study by Lee & Schallert (2016) showed that an individual can learn to read by either writing or reading and can learn to write by either reading or writing, as reading and writing involve some of the same subprocesses. Schoonen (2019) stated that language users must be somewhat proficient in using the resources of topical knowledge in language processing, linguistic knowledge such as lexical-semantic knowledge at the word level, morpho-syntactic knowledge at the sentence level, and pragmatic-discourse knowledge at the above sentence level. In addition, they are also competent in implementing orthographic knowledge to decode script into language or to encode language into a script, and declarative knowledge such as knowledge of text characteristics for both reading and writing, especially when it comes to lower-order vocabulary at the orthographic, lexical, and sentence levels. His study proved that reading and writing are built on the same skills, especially linguistic and metacognitive knowledge resources. Shen & Coker (2023) further found that the written composition and reading comprehension of both the Native English Speakers (NES) and English Language Learners (ELL) groups were significantly predicted by word reading and spelling, respectively. For the NES group exclusively, however, reading comprehension and written composition were predictive of one another.

Additionally, vocabulary was solely predictive of written composition and reading comprehension for ELL students and both skills are interrelated.

It has been frequently found that a good writer is a good reader as well. People who have a lot of publication is indicated to have good skill of (critical) reading. Utom, Andayani, & Anindyarini (2022) found that critical reading abilities have a big impact on article writing abilities, particularly when it comes to brainstorming, developing paragraphs, analyzing descriptions, and content, developing research findings, and drawing conclusions. Furthermore, it is impossible to isolate critical reading abilities from 21st-century qualities like creativity and invention, teamwork, communication, and critical thinking and problem-solving abilities. The Interconnectedness of reading and writing instruction is also proven to be able to enhance the EFL students' critical thinking (Tilahun, Teka, & Simegn, 2022), and creative thinking (Marcos, et.al., 2020) and increase students' academic success (Ozensoy, 2021). Reading topics from social media such as facebook can inspire and provide students with more ideas to write (Putri & Aminatun, 2021).

Specifically, the correlation between reading habits and writing proficiency are highlighted in several studies. These studies show that consistent reading expands vocabulary and enhances critical thinking, leading to better writing outcomes. Karunaratne & Navaratne (2023) proved that students with a high reading level can generate more ideas and are more creative in their writing tasks. Moreover, students with strong reading habits perform better in writing tasks (Linuwih, & Winardi, 2020), writing achievement (Nguyen, 2022), and academic writing skills (Safitri, 2018), as reading improves their vocabulary (Vu & Peters, 2022; Baker et.al, 2020), creativity, and ability to structure written work (Marcos et.al, 2020). Reading helps writers generate more critical and refined thoughts, which results in more polished academic writing. Additionally, EFL students' writing skills were found to improve significantly when reading was integrated into their writing practice. With refer to the

significant relatedness between reading and writing, this chapter explores the interconnection between reading and writing and highlights the ways of critical reading to be the gate of academic writing.

## **Literature Review**

Before explaining the interconnectedness of critical reading and academic writing, presenting the conceptual ideas of critical reading and academic writing will provide the readers with sufficient schemata about each of the key terms- critical reading and academic writing.

## **Critical Reading**

### *Definition of critical reading*

Reading is generally defined as a mental activity in which meaning is deduced through symbol decoding. It is an active activity in which words are constructed. Horning & Carillo, (2021) further defined reading as a sophisticated activity that entails communication between the reader and the writer within and through the text. It is carried out through a reading comprehension process that covers: 1). Recognizing the letters and combining them into larger units and words; 2). Recognizing words and sentences; 3). Decoding the meaning of words and their relationship in sentences; 4). Understanding the meaning of parts and the whole of the texts; 5). Understanding the meaning of the contexts; 6). Understanding the connection of the texts to the reader's background knowledge, life, and community (Javorcikova & Badinská, 2022). This process shows that the readers are active learners to think actively. They do not only implement their knowledge of the language but also get their preference towards the texts and context of the texts involved in the process of reading.

Academic reading at the college level is characterized by a complicated, recursive process whereby readers actively and

critically comprehend widely defined texts (i.e., not only alphabetic texts) and construct meaning through links to them. Psycholinguistic processes, such as analysis, synthesis, assessment, and application, are frequently informed by establishing meaning through print, sound, visuals, or on a page or screen. Meanwhile, critical reading is defined as reading critically to connect the reading material and one's standards, schemata, values, and attitudes and find meaning beyond the texts. It is an understanding of something that goes beyond what has been stated and written. Reading critically involves more than just finding and learning facts from texts, but an ability to read for the reader's own goals, use their reading comprehension skills to better incorporate their worldview, combine their knowledge with that of others, understand arguments, critically evaluate and defend the arguments. Wilson (2016) in her research stated that critical meaning-makers could be developed through careful scaffolding. Still, Din (2020) found that the attitude of university students toward critical thinking is quite positive, but their degree of critical thinking and their capacity to apply critical thinking to their critical reading skills do not align with this attitude. Rapid and effective critical reading prepares readers for a lifetime of reading for both personal and professional goals as engaged readers go beyond their immediate requirements.

Critical reading is made up of twelve components according to a study carried out by Ilyas (2023). They are 1). previewing: describing something before it's formally discussed; 2). Questioning: posing inquiries to pupils on any topic; 3). Evaluating: determining the value and standard of items; 4). Outlining and summarizing: illustrating the primary concept and shape; 5). Reflecting: thoroughly considering the options; 6). Concluding: drawing a conclusion following serious consideration; 7). Analyzing: thoroughly researching items; 8). Inferring: forming a conclusion based on data; 9). Comparing and contrasting: analyzing variations and parallels; 10). Identifying: locating and characterizing objects; 11). Reacting:

making remarks about items; and 12). Guessing: applying thoughtful analysis to situations. Those components indicate the skills required to read critically. Critical reading, as proved by Shihab (2011), comprises some skills, namely predicting, acknowledging, comparing, evaluating, and decision-making. As a sophisticated game covering psychological, linguistic, and sociological aspects in which writers and readers interact, using prior knowledge to understand the intention of the writer is significant to achieve the goal of reading through a complex process.

## **Academic Writing**

### *The conceptual idea of writing*

Writing is a cyclical process that involves many steps, including coming up with ideas, planning, creating an outline, composing, revising, editing, and sharing. It is both a process and a product-to produce a text to be read. Meanwhile, academic writing is defined as any formal written work produced in an academic setting that insists on objectivity, keeping the author's hands invisible (Nunan & Julie, 2023). They stated that the detailed and explicit knowledge of language is basic to good writing because this can make the writers make choices that are not based on their intuition. It must meet standards for spelling, grammar, and other rules of good communication. The components of academic writing, which include content, organization, purpose and audience, critical thinking, word choice, grammar, and mechanics, should be considered by writers during the writing process, in addition to its fundamental conventions, which include objectivity, formality or style, citation style, simplicity, clarity and conciseness, and genre awareness. According to Chauhan (2022), academic writing is an art, science, and craft. Academic writing encompasses a variety of genres. Most likely, the student essays, assignments, and theses and dissertations. A few more are book reviews, examiner's reports, monographs, scholarship applications, edited collection chapters, and peer-

reviewed journal papers. Depending on the goal and target audience, each of these genres can be further subdivided into a subgenre. Assignments can be separated, for instance, into categories based on whether the student must conduct primary research—gathering and analyzing original data—or secondary research—which involves reviewing the literature on a given subject or issue.

### *Hayes and Flower Model of writing*

In Hayes' and Flower's model of writing (Figure 1 in Picture 1) contains three main features: task environment, the writer's long-term memory, and the monitor in which the subprocesses of writing are interacted. The writer's long-term memory about knowledge of topic. The stages of reviewing, reading, and editing are important processes for producing good writing. Additionally, Figure 3 in Picture 1 describes the writing model that consists of two features, namely 1). knowledge which covers the goals, criteria, and constraints for tests and plans; problem representation, and procedures for improving the text, and 2). Processes that consist of task definition, evaluation, setting goals, and modifying text and/or plan. Reading to comprehend, evaluate, and define problems are done in the evaluation stage to detect and diagnose problems in the writing. Becker (2006) further explained that during the revision process, writers use their working memory by activating a relevant long-term memory resource after identifying a problem through basic processes such as critical reading or reflection. In his schema, Hayes emphasizes the significance of critical reading abilities, concentrating on three main areas: text revision, task description, and content understanding. Expert writers produce more successful texts as they draft and revise to meet their rhetorical goals because they are more adept readers, more aware of their audience, and have a deeper understanding of the subject matter of their writing. This is likely because they make better use of their working memory than novice writers do.

Picture 1. Hayes's Model Writing

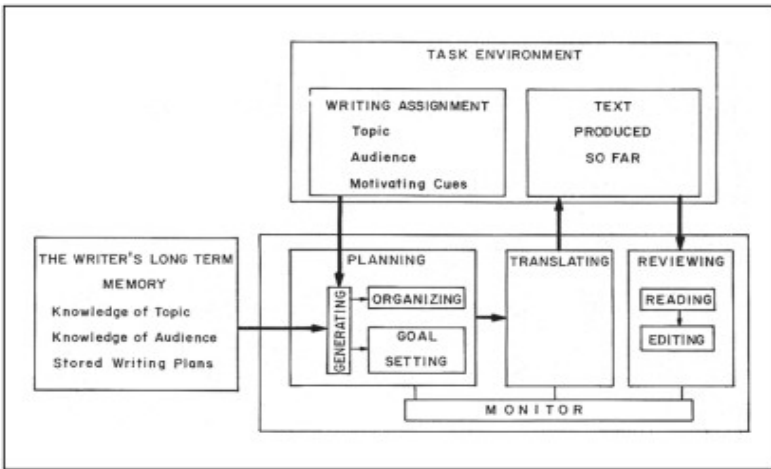


Figure 1. The Hayes-Flower model (Hayes & Flower, 1980)

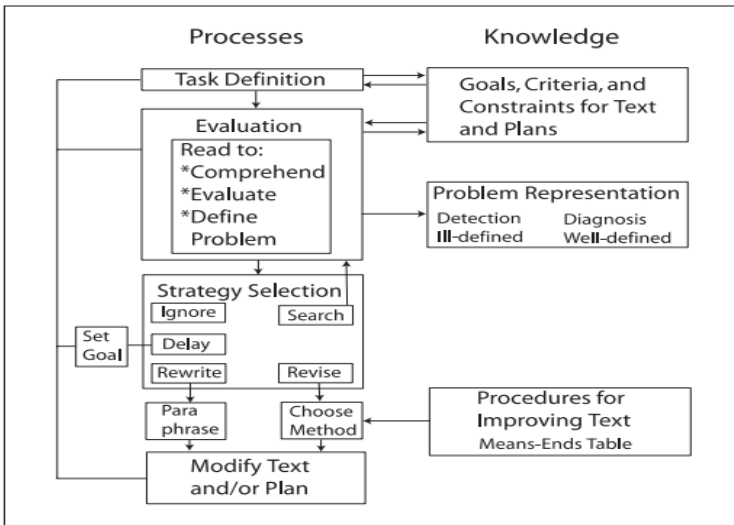


Figure 3. Revision model redrawn from Hayes, Flower, Schriver, Stratman, and Carey (1987)



## **The Interconnectedness of Critical Reading and Academic Writing**

Learning second languages (L2) requires understanding the complex relationships between reading and writing that support the process of synthesizing, as this is necessary for good text production. There is a communicative link between writing and reading. One method of organizing writing could be reading. Through reading widely, a writer can have sufficient inspiration to write an original text. Hidayani (2021) mentioned that when creating texts, mistakes in the vocabulary used and the order in which the arrangement of the phrases are frequently made. The pertinent information can be gathered through reading as a receptive skill, processing it, and drawing conclusions representing new knowledge. The new information can be tested by having the students complete writing assignments that gauge how well they understood the previous material and composed a text. Moreover, Atayeva, Putro, Kassymova, & Kosbay (2019, November) confirmed that reading habits affected the students' academic writing. It is due to the errors such as lack of English grammar, syntax, choice of words, and the cohesive item of the paragraph that the students made. This identifies the significant relationship between the skills of synthesizing to produce academic writing. And that independent reading improves output, mechanics, spelling accuracy, substance, grammatical accuracy, and text structure in narrative and descriptive writing. It also raises the overall quality of the writing (Jouhar & Rupley, 2021).

### **Discussion**

It has been pedagogically proved that critical reading can serve as a gateway to academic writing in some ways.

#### *1. Critical reading helps you find ideas for a conceptual scholarly article*

Some undergraduate EFL learners who attended my Critical Review on ELT Research Course claimed that reading

the published articles critically can help them find ideas for writing an article for publication (See Table 1 for the detailed data). “...critical reading on articles help me a lot in to find the ideas for my conceptual article...” (Dema). During the instruction, they were assigned to find articles about a certain topic of their interest. Subsequently, they critically read the articles to find the strengths and the weaknesses of those research papers. Another student declared that “critical reading skills can be a strong foundation for helping me organize ideas that are relevant to the topic I want to study into a quality conceptual article.” (Ina). This quoted statement indicates that through critical reading, the ideas to write can be found. The EFL learners can find ideas to start writing academic writing such as articles for publication, essays, book reviews, theses, dissertations, and other kinds of academic writing. In other words, without reading, ideas to write can be missing, and one might get stuck on what to write. This is proved by Zero, another student of mine who described the importance of critical reading to get an idea for writing. “This deeper reading helps me find interesting ideas that I might miss otherwise”. (Zero).

Table 1. Ways of Critical Reading to be the gate of academic writing

No	Critical reading as the gate to writing	Data Description	Ways of Critical Reading to be the gate of academic writing	Data Description
1.	Reading various resources triggers new ideas to write	“critical reading on articles helps me a lot in finding the idea for my conceptual article”(Dema)	Correlating information about the same topic from various resources	Critical reading helps me combine information from various sources, so that it triggers new ideas when I correlate the information from various

				<i>perspectives</i> (Nesti.
2	Critical reading skills can be a strong foundation for helping organize ideas for an academic writing	Critical reading skills can be a strong foundation for helping organize ideas that are relevant to the topic I want to study into a quality conceptual article.” (Ina)	Reading the texts in depth	“Critical reading can help me evaluate and understand texts in depth.” (Ina)
			<ol style="list-style-type: none"> <li>1. Looking for articles about a certain topic</li> <li>2. Critically reading one by one page</li> <li>3. Highlighting the results of the critical review</li> <li>4. Writing down the results of the critical reading in one page summary</li> </ol>	I only look for any article which related to phonological errors. As I making the one page critical review one by one, I realize that there is a common topic which not stand as the main topic in every articles that I reviewed.... It has to be highlight that not only critical reading that helped me finding the idea of my conceptual article, but also writing them down in a one page review. According to my experience,

				I forgot easily if I only read it, but writing them down made me remember it accurately”. (Dema)
		“This deeper reading helps me find interesting ideas that I might miss otherwise” (Zero)	<ol style="list-style-type: none"> <li>1. Going beyond understanding the main points through self-questions.</li> <li>2. Identifying the gap from the previous articles to improve the discussion section of an article.</li> </ol>	<p>When I read articles about differentiated instruction, I go beyond just understanding the main points. I ask myself questions like, "Why does this method work?" or "What examples is the author using?"</p> <p>This deeper reading helps me find interesting ideas that I might miss otherwise.</p> <p>Most importantly, I look for gaps in the articles I read. Gaps are areas that the authors haven't fully explored or questions they haven't answered. For instance, if several articles mention the benefits of differentiated instruction but don't talk about the challenges teachers face in large classrooms,</p>

				that gap can be the focus of my article. By identifying these gaps, I can add something new and valuable to the discussion. (Zero)
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There are various ways to find ideas to write from doing critical reading. Dema mentioned that highlighting the main topic of each article read and writing it down on a one-page summary review is a meaningful technique to remember well.

“At first, I only looked for any article related to phonological errors. As I made the one-page critical review one by one, I realized that there was a common topic that did not stand as the main topic in every article I reviewed... It must be highlighted that critical reading helped me find the idea of my conceptual article and write it down in a one-page review. According to my experience, I forgot easily if I only read it, but writing them down made me remember it accurately”. (Dema)

Similarly, Ina also claimed that critical reading through understanding the texts in-depth and then making summaries and notes can be a helpful way to think in a more organized way, determine the relationship between ideas, and position them as the main point of an article to be written. This can be seen from the following quoted interview:

“...identifying the main ideas, arguments, and approaches that are relevant to the topic I want to write about in my conceptual article. ...during the critical reading process, making summaries and notes about important ideas, arguments, and evidence that I find can help my thinking in a more structured way. Through critical reading, I can identify connections between various ideas and arguments. I can determine how these ideas relate to each other and form the core of the article that I will write. By understanding the main ideas and connections, I should be able

to start forming an outline for my conceptual article. This outline will help me organize my ideas logically and systematically, from introduction to conclusion.” (Ina)

Reading is the gate to finding inspiring ideas for writing. Wallace & Wray (2016) stated that “Your critical reading of other works will usually be in preparation for producing your own written text”. They further stated that combining reading with writing provides three benefits: 1. forming an understanding of what constitutes a strong piece of writing; 2. recognizing gaps in the body of knowledge, and 3. influencing the quality of the articles by examining the works of different authors. In short, to start writing can be preceded by doing a critical reading of any texts about a certain topic of your interest. Table 1 shows the practical ways in which critical reading can be a meaningful starting point to reveal ideas to write.

## 2. *Critical reading can help you develop a strong argument to write*

Academic writing is developed by providing a strong argument for a certain topic. Thus, the skill of developing arguments in academic writing is essential. Yet, sometimes, a writer needs to struggle to present, develop, evaluate, and defend the arguments. Reading critically is one of the significant ways to achieve the skill. This has been proved by one of my students that “...critical reading helps me develop a strong argument by providing support and evidence from the literature I have read.” (Ina). This quoted statement describes how reading can help her find some support, data, and evidence for the claims and the arguments she made in her conceptual article. Similarly, it is found in another student’s quoted interview that “critical reading on articles help me a lot in finding the idea for my conceptual article. (Dema). Through critical reading, a writer can find abundant relevant references to support his/her arguments in his/her academic writing. As explicitly stated in this quoted interview that “... by reading critically I can get lots

of credible references to support my ideas.” (Nesti). Wallace & Wray, 2016 further explained that the ideas gained from reading diverse authors’ texts affect the quality of writing in some ways: 1) Make sure you have facts to support your claims; 2) Be mindful that you might be jumping irrationally in your reasoning; and 3). Acknowledge the significance of carefully reviewing the literature to ensure that your comprehension is adequately in-depth. 4). Develop an awareness of your presumptions and how they may impact your claims. As a result, one can create a sophisticated academic writing style that is either impartial or perceptive in its evaluations of other people’s works.

### 3. *Critical reading can help you find a gap*

One of the important parts of writing an article or a research proposal is to present the gap and novelty concerning the topic being investigated and written. Such a novelty can be uncovered and well explained by doing a critical reading of some related articles and previous relevant studies. Nesti, one of my students, exposed that “*Critical reading allows me to analyze more deeply the topics I research. So, I can find gaps in previous research.*” (Nesti). What is not investigated, discussed, and answered yet can be disclosed by critically reviewing references such as articles/ scholarly papers, theses, dissertations, or some other kinds of academic papers. This can be explicitly clarified in the following quoted interview:

“Most importantly, I look for gaps in the articles I read. Gaps are areas that the authors haven’t fully explored or questions they haven’t answered. For instance, if several articles mention the benefits of differentiated instruction but don’t talk about the challenges teachers face in large classrooms, that gap can be the focus of my article. By identifying these gaps, I can add something new and valuable to the discussion.” (Zero).

The primary goal of reviewing articles is to conduct a critical analysis of the current body of work in a particular field, theme, or discipline. This analysis intended to identify pertinent theories, important constructs, empirical methodologies, settings, and research gaps that need to be filled to establish a future research agenda (Paul, & Criado, 2020). They further explained that in a well-written review paper, authors must pinpoint important research gaps based on a comprehensive analysis of previous work. Therefore, developing a thorough agenda for future study with relation to theory, methodology, constructs, and/or context should occupy at least 20–25 percent of the review paper. In this specific but extremely significant section of a review article, authors should enumerate and anticipate the understudied theories, important constructions, and maybe unique approaches that can be employed in future research. Mora-Menjura (2021) described that to read critically, one must approach texts and surroundings with curiosity and incisiveness so that one can make connections between what they read and reality.

*Critical reading can help you find references to support your ideas*

A piece of academic writing should present the ideas academically by providing the readers with either theoretical or empirical support. Finding the appropriate references is significant in supporting the ideas and claims made in the academic writings. Otherwise, it is only a writer's idea that might not be scientifically proven. "...by reading critically I can get lots of credible references to support my ideas (Nesti). Good academic writing is supported by good performance in critical reading, finding out more in a text than what is seen literally on the surface of the text. Thus, having good skills in critical reading is essential to generating ideas for academic papers. Akın, Koray, & Tavukçu (2015) demonstrated that critical



reading effectively improved the students' academic success level and enhanced their sophisticated thinking and reading skills.

*Critical reading can help you refine the arguments of your academic writing.*

One-step writing is not sufficient to get a quality product of an article or research report, so, editing and revising it is important. In doing so, presenting arguments from related theories or supporting data are necessary. Writers agree that this can only be obtained from reading related theories and literature. One of my students also declared that

“During the revision process, my critical reading skills remained useful. I can use a deep understanding of the material to evaluate the strengths and weaknesses of my article and refine my arguments and explanations.”(Ina)

This is in line with Zhao & Hirvela (2015) who found that the capacity of the students to apply rhetorical reading techniques to finish this new literacy assignment, as well as their comprehension of synthesis and the roles of sources, were critical components in their learning process. The ability of second language (L2) learners to comprehend the intricate connections between reading and writing that underpin synthesizing is essential to their ability to produce texts successfully. Hidayani (2021) revealed that writing materials can also be obtained through reading. Reading provides students with the chance to get more familiar with new vocabulary, sentence construction, and punctuation. It is therefore possible for them to interpret the text as the result of what they have read. Writing and reading are components of literacy. The independent literacy approach defines literacy as the capacity to read and write.

In a nutshell, this chapter demonstrates that academic writing as any formal written work in an academic setting that firmly asserts its objectivity is produced through a cyclical process. It covers determining ideas, planning, creating an outline, composing, revising, editing, and sharing/publishing. A writer must have several skills to define tasks, evaluate, set goals, and modify text to process writing. To define tasks, a writer needs to have sufficient knowledge about goals, criteria, and constraints for texts and/or plans. Meanwhile, problem representation is another basic knowledge for a writer to evaluate their writing by reading it for proofreading, reviewing, and editing. The step of setting goals to improve text organization by selecting strategies like searching, paraphrasing, synthesizing, rewriting, and revising. This can be achieved through doing critical reading. It has two main advantages: 1) through critical reading, a writer can learn how each genre of academic text is organized, how language (i.e. word choice, grammar, sentence construction, and punctuation) is properly used, how the writer's purposes and messages in academic articles are well presented; and how audiences of the academic writing are well addressed; 2). Through a critical review of academic texts like research-based articles, the readers can get some inspiring ideas for writing a conceptual article for publication, help them develop strong arguments to write an academic text, find a gap to start writing an academic text, find references to support their ideas of writing an academic article and improve the points made in their scholarly writing. This demonstrates critical reading to be the gate for academic writing.

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## 15. Activating Learners' Emotional Experience in Academic Reading and Writing

Suciana Wijirahayu

**M**any students face a battle between logic and emotion in academic settings. While strong analytical skills are undeniably crucial, neglecting the emotional connection to the material can significantly hinder learning and engagement. It is true for reading and writing (Bumela, 2021).

Logic plays a vital role in both reading comprehension and writing. It empowers us to decode information, identify arguments, and follow the structure of a text. Logical thinking also allows us to organize our ideas coherently and build a strong argument in our writing). In addition, logic equips us to analyze evidence, identify bias, and form sound judgments about the text we encounter.

However, logic alone is not enough. Emotions play a crucial role in effective learning as well. An emotional connection to the topic fuels curiosity and a desire to delve deeper into the material. Positive emotions like excitement and interest drive students to read and write with better effort and engagement (Richard, 2022). An emotional resonance allows us to understand the writer's perspective and the characters' motivations in a text (Wijirahayu, 2023). When we can empathize with the characters, we gain a deeper understanding of the story and its themes.

By activating learners' emotional experiences with logical analysis, we can significantly enhance their reading and writing skills (Ning, 2023). A student intrigued by a historical figure is more likely to be motivated to analyze their actions critically. Conversely, studying the emotional journey of a character in a

novel can deepen a student's understanding of human behavior and complex situations.

Logic provides the framework for dynamic reading and writing, while emotion facilitates the fuel that ignites engagement and a deeper understanding. When we create a learning environment that bridges this disconnect, reading and writing become journeys of discovery, empathy, and critical thinking (Wijirahayu et.al. 2019). This synergy between logic and emotion allows students to comprehend the material, connect it personally, and lead it to a richer and more meaningful learning experience.

Why does emotion matter? One way emotions impact us is in our decision-making. When we feel positive feelings like happiness or excitement, creativity is higher (Wijirahayu, et.al, 2024). We might explore new ideas or take chances we would not otherwise consider. On the other hand, negative emotions like fear or anger can trigger a more cautious or urgent response. They can help us avoid danger or motivate us to take action in a challenging situation.

## **Making Learning Memorable and Meaningful**

Just like in everyday life, emotions are crucial in how students engage with academic reading and writing. When learners connect with the material on an emotional level, it becomes more than just memorizing facts. They become invested in the topic, fostering a deeper understanding and making the learning experience more memorable. Positive emotions like curiosity and excitement can motivate students to delve deeper into the material, ask questions, and explore different perspectives.

Activating emotional experience in reading and writing allows students to develop empathy for characters and understand the perspectives presented in the text. Analyzing how emotions portray and how they influence characters' actions, students develop critical thinking skills and gain a richer understanding of human behavior (Wijirahayu et.al, 2019).



## **Enhancing Motivation and Engagement**

Integrating emotions into reading and writing can make the process more engaging and enjoyable for students. It can be helpful for students who struggle with traditional academic tasks. By tapping into their emotions, we can spark their interest and create a more positive learning environment, leading to better academic performance.

Emotions can act as a bridge between reading and writing and its application in the real world. When students connect with the material on an emotional level, they are more likely to see its relevance and how to apply it to their own lives between experiences.

Activating learners' emotional experience in academic reading and writing is not just about adding a feel-good element. It is about harnessing the power of emotions to create a more engaging and effective learning environment. By fostering emotional connections, we can help students develop a deeper understanding of the material, build critical thinking skills, and become more motivated learners.

The emotional tones influence the language learning process inherent in the target. It is also in the specific topics explored. Emotions also play a role in different aspects of language learning and teaching. Gwee et.al. (2022) argued that engagement was one factors that influenced the success of the language learners.

## **Target Language**

Different languages have built-in emotional nuances. Understanding these nuances, like the formality or informality of phrases, allows learners to navigate social situations with greater confidence and emotional intelligence.

The beauty and expressiveness of a language can spark a sense of wonder and a desire to connect with a new culture. This emotional pull can be a powerful motivator in the long-term

language learning journey. As learners become proficient, they may feel a sense of accomplishment and a deeper connection to the target culture, fostering a positive emotional identity. As learners become proficient, they may feel a sense of accomplishment and a deeper connection to the target culture, fostering a positive emotional identity (Chen, Z et.al, 2022).

Language learning becomes more engaging when learners can connect the material to their lives and experiences (Barcelos, 2015). Choosing topics that evoke emotions, like hobbies, dreams, or social issues, can make learning more meaningful and memorable.

Learning about different cultures through language can foster empathy and understanding. By exploring diverse narratives and perspectives, students develop a broader worldview and connect with the emotions of others.

Language learning is not without its frustrations. Difficulty with grammar, pronunciation, or cultural misunderstandings can lead to discouragement. However, overcoming these challenges can evoke a sense of accomplishment and boost confidence in the learner's abilities (Wijirahayu et.al. 2021).

## **Emotions and Teaching Strategies**

Positive emotions like excitement, joy, and a sense of accomplishment can be powerful motivators. Teachers who utilize positive reinforcement strategies can create a more encouraging learning environment and help students develop a love of language learning. Stories tap into our emotions and can be powerful tools for language acquisition. By incorporating stories, anecdotes, and cultural narratives into lessons, teachers can create a more engaging and emotionally resonant learning experience.

Activities like role-playing and simulations allow learners to practice language skills in a safe and engaging environment. These activities can also evoke emotions related to the scenario, making the learning more memorable and impactful.

By acknowledging the emotional landscape of language learning, teachers can create lessons that are not only academically enriching but also emotionally stimulating. Wang (2022) argued that the lower the students' anxiety the higher the creativity. The use of multimedia supported the students to develop their creativity (Wijirahayu, 2023). When learners connect with the language on an emotional level, they are more likely to be motivated, engaged, and successful in their language-learning journey.

College language learning goes beyond memorizing vocabulary and grammar rules. It's a journey of cultural exploration, self-discovery, and emotional connection. Educators can leverage the power of emotions to create a more engaging and effective learning environment for their students.

## **Harnessing the Echoes of the Past: Building Confidence**

College students often arrive with prior language learning experiences, both positive and negative. Acknowledge these experiences! Validate past successes to build confidence and address past challenges head-on. This could involve offering targeted support or placement in suitable courses.

Helping the students connect the target language to their academic and personal goals, and motivating them to explore topics related to their majors, future careers, or personal interests. foster a sense of purpose and motivation to learn. Language learning at the college level delves into more complex grammar structures and nuanced cultural concepts. Frustration is inevitable. Create a safe space for students to express their frustrations and work through them collaboratively. This builds resilience and commitment to their success.

## **The Power of Relevance in College Language Learning**

College students have diverse interests and academic pursuits. Cater to this by offering a variety of learning materials and activities. Let students explore literature, news articles, or documentaries related to their passions. Its intrinsic motivation fuels engagement and a desire to delve deeper into the target language.

They are increasingly career-oriented. We can show them how the target language is an asset in their future professions. Integrate real-world applications into the curriculum, such as business communication skills, research techniques, or intercultural communication strategies. This practical relevance fosters a sense of accomplishment and underlines the value of language learning.

College-level language courses delve deeper into the cultural nuances of the target language. We can use case studies, films, or speakers to explore social issues, traditions, and historical events. Eliciting emotional responses through cultural context fosters empathy, understanding, and a broader worldview (Wijirahayu et.al. 2022b).

## **The Author's Touch in College Language Teaching**

College students are no longer passive learners. Incorporate interactive activities like debates, simulations, and project-based learning. These activities tap into various emotions, from excitement during role-playing to analytical thinking during the discussion. This variety keeps students engaged and fosters critical thinking skills.

Our passion for the target language and culture is contagious. Show our enthusiasm through the teaching style and the materials we choose. Share personal anecdotes or cultural insights to spark curiosity and inspire students to explore the language deeper.

Positive emotions like success, achievement, and a sense of belonging are powerful motivators. Various assessment strategies celebrate progress and recognize each student's unique learning style. Publicly acknowledge achievements and offer constructive feedback to foster a growth mindset. By creating an emotionally intelligent learning environment, college language instructors can move beyond rote memorization and ignite a passion for lifelong language learning. When students connect with the language emotionally, they become global citizens equipped with empathy, cultural understanding, and the intellectual ability to navigate an increasingly interconnected world (Wijirahayu et.al. 2023c).

### **Activating Emotions for Proficiency Understanding**

Academic reading often feels like a one-way street—information flows from the page to the student's mind. By actively engaging with the feelings these texts evoke, students understand what achieves a deeper understanding and a more meaningful learning experience (Wijirahayu et.al. 2014a). Now, let us explore some strategies for fostering emotional engagement.

Incorporate multimedia elements like images, videos, or audio recordings into the reading experience (Alam et.al., 2023). These can evoke emotions and provide a more multifaceted understanding of the topic. Imagine a text about the beauty of the natural world paired with stunning nature documentaries (Alifandra et.al., 2023). The visuals can evoke a sense of awe and wonder, enriching the student's comprehension of the reading material.

### **Creative Writing Activities**

Encourage students to respond to the academic reading through creative writing exercises. They could write poems from the perspective of historical figures, create journal entries from a character's point of view, or design public service

announcements related to the topic. These activities tap into students' creative intelligence and emotional connection with the material, leading to a richer and more memorable learning experience.

We can help the students analyze the author's writing style, identify the emotions the author tries to evoke, and discuss the use of language, imagery, and tone. This analysis fosters critical thinking and encourages students to consider the emotional landscape of the text itself. Imagine a scientific text about climate change. By analyzing the author's use of urgent language and powerful imagery, students can connect with the author's sense of urgency and concern for the planet. By integrating these strategies, educators can transform academic reading from a chore to a captivating exploration. When students connect with the material on an emotional level, they become active participants in the learning process, leading to a richer and more meaningful academic experience(Wijirahayu et.al. 2022a).

### *The Emotional Rollercoaster of Scientific Reading and Writing*

While scientific writing is often perceived as a realm of cold, hard facts, acknowledging the emotional landscape that underlies it can enhance both the writing process and the impact on the reader (Wijirahayu et.al 2020b). A deeper exploration of the key emotions that play a role in scientific reading and writing.

## **Identifying Emotional Cues**

By actively engaging with the feelings these texts relate to their interest evoke, students, can achieve a deeper understanding and a more meaningful learning experience. There are some ways to spark this emotional connection.

When students connect academic material to their own lives and experiences, a spark ignites in their minds. Please encourage them to consider how the concepts or historical events discussed in the text relate to their values, beliefs, or personal goals. Imagine a student grappling with a complex philosophical

text. By connecting the ideas to their moral compass, the reading becomes a more personal exploration, fostering a sense of purpose and deeper engagement.

Break free from the confines of the text. Encourage students to visualize the concepts or scenarios described. Perhaps they could sketch diagrams, draw mind maps, or picture the scene in their minds (Wijirahayu et.al. 2023b). Additionally, motivating them to question the author's arguments, perspectives, and potential biases is beneficial to build critical thinking. This critical thinking fosters a sense of intellectual curiosity and an emotional investment in the reading. Consider a historical account of a revolution. Students could question the motivations of the revolutionaries, experiencing a range of emotions – admiration, fear, or a desire for justice – as they delve deeper into understanding.

Turn the classroom into a lively forum. Facilitate discussions or debates where students can argue different sides of an issue presented in the text. It allows them to explore the emotional complexities of the topic and develop empathy for other perspectives. For instance, after reading a sociological text about social class, students could debate the causes and consequences of inequality, experiencing emotions related to fairness, privilege, and social justice.

One of the goals of academic writing is to present a well-supported argument, which often relies on factual evidence. However, weaving the emotional landscape into our writing can elevate our work and create a more impactful experience for the readers. Here are some strategies to integrate emotional intelligence into our academic writing:

## **Structuring for Emotional Flow**

Think about the emotional journey we want to take our reader on. Start with an engaging introduction that sparks curiosity or a sense of urgency. Present our research clearly and logically, building tension as we approach our key findings. Conclude with

a strong statement that leaves a lasting impression, be it a call to action, a sense of awe, or a renewed perspective. Storytelling elements can be powerful tools as well. Share anecdotes or historical accounts related to our research that connect with the reader on an emotional level. It can make our work more relatable and memorable.

Tailoring the tone is essential. Academic writing requires professionalism, but that does not mean it cannot be engaging. Consider the audience and the emotions we want to evoke in them. Writing for a general audience might require a more accessible tone that sparks curiosity while writing for a specialized audience might allow for a more technical tone that conveys expertise and the significance of the findings.

Acknowledge potential counter-arguments to the research and address them with empathy. Working in a group raises the students' joy and relieves their anxiety in conveying ideas in reading and writing project (Effendi et.al. 2024). The learners also learn to control their emotion in collaboration (Zhanget.al.2022). It demonstrates our critical thinking skills and shows respect for opposing viewpoints. Phrase the responses that acknowledge the validity of concerns while still presenting the findings in a compelling light.

We can craft academic writing that resonates with our readers. Remember, the key lies in maintaining a balance between objectivity and emotional engagement. Our writing will leave a lasting impact and inspire further exploration when it connects with the reader's emotions.

## **Building Blocks of Knowledge**

Strong academic reading skills are the cornerstone of effective writing. Through reading, students encounter a variety of writing styles, research methodologies, and arguments. They learn to identify the key points, analyze evidence, and understand different perspectives (Wijirahayu, 2011). This knowledge base becomes the foundation for crafting the well-informed and well-structured writing pieces. Exposure to rich academic vocabulary



through reading is essential. Students encounter new terms and concepts, expanding their linguistic toolkit. This enhanced vocabulary allows them to comprehend complex texts and empowers them to express their ideas with greater clarity and precision in their writing.

By closely reading academic texts, students can analyze the structure, organization, and writing style of different authors. They learn to organize their arguments logically, present evidence effectively, and tailor their writing style to the specific audience and purpose. For instance, by reading a well-structured scientific research paper, students can learn how to introduce a research question, present methodology, analyze results, and draw conclusions, applying this structure to their scientific writing.

Academic reading requires critical thinking skills. Students must be able to evaluate the author's arguments, identify potential biases, and form their interpretations. These critical thinking skills are essential for crafting well-reasoned and persuasive arguments in their writing. By reading an analysis of a historical event from different perspectives, students can learn to consider various viewpoints and develop their nuanced arguments when writing about historical topics.

## **The Cycle of Learning**

Reading informs writing, and writing enhances reading comprehension. Academic reading provides a springboard for writing. Students can draw on the knowledge and ideas they encounter in their reading to support their arguments and illustrate their points. They can reference the works of other scholars, engage in academic dialogue, and position their writing within the broader context of their field of study.

Writing itself can deepen reading comprehension. While students actively engage with a text to analyze it, summarize it, or critique it in their writing, they develop a deeper

understanding (Zaccoletti et.al. 2020). Crafting their arguments reinforces their grasp of the concepts presented in their reading.

Academic reading and writing are two sides of the same coin. Strong reading skills provide the foundation for effective writing, while the act of writing itself enhances reading comprehension and refines critical thinking skills. By developing both these skill sets, students become more confident and capable as they navigate the world of academic knowledge. The interplay between academic reading, writing, and emotional experience creates a powerful learning loop. Let us explore how emotions fuel both the reading and writing processes.

## **Emotional Engagement in Academic Reading**

When students connect with the emotional core of academic texts, their understanding deepens (Liew et. al., 2020). Imagine reading a historical account of a social justice movement. Experiencing emotions like empathy or outrage can motivate students to delve deeper into the causes and consequences of the movement. This emotional connection fosters a sense of purpose and makes the reading more meaningful.

Emotions like curiosity and skepticism can be powerful during academic reading. Aesthetics and language that evoke emotions can spark questions about the author's purpose and potential biases. For instance, reading a scientific paper filled with urgent language about climate change might lead students to question the severity of the evidence presented, prompting them to analyze the data more rigorously. This emotional response fuels deeper analysis and a more nuanced understanding of the topic.

## Enhancing Writing with Emotional Intelligence

Academic writing does not have to be dry and lifeless. Writers can leverage emotional intelligence to craft pieces that resonate with their audience. By using vivid language, storytelling elements, and a well-structured narrative flow, writers can evoke emotions like curiosity, concern, or hope, making their arguments more compelling and memorable. Figure 1. below can be used as a sample of reading-writing activity, which incorporates emotional intelligence.

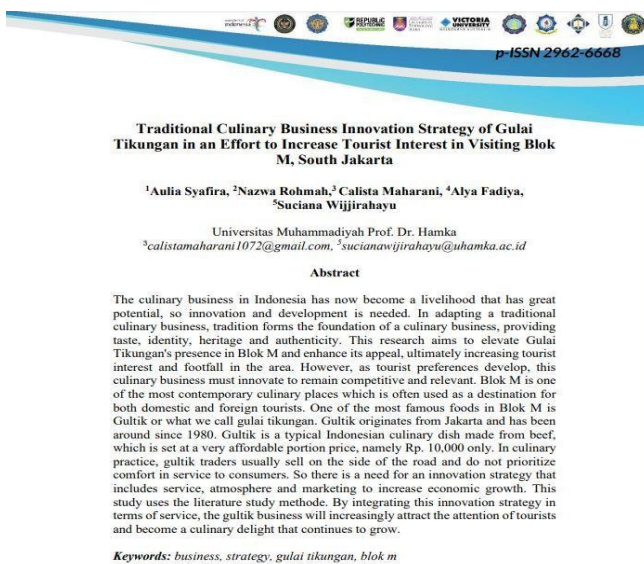


Figure 1. A Sample of Abstract Text  
(source: InHEIC Proceeding 2024 p.648)

Understanding the audience's emotional state is crucial for effective academic writing. Tailoring the tone and language choices can create a stronger connection (Wijirahayu et al. 2023a). For instance, writing for a general audience might require a more accessible tone that sparks curiosity, while writing for a specialized audience might allow for a more

technical tone that conveys expertise and the significance of the findings. This emotional intelligence ensures it resonates with the target readers (Pekrun, 2022).

## The Emotional Learning Cycle

Reading evokes emotions that guide writing. Moreover, writing strengthens emotional intelligence. The emotions students experience while reading can shape their writing. For instance, the teacher facilitates a discussion about the emotional impact of this information. Students might express surprise at the link between health and emotion, or perhaps even a sense of hope that improvements in their diet could positively affect their mood.

Writing itself can be an emotional journey. Wrestling with complex ideas, crafting arguments, and revising drafts can evoke emotions. However, navigating these emotions and completing a writing project can foster a sense of accomplishment and confidence, strengthening a student's emotional intelligence.



**Figure 2. Gulai itik, typical local food from Blok M**

The strategy encompasses several key elements. Firstly, a comprehensive market research and analysis has been conducted to better understand the target audience and their preferences. This insight has allowed the team to tailor their approach and create a unique culinary experience that caters to the tastes and expectations of both local and international visitors.

Figure 2. A Sample of Text Igniting Students' Emotional Experience

By harnessing the power of emotional experience, students can transform academic reading and writing from rote exercises into engaging and intellectually stimulating endeavors. The emotional connection fosters a deeper understanding of the material, fuels critical thinking, and empowers students to craft impactful and persuasive writing. This interplay between emotions, reading, and writing creates a dynamic learning cycle that propels students on their academic journey.

## **Finding the Sweet Spot**

Authenticity breeds engagement, and clarity trump's complexity. Therefore, encourage students to find their authentic voice within the framework of academic writing. When they write with a genuine passion or intellectual curiosity, their writing becomes more engaging and emotionally resonant for the reader.

A strong authorial voice should not compromise clarity. Strive for a balance between expressing our unique perspective and ensuring our message reaches the reader. By encouraging students to understand and develop their authorial voice, we empower them to become more than just conveyors of information. They become storytellers, weaving compelling narratives that resonate with readers' emotions, leaving a lasting impact and fostering intellectual curiosity.

## Fostering Emotional Intelligence in the Classroom

We can nurture a classroom environment beyond memorization and test-taking. Students will develop the self-awareness, emotional regulation skills, and social intelligence necessary to navigate the complexities of learning and life with greater confidence and empathy (Wijirahayu et.al, 2018b). This holistic approach fosters not just academic success, but well-rounded individuals equipped to thrive in an ever-changing world.

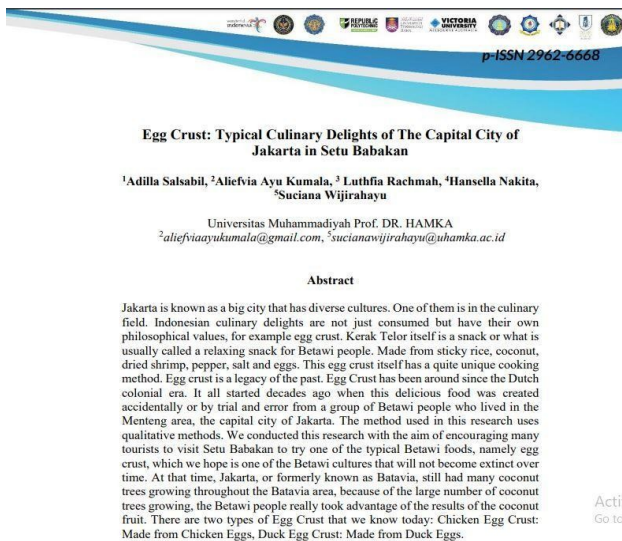


Figure 3. Another Sample of Abstract Text  
(source: InHEIC Proceeding 2024 p.621)

Academic achievement is more than just test scores and factual knowledge (Harmer, 2012). Equipping students with emotional intelligence (EQ) is crucial for navigating the complexities of life and learning.

## Social-Emotional Learning Activities

Integrate activities specifically designed to target emotional intelligence skills. These could include collaborative problem-solving tasks, conflict-resolution exercises, or discussions about

real-world social dilemmas. For instance, a collaborative problem-solving activity might involve students working together to design a plan to reduce lunchtime conflicts in the schoolyard, requiring them to identify emotions, brainstorm solutions, and consider different perspectives.



Figure 3. Egg Crust Sellers

#### Conclusions

Egg crust sellers are rarely found on the streets, but they dominate special events and cultural tourist attractions. For example, in the Setu Babakan area, although there are few egg crust sellers in the area, the buyers are still there to find it.

In making Egg Crust, local natural resources such as eggs and coconut are widely used because they are available in sufficient quantities in Batavia. Initially, this dish was tried by natives and began to be sold by Betawi people in the Monas Monument area in the 70s. Kerak Telor became popular in Jakarta and became a favorite dish of the elite. Nevertheless, Egg Crust has its own space in society because it supports livelihoods and social welfare. Egg Crust sellers are generally men who wear traditional Betawi clothing such as the Sadariah Shirt, Sturdy Shirt, Sarong, and Kopiah.



Figure 4. Another Sample of Text Igniting Students’ Emotional Experience  
(source: InHEIC Proceeding 2024 p.625)

## Fostering Emotional Intelligence in a Nutrition Science Classroom

Equipping students with emotional intelligence is crucial in any academic setting, and nutrition science is no exception (Wijirahayu, 2018). Food choices are deeply personal and often tied to emotions, memories, and cultural traditions. By fostering emotional intelligence in a nutrition science classroom, we can create a more engaging and impactful learning experience for our students.





Role-play scenarios where students encounter emotional eating triggers. The class can brainstorm healthy coping mechanisms like taking a walk, calling a friend, or engaging in a relaxing hobby, instead of resorting to comfort food. This equips students with practical tools for healthily managing emotions. Discuss the concept of food insecurity and its emotional impact. Divide the class into groups and have them research different cultures and their food traditions. Students can then present their findings to the class, fostering empathy and understanding of diverse food choices and cultural significance.

Facilitate discussions about controversial topics in nutrition science, like the debate over sugar or fat intake. This promotes respectful communication and critical thinking skills, for navigating the complexities of nutrition information.

## **Weaving Emotional Learning into the Nutrition Science Curriculum**

Watch a documentary about the global food system or the history of a specific food item. Afterward, discuss the emotions evoked by the film and how it relates to students' experiences with food. This approach brings the science of food to life and connects it to real-world issues and emotions.

a source of pride for the people of Bogor in promoting their cultural and culinary riches.



Figure 2. Soto Mie Bogor

#### Conclusions

Surya Kencana Bogor can develop creative tourism by utilizing existing potential. Requires the right marketing strategy regarding tourist preferences, and consistency in maintaining the quality of soto mie in developing business in Surya Kencana

A 4

Figure 6. Another Sample of Text about Food Igniting Students' Emotional Experience (source: InHEIC Proceeding 2024 p.571)

## Social-Emotional Learning Activities

Design a project where students create a nutrition education campaign for a specific target audience, like younger children or older adults. Students will consider the emotional factors in food choices in these different age groups, fostering empathy and communication skills.

By incorporating these strategies, we can create a nutrition science classroom that goes beyond memorizing facts about vitamins and minerals. Students will develop the self-awareness, emotional regulation skills, and social intelligence necessary to make informed and healthy food choices in their life experiences. This holistic approach fosters a deeper understanding of nutrition

science and empowers students to develop a healthy and positive relationship with food.

This chapter argues for integrating emotions into academic reading and writing for a richer learning experience. Connecting with the emotional core of texts fosters a deeper understanding of the material. Students become more invested in the ideas and grapple with the complexities of the subject matter on an emotional level. Emotions like curiosity and skepticism can spark a critical thinker during reading. Students question the author's purpose, analyze potential biases, and engage with the text.

Writers can leverage emotional intelligence to craft impactful pieces. Vivid language, storytelling elements, and a well-structured narrative flow can evoke emotions in readers, making arguments more compelling and memorable. Integrating emotions into lessons requires teachers to be comfortable discussing emotions and have the necessary training to facilitate these discussions effectively. Creating space for emotional exploration within a packed curriculum can be challenging. Not all students may feel comfortable readily sharing their emotional responses. Creating a safe and respectful classroom environment is essential.

By fostering emotional intelligence in the classroom, we equip students with the tools to navigate the complexities of learning and life. They develop self-awareness, emotional regulation skills, and social intelligence, allowing them to approach academic challenges with greater confidence and empathy. Finally, integrating emotions into academic pursuits creates a more engaging and meaningful learning experience for students, preparing them to thrive in an ever-changing world.

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## 16. Materials Authenticity in Teaching Reading and Writing: Perspectives of Discourse and Social Constructivism

Ikhsanudin

Reading and writing have long been recognized as crucial components of language learning, with the role of authentic materials in enhancing these skills remaining a topic of debate within English Language Teaching (ELT). Recent studies underscore the positive impact of authentic materials on learners' engagement and motivation, particularly when these materials reflect real-world language use (Balraj & Ramesh, 2022). Authentic materials are especially effective in making reading and writing activities more relevant to students' daily experiences (Venegas, 2024), incorporating real-world contexts that help present language as an essential part of learners' lives, thus promoting a more meaningful and engaging learning process (Al-Zaiim, 2024).

Moreover, reading and writing activities are inherently complex, involving not only cognitive skills but also cultural and social contexts that shape how individuals engage with texts and produce written work (Lane & Kennedy, 2024). These activities are best understood as socially constructed practices deeply embedded within specific cultural and discursive contexts. Consequently, well-designed language teaching materials are crucial in aiding learners' acquisition of reading and writing skills, while also enhancing their overall communicative competence. Drawing on Lantolf and Thorne's (2015) view of language learning as a socially mediated process, recent research, such as Taguchi (2019), advocates for materials that develop both linguistic accuracy and the ability to communicate in diverse social contexts. This chapter will explore the authenticity



of language teaching materials for reading and writing, focusing on discourse and social constructivist perspectives.

## **Reading and Writing**

Reading can improve writing, and writing can improve reading (Ahmad & Millar, 2020, July 4). Reading (besides listening) is a receptive language activity and skill. On the other hand, writing (besides speaking) is productive. In the teaching and learning of reading and writing, the selection of appropriate materials is crucial, as it can significantly impact learners' motivation, autonomy, and ability to communicate in the target language (Nami, 2023). Researchers have long advocated for the use of authentic materials in the language classroom, arguing that such materials can expose learners to natural language and foster a stronger connection to the target culture and discourse (Ahmad & Millar, 2020, July 1).

## **Reading**

Reading activities can help develop students' (and any individuals') ability to understand the world and can improve their thinking skills and wisdom. It is an effective tool to develop personal and intellectual capacities (Foreman, 2024). Having access to various knowledge, perspectives, and higher order thinking opportunities, reading activities help students figure out what happens in the world more clearly and develop their thinking and wisdom. Reading activities promotes empathy, enhances cognitive skills, and fosters self-reflection, all of which contribute to a more informed, thoughtful, and wise individual.

Reading is the process of constructing meaning through interaction with written language (Zhou et al., 2024). Using authentic materials in teaching reading allows students to engage with real-world texts and develop a deeper understanding of how language is used in various contexts (Marjanovikj-Apostolovski, 2024) and helps students develop critical literacy skills and prepares them for tasks (Sumardi, 2024). So, reading is not as

simple as receptive activity; rather reading is a complex process that involves making meaning from written language. Reading is perceiving and interpreting written information to gain knowledge and understanding. It is not receptive and not passive, but an active and interactive process that requires critical thinking and analysis. Reading is also productive and creative, as it allows students to generate their own thoughts and ideas based on the texts they read.

By reading students are exposed to various ideas, values, cultures, and ways of life. Besides, students can broaden their spectrums or horizons in viewing the world. By understanding characters and conflicts in stories they can experience life from different perspectives. Students can improve their empathy and maturity. Academic works, news, and procedures that the students read can enrich and improve their intellectual capacities, decision making abilities, and communication skills. There will be many more advantages that can be described if the benefits of reading are more broadly and deeply analysed.

## **Writing**

Writing is a multifaceted process that requires students to not only generate their own ideas, but also to effectively communicate those ideas through written language. The process of writing results in new texts that reflect the writer's thoughts, experiences, and understanding of a topic. By incorporating authentic writing activities and providing opportunities for students to consult and collaborate with their peers, teachers can create a dynamic and engaging learning environment that promotes inquiry and fosters the development of critical thinking and independent thought.

Writing activities can help students (and any individuals) express their ideas and feelings. Good writing skills can result in clear and effective writings. Consistent and programmed writing activities can improve the individuals' ideas, critical and structured thinking, and communication skills. Besides, writing

can train the students to broaden their vocabulary and precisions using the vocabulary. Ability to create clear and effective writing can increase their academic, professional, social skills that are useful to build relations and influence people.

Improving students' knowledge, vocabulary, grammar, and mastery of social and cultural contexts is crucial for learning to produce clear and effective writing, which in turn fosters the development of intellectual and personal competences. As these competences grow, students are motivated to engage in writing. This process of improvement accelerates alongside advancements in their supporting skills and knowledge. In addition, feedback from the students' writing can support the development of metacognitive strategies, including idea planning and goal-oriented monitoring and evaluation (Al-Othman, 2024).

Different pedagogical approaches to language teaching have emphasised the importance of authentic materials and activities to bridge the gap between the classroom and the real-world use of the target language. Proponents of authentic materials in language teaching argue that they can enhance learner motivation and engagement, promote learner autonomy, and develop more well-rounded communicative abilities. However, the notion of authenticity is complex and multifaceted, with various perspectives on what constitutes authentic language and how it should be incorporated into language instruction.

## **Discourse and Authenticity in Language Materials**

From the perspective of discourse analysis, the authenticity of language teaching materials is not merely about the origin or nature of the text, but rather the extent to which it reflects the sociolinguistic and pragmatic norms of real-world language use. In the perspective of discourse, authenticity is not just a static property of a text, but rather a dynamic process of meaning negotiation between the text, the learner, and the socio-cultural context. Whereas, in the perspective of social constructivism, the

notion of authenticity in language teaching is closely tied to the idea of situated learning, where learners actively construct their understanding of language through engagement with authentic communicative tasks and interaction with proficient users of the target language.

For language learners to develop robust communicative competence, they need to be exposed to discourse models that reflect the nuances of real-world language use. Simplifying or modifying texts to suit the language proficiency of learners may make the input more comprehensible, but it also risks stripping away the authentic discourse features that are crucial for developing pragmatic and sociocultural competence. While carefully-selected authentic materials may initially pose challenges for some learners, the benefits of exposure to authentic language may outweigh the difficulties, particularly for more proficient learners (Ahmad & Millar, 2020).

## **Authentic Materials in Teaching Reading and Writing**

The use of authentic materials in teaching reading and writing has the potential to enhance learner motivation and engagement. When learners interact with texts and tasks that reflect real-world language use, they may find the content more relevant and meaningful, which can foster a greater sense of investment in the learning process. Additionally, authentic materials can provide learners with valuable models of discourse conventions and stylistic features that are essential for developing advanced writing skills.

However, the incorporation of authentic materials in the language classroom is not without its challenges. Learners, especially those at lower proficiency levels, may struggle with the lexical and grammatical complexity of authentic texts, which could lead to frustration and disengagement (Alzaanin, 2023). To overcome this, language teachers may need to employ scaffolding techniques, such as pre-teaching key vocabulary,

providing supplementary materials, or engaging learners in collaborative tasks that support their understanding of authentic texts (Ahmed Abdel-Al Ibrahim, 2023).

The use of authentic materials in teaching reading and writing has been shown to have a positive impact on learner motivation, as well as the development of overall communicative competence (Keshmirshekan, 2019). Although the implementation of authentic materials may require additional planning and scaffolding, the benefits of exposing learners to real-world language use arguably outweigh the challenges, particularly for more proficient learners. The concept of authenticity in language teaching materials is complex and multifaceted, with various perspectives on what constitutes authentic language and how it should be incorporated into language instruction. According to discourse analysts, the authenticity of language teaching materials is not merely about the source or nature of the text, but rather the extent to which it reflects the sociolinguistic and pragmatic norms of real-world language use.

The notion of authenticity in language teaching materials has been widely discussed in the literature, with various perspectives on its definition, advantages, and challenges. Ultimately, the incorporation of authentic materials in the language classroom requires careful planning and scaffolding to ensure that learners can engage with real-world language use while also developing the necessary linguistic and pragmatic skills.

Using authentic materials in teaching reading and writing is essential for providing students with meaningful learning experiences, developing critical literacy skills, and preparing them for success in the real world. Authentic literacy activities, such as reading and discussing relevant texts, engaging in authentic writing tasks, and creating portfolios or research projects, promote deeper understanding, foster active learning, and encourage students to take ownership of their learning.

In the perspective of discourse, authentic language materials enable students to engage with natural and contextual language, fostering their ability to navigate real-world communication and develop comprehensive reading and writing skills (Mussa & Fente, 2020). Additionally, the social constructivist approach emphasises the importance of authentic tasks that involve problem-solving, critical thinking, and collaboration, allowing students to construct knowledge and skills within meaningful social and cultural contexts.

Teaching reading and writing requires using authentic materials to ensure a meaningful learning experience for students. Scholars and teachers believe that material authenticity plays a significant role in engaging students and enhancing their learning outcomes in reading and writing instruction (Dietlin et al., 2019). The use of authentic materials, defined as genuine spoken or written language drawn from real-world sources, is believed to increase student motivation by connecting content to real-life situations (Kikidou & Griva, 2023).

## **Authentic Language Teaching Materials**

The value of using authentic materials, in contrast to literature-based or textbook-driven materials, has been a subject of debate in the field of language education. Proponents of authentic materials argue that they expose students to natural language, cultural nuances, and contextual cues that are often absent in contrived or simplified instructional materials. This exposure, in turn, can deepen students' comprehension, critical thinking, and ability to apply their learning to authentic communicative tasks (Lai, 2024).

Research suggests that authentic literacy activities, such as reading professional journals, writing for real audiences, and engaging in discipline-specific research, can foster more meaningful and transferable learning compared to traditional, decontextualized literacy instruction. By designing reading and writing tasks that mirror real-world practices, teachers can tap

into students' intrinsic motivations and encourage them to take a more active role in their own learning.

Using authentic materials, students can engage with real-world texts and develop a deeper understanding of how language is used in various contexts. These materials provide the opportunity for students to analyze and interact with genuine examples of writing, allowing them to develop critical literacy skills such as understanding author's purpose, evaluating credibility of sources, and making connections between their own lives and the texts they read (Buchenot & Roman, 2019). Using authentic materials in teaching reading and writing helps students develop their language proficiency and critical thinking skills. This not only enhances their ability to comprehend and analyze texts, but also prepares them for real-world reading and writing tasks they will encounter outside of the classroom. By using these diverse sources to inform teaching practices, educators can create a rich and authentic learning environment that fosters student progress in writing and accelerates their overall language development.

By using authentic materials in teaching reading and writing, educators can create a meaningful learning experience that connects students with real-world texts, fosters critical literacy skills, and prepares them for success in their academic and professional lives (Mara & Mohamad, 2021). Furthermore, the use of authentic materials in teaching reading and writing allows for a more contextualized and relevant learning experience. Students are able to see the direct application of their reading and writing skills in real-world situations, which enhances their motivation and engagement. Using authentic materials in teaching reading and writing allows students to develop their critical literacy skills and connect with real-world texts. It also helps them understand how language is used in different contexts and prepares them for real-world reading and writing tasks. Incorporating authentic materials in teaching reading and writing helps students develop critical literacy skills, prepares them for real-world tasks, and fosters independent

thought and creativity. Incorporating authentic materials in teaching reading and writing helps students develop critical literacy skills, prepares them for real-world tasks, and fosters independent thought and creativity.

### **Social Constructivism Perspective**

In the perspective of constructivism, learning can take place by constructing knowledge through active engagement and interaction (Fixen, 2024). In this approach, students are encouraged to actively construct their understanding of reading and writing by engaging with real-world texts and applying their knowledge in meaningful contexts. Teaching reading and writing through a constructivist perspective involves providing students with authentic materials that reflect the complexity and diversity of real-world texts (Gallery, 2024). These materials should be relevant to students' interests, experiences, and cultural backgrounds to promote engagement and facilitate the transfer of skills to real-life situations. Using authentic materials also helps students develop a sense of ownership and agency in their learning, as they can see the direct relevance and application of reading and writing in their daily lives.

### **Social Interactions and Cultural Context**

Social constructivism further emphasises the role of social interactions and cultural contexts in the process of learning. When teaching reading and writing, the use of authentic materials can help students understand the social, cultural, and historical contexts in which texts are produced and consumed. By analysing the perspectives, biases, and ideological underpinnings of various texts, students can develop a more nuanced understanding of how language is used to construct and communicate meaning within specific social and cultural frameworks. Engaging with authentic texts also allows students to grapple with complex ideas, develop their own viewpoints,



and participate in meaningful discourse, all of which are crucial for cultivating critical literacy skills.

The notion of material authenticity in teaching reading and writing is closely aligned with the principles of social constructivism, a learning theory that emphasises the role of social interaction and cultural context in the construction of knowledge. Learning is the construction of knowledge in social interactions and cultural context (Xia et al., 2024). From a social constructivist perspective, language acquisition and development are inherently social processes, shaped by the contexts in which they occur. This view challenges the traditional notion of language as a purely cognitive and individual phenomenon, and instead, recognizes the importance of the sociocultural environment in shaping language use and meaning-making.

## **Meaning Negotiation**

Meaning negotiation between readers and writers also play an important role in the process of learning reading and writing. Incorporating authentic reading and writing tasks that require students to collaborate and get involved in discussions can enhance their understanding of how language is used to convey ideas, persuade audiences, and construct shared knowledge within a community of learners. This approach not only fosters a sense of agency and ownership in the learning process but also prepares students for the real-world demands of effective communication and collaboration (Fatkurochman, 2019).

According to sociocultural theory, language is a tool for mediating thought and learning, and it is through social interaction that individuals internalise linguistic and cultural knowledge. In the context of language teaching, this suggests that the use of authentic materials, which are grounded in real-world contexts and social interactions, can provide valuable opportunities for students to engage in meaningful communication and construct their understanding of the target language and culture. By exposing students to authentic language

use, educators can foster the development of communicative competence, critical thinking skills, and cultural awareness – all of which are essential for effective language use in real-world settings.

## **Authenticity in Teaching Reading and Writing**

Authenticity in teaching reading and writing refers to the use of real-world texts and materials that reflect the language, content, and style that students will encounter outside of the classroom (Ramezanzadeh & Rezaei, 2019). These materials are not simulated or contrived, but rather represent genuine examples of reading and writing in various contexts. This authenticity helps students develop the skills and strategies needed to navigate and understand texts in the real world, as well as to produce their own written work that is appropriate and effective in different academic and professional settings. Using authentic sources in teaching reading and writing ensures that students are exposed to real-world language use and helps them develop the skills necessary for academic and professional success.

From the perspective of social constructivism, the notion of authenticity in language teaching is closely tied to the idea of situated learning, where learners actively construct their understanding of language through engagement with authentic communicative tasks and interaction with proficient users of the target language. Simplified texts that gradually approximate authentic texts may be more pedagogically appropriate for some learners, while others argue that all levels of students can learn from authentic materials if texts are carefully chosen.

## **Teaching Materials Authenticity**

According to Tomlinson (2011), language learning materials encompass a wide range of resources that contain language expressions and can be utilised for teaching or learning purposes. Examples of these materials include printed sources, such as newspapers, food wrappers, and photographs; electronic

resources, such as those available on CDs and DVDs; and live materials, such as the instructor's voice, the speech of native speakers, or conversations in real-time electronic media broadcasts. Additionally, language teaching materials may include interactive tasks, like activities on cards, group discussions, and other forms of communicative engagement between learners.

Using authentic materials in teaching languages in classrooms is beneficial (Wu, 2024). Ciornei and Dina (2015) suggest educators use authentic text to support language teaching. They define authentic text as non-pedagogical texts, including realia, that are used to facilitate learners improve their communicative and cultural competences. Authentic texts are not simulated or contrived, but rather represent genuine examples of reading and writing in various contexts (Ikhsanudin, 2024). Using authentic materials helps students develop the skills, strategies, and critical thinking necessary for engaging with real-world texts, both in terms of comprehension and production.

## **Benefits of Authentic Materials**

The use of authentic materials in teaching reading and writing has been supported by a growing body of research. Incorporating authentic literacy activities into science instruction helped students develop a deeper understanding of scientific concepts and improved their overall reading comprehension and writing skills. The use of authentic materials in EFL classes emphasised the importance of building students' background knowledge and engaging them with texts that are meaningful and relevant to their lives (Ryandani et al., 2018). This approach helps students develop the necessary language skills, cultural awareness, and critical thinking abilities to function effectively in real-world contexts.

Additionally, the use of authentic materials has been shown to increase students' motivation and engagement in learning. When students are presented with texts and writing tasks that

reflect their lived experiences and the world outside the classroom, they are more likely to invest their time and effort in the learning process. This, in turn, can lead to improved academic performance and the development of lifelong learning skills.

## **Implementing Authentic Materials in the Classroom**

Integrating authentic materials into the teaching of reading and writing requires careful planning and consideration of the specific learning objectives and needs of the students. Teachers can begin by identifying authentic texts that are relevant, engaging, and appropriate for the targeted proficiency level (Sumarsono et al., 2017). Once authentic materials are selected, teachers can design reading and writing activities that encourage students to critically analyse the texts, engage with the content, and produce their own written work in response.

At least there are four big steps that can be used to implement authentic materials in the reading or writing class that are designed under social constructivism pedagogical approach.

- 1) Building students' prior knowledge and helping them get access to the authentic texts by giving them pre-reading and pre-writing tasks.
- 2) Giving scaffolded reading and writing activities that gradually increase in complexity, allowing students to develop the necessary skills and strategies.
- 3) Providing tasks or projects that encourage students to discuss, interpret, and negotiate meaning with their peers collaborative writing tasks that require students to work together to produce authentic written work.
- 4) Offering opportunities for students to reflect on their learning and apply the skills they've developed to real-world contexts.

By integrating authentic materials and activities into the teaching of reading and writing, educators can help students

develop the language, critical thinking, and communication skills necessary for success in academic, professional, and personal settings.

## **Basic Notions of Reading and Writing Material Authenticity**

By combining discourse studies and social constructivism theory, the authenticity of reading and writing materials in language learning can be better understood. Integrating the concept of textuality as authenticity into teaching practices enables educators to guide students in critically analysing and comprehending the true nature of the texts they encounter. By incorporating textuality into the selection and analysis of authentic materials, educators can empower students to develop a more nuanced and critical understanding of the complexities inherent in real-world communication (Guarinello et al., 2023). This approach encourages students to move beyond the surface-level features of texts and engage with the deeper, contextual factors that shape the production, dissemination, and interpretation of written and spoken discourse (Antia & Vogt, 2022).

This approach not only promotes deeper engagement with language but also enhances students' abilities to navigate and interpret the complexities of real-world communication. Additionally, it encourages the development of a sophisticated awareness of the influence of different contexts on language use, preparing students for effective engagement with various forms of written and spoken communication in academic and professional settings. Incorporating textuality into the selection and exploration of authentic materials enriches the teaching of reading and writing, providing a comprehensive understanding of the intricate nature of language and communication.

## **Cohesion and Coherence**

The issue of cohesion and coherence refers to the fact that it is related to logical and linguistic unity. Texts exhibit cohesion through linguistic devices such as conjunctions, transitions, and pronouns that connect ideas and create a sense of flow (Kim et al., 2023). Coherence refers to the overall meaningfulness and logic of a text. Educators can help students analyze how authentic materials achieve cohesion and coherence to effectively convey ideas and information (Ramot, 2024). Cohesion relates to vocabulary and grammar, manifested through cohesive devices, while coherence involves the conceptual relationships that underlie the surface text, creating overall meaningfulness and logic. Understanding these concepts helps students see how ideas are connected and meaning is conveyed in a text.

## **Intentionality, Acceptability, and Informativity**

Intentionality, acceptability, and informativity are three elements (that) shape the production and reception of authentic texts. Intentionality refers to the text producer's purpose and attitude, while acceptability concerns the recipient's willingness and ability to engage with the text (Raffy & Klaus, 2024). Acceptability is linked to how well an extracted element or text fits the context or discourse (Abeillé et al., 2020). Informativity addresses the degree to which the text's content is new or expected for the reader (Rohde et al., 2021). By examining these aspects, students can understand the complex motivations, assumptions, and power dynamics underlying authentic materials. Educators can guide students in analyzing how these factors influence text construction and interpretation, preparing them for real-world communication.

## **Situationality and Intertextuality**

Situationality refers to factors that make a text relevant and meaningful within a specific context (Song, 2010), while intertextuality encompasses relationships between a text and other texts, evoking, referencing, or building upon one another (Farrelly, 2020). Considering these aspects, students can appreciate how authentic texts are shaped by and shape broader social, cultural, and historical contexts. Educators can help students examine how situationality and intertextuality contribute to the meaning and significance of authentic materials, equipping them to critically engage with a wide range of written and spoken communication.

By integrating these elements into language learning materials, students can develop a nuanced understanding of how authentic texts are constructed, conveyed, and interpreted. This comprehensive approach supports the development of critical thinking and effective communication skills, essential for navigating complex real-world contexts.

## **Developing Reading and Writing Materials Using Authentic Texts**

To implement a social constructivist approach to teaching reading and writing using authentic materials, educators can do the following.

- 1) Carefully select a variety of authentic texts (e.g., news articles, blog posts, academic papers) that are relevant to the students' interests and learning objectives, such as news articles, blog posts, research reports, or literary works (Mirza & Gottardo, 2023).
- 2) Design learning tasks and activities that encourage students to critically analyze the linguistic and textual features of the authentic materials, such as the purpose, audience, context, and rhetorical strategies (King, 2023/05//).

- 3) Facilitate collaborative discussions and meaning-negotiation sessions where students can share their interpretations, challenge assumptions, and co-construct understanding of the authentic text (Jing et al., 2021/10//).
- 4) Incorporate explicit instruction on the socio-cultural and linguistic conventions of the target language, using the authentic materials as a springboard for discussion and learning (Jia et al., 2023).
- 5) Provide scaffolding and support, such as pr-reading activities, vocabulary development, and guided writing exercises, to help students navigate the complexities of the authentic (O'Grady & Lyons, 2024).
- 6) Encourage students to apply their learning to the production of their own authentic texts, such as essays, reports, or creative writing, drawing on the linguistic and rhetorical strategies they have observed in the authentic materials (Shi, 2024).

By implementing these strategies, educators can create a dynamic and engaging learning environment that empowers students to become active and autonomous learners, capable of navigating the diverse range of texts and genres they will encounter in academic and professional contexts.

Reading and writing are complementary language skills that benefit from authentic materials in real-world social interactions. Using authentic materials in teaching these skills aligns with a social constructivist approach to language learning, allowing students to engage in meaningful communication, negotiate meaning, and build their understanding of the target language and culture.

The use of authentic materials has several advantages: they are more motivating and engaging, expose students to real-world language use, and help develop effective communication skills beyond the classroom. Additionally, authentic materials promote



learner autonomy and enhance communicative abilities. However, it is crucial to accompany their use with appropriate pedagogical strategies and scaffolding to help students navigate the complexities of real-world language use.

A social constructivist approach in teaching reading and writing with authentic materials encourages active engagement, collaborative meaning-making, and the development of critical thinking skills. Integrating authentic materials within this framework supports the holistic development of language proficiency, cultural awareness, and communicative competence, preparing students for success in diverse academic and professional contexts.

By combining social constructivism and textuality elements (cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality), educators can create a learning environment that fosters students' abilities to critically engage with real-world texts and understand language use in various social and cultural contexts. This approach not only improves reading and writing proficiency but also equips students for successful academic and professional communication. However, further research is needed to determine if every element of textuality is essential for developing reading and writing teaching materials. We also need comprehensive development research to create instruments for teaching materials that incorporate authenticity and a social constructivist pedagogical approach.

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## 17. Mastering Context Clues: Strategies for Guessing Unknown Words in Academic Reading

Titis Kris Pandu Kusuma

One of the most obvious and challenging talents to acquire is reading comprehension. In fact, questions based on reading comprehension are included in most standardized tests. Reading comprehension requires skills such as finding the main idea, making inferences, determining the author's purpose, and understanding familiar and unfamiliar vocabulary. Linse and Nunan (2005) define reading as recognizing the printed word and deriving its meaning. Through reading, someone receives a lot of information that is contained in the text. In line with that statement, Harmer (2007) claims that reading has a good effect on pupils' sentence construction, pronunciation, and writing skills. It could also be said that the reading of texts can be used as a source of inspiration for the writing of texts. It is possible that reading skills could help students to master another valuable skill for language acquisition.

There are a number of reading texts such as descriptive, narrative, recount, anecdote, procedural, and report (Mogea, 2019). When we read long and complex texts in English, we may come across some new words whose meaning we may not know yet. For some Indonesian students, however, they still need help to understand the text (Marzuki et al., 2018; Prihatini, 2020; Hakim et al., 2022). Additionally, the results of policy research financed by the Ministry of Education and Culture revealed that students in Indonesia had comparatively poor reading skills (Faizah et al., 2016; Rombot et al., 2020).

There are several reasons for this. The first of these is a lack of vocabulary (Anggara, 2021). Students with limited vocabulary will have difficulty reading because they have to deal with an unfamiliar word in the text they read every day, either in learning or in examinations. Consequently, they will not get the full meaning and information of the text. A study by Maysarah and Rahmah (2013) showed that students have difficulties when they lack vocabulary. Based on their observation in SMPN 1 Binjai, the students had difficulties in reading texts that contained words that were unfamiliar to them. Another factor that causes students to have challenges in reading was proved in a study by Utama (2019). In her research, she found that the students were passive and that they were not interested in reading the material in the English language. Hence, their reading comprehension skills are low.

Students or readers, especially if they have difficulty reading texts containing unfamiliar words, may be tempted to open a dictionary every time they see an unfamiliar word. However, if they open the dictionary every time they see a difficult word, it will take time. They will not get to the end of the reading. To do this, we need a strategy for guessing the meaning of difficult words. When we come across a difficult word, we ask ourselves: "Is it very important for me to know the meaning of this word? If the answer is no, ignore the word and do the rest of the reading. If we feel that the word occurs often or is repeated, it means that these difficult words are keywords in reading, so we have to confirm the correct meaning with the help of a dictionary (a monolingual dictionary is recommended) so we can continue reading.

A common challenge in academic reading is encountering unfamiliar words. While readers may be tempted to rely on dictionaries, a more effective strategy is to use context clues - an approach that enables readers to infer the meaning of unfamiliar words from the surrounding text. Some strategies for guessing difficult words without the help of a dictionary are to pay attention to the clues given by the context. In order to understand

the text, you need to know the meaning of each word in the text. This is because sometimes the unfamiliar word may be necessary, but we choose to ignore it. Otherwise, the reader will not get the full sense of the text. Therefore, one of the solutions to this problem is the discovery of the meaning of words through context clues. Context clues, as stated by (Roell, 2020) are simply hints or additional information the author provides that can help you understand the meaning of a particular word or phrase. These clues can be found in the same sentence as the vocabulary word or in a different place in the passage, so be on the lookout for them whenever a new term is presented.

In addition, several experts shared their understanding of the strategy of contextual cues. Innaci and Sam (2017) argue that context clues are clues the author offers in the text, either purposefully or unintentionally, to assist readers in grasping a problematic or unfamiliar term. Johnson (2008) supports that statement. He defines context clues as finding out what a word means by examining what makes sense in the context of the sentence. So the phrase "what makes sense in the sentence" means that the reader will identify the clue that surrounds the unknown word and will guess the words that are suitable for interpreting the unknown word. They can be used to infer the meaning of the word. Helev (2005, as cited in Azhar and Ningsih, 2019), also claims that context clues are a way of discovering the meaning of words that are not explicitly spelled out in the text. In addition, if the reader knows the context or situation, they may be able to guess the possible message in the word. When a reader applies these clues, it is true to say that they are adopting contextual clues.

One type of context is the immediate context. This is the sentence in which the difficult word appears and the words before and after it in the same sentence. Consider the wider context, the sentences before and after. Then, consider word structure, such as prefixes and suffixes. Guessing unknown words can be a useful strategy for improving your vocabulary and comprehension. When you come across an unfamiliar word,

you can try to deduce its meaning from contextual clues, such as the words or phrases that surround it. According to Innaci and Sam (2017), context clues are divided into four categories, there are synonyms, antonyms, examples, explanations, or definitions that might be provided in the text.

In addition, we should consider the tone or mood of the passage, as well as any visual clues, such as illustrations or diagrams, that might provide clues to the word's meaning. If we are still hesitant, we can make an educated guess based on the context, and then confirm the meaning of the word by looking it up in a dictionary at a later stage. Over time, practicing this skill can help us become more adept at figuring out unfamiliar vocabulary.

There are various advantages and disadvantages to implementing this strategy. Uzer (2019) explains the benefits of using context clues. It is intended for vocabulary acquisition, it stimulates the critical thinking of the reader, it takes less time than opening a dictionary for a critical reader, and it can help to define the meaning of a polysemous word depending on the context. The first one is the intention of the acquisition of the vocabulary. In order to understand the sentence, vocabulary mastery becomes a crucial thing that we should have. Context clues are supporting sentences that give us the meaning of the words we do not know. Therefore, we can use the strategy of context clues when we have a limited vocabulary. In addition, the benefits gained from the context clues strategy are that readers can read and understand common words without the need for precise definitions; generic meanings allow them to continue reading most of the time (Khanfar, 2018). Then, Innaci and Sam (2017) also mentioned that the context clue strategy helps the reader to resolve the ambiguity when faced with a word with multiple meanings or a polysemous word based on the context. Polysemy is words or phrases that are different but related in some way. Looking at the etymology of words helped to identify polysemy. However, there were other solutions as well because polysemy is a vague concept of association.

## Strategies for Guessing Difficult Words Without the Help of a Dictionary

According to Sheldon Smith quoted from the EAP Foundation entitled *Guessing Unknown Words* shares several strategies for guessing difficult words without the help of a dictionary: The strategy is to pay attention to the immediate context, then consider the wider context, then the last refer to the word structure. The following is a brief explanation of these strategies.

Immediate context refers to the word, phrase, or sentence that immediately surrounds a particular word or passage in the text. It is like zooming in on a specific section of text to understand the meaning within that smaller context. By examining the immediate context, readers can often find clues to understand the meaning of an otherwise unfamiliar word, phrase, or concept (Grabe & Stoller, 2013).

Example:

"Although the company's income from sales was higher than expected, its high costs in the form of salaries and other overheads put it in a detrimental position."

Suppose you don't know what the word "detrimental" means. By looking at the clues in the sentence (immediate context), you can guess:

- The word may be an adjective because it comes before the noun ("position").
- The word may be negative because it refers to "high costs," which is not good for a business.
- The word may be negative because the sentence begins with "although," making the second clause the opposite of the first ("high revenues" are beneficial for an organization).
- The closest guess for detrimental is "disadvantageous" or "bad" (Klingner et al., 2007).

## Wider Context

The wider context includes a broader range of information beyond the immediate surroundings of a word or passage in a text. It involves considering the larger context of the entire document, including its theme, purpose, and audience (Harmer, 2007). This perspective allows for a more complete interpretation of the text, considering factors like the author's intentions or historical background (Uzer, 2019).

Example:

"Although the company's income from sales was higher than expected, its high costs in the form of salaries and other overheads put it in a detrimental position. This was one of the main reasons why the company folded. This put all two hundred of its employees out of work."

Suppose you don't know what the word "folded" means. Here, you consider the wider context:

- It is possible the word has a negative connotation because of the company's "unfavorable position."
- The term "folding" could imply stopping operations since the subsequent sentence mentions employees becoming "unemployed."

According to the dictionary, "to fold" means "to fail completely or to collapse." The wider context allows the meaning to be inferred more accurately (Hakim et al., 2022).

## Word Structure

Word structure examines how words are formed, including morphological components like prefixes, suffixes, roots, and stems (Azhar & Ningsih, 2019). This method breaks down unfamiliar words into smaller, meaningful parts for easier comprehension.

Example:

The word "disadvantageous" can be broken down into:

1. Prefix: *dis-* (negative, meaning "not" or "opposite").

2. Root: *advantage* (benefit or positive condition).
3. Suffix: *-ous* (indicating an adjective).

Based on this analysis, the word likely means "not advantageous," or "bad." This approach enables better understanding of complex vocabulary (Grabe & Stoller, 2013).

## Types of Context Clues

According to Innaci and Sam (2017), context clues can be categorized into four types: **definition**, **synonym**, **antonym**, and **example**. These clues provide valuable hints for inferring word meanings.

### 1. Definition Clues

Authors often define or describe a new word in the same or the next sentence.

Example:

"The film was only a B-movie, that is, a low-budget movie, but many people love it."

Here, "B-movie" is directly defined as "a low-budget movie," making the meaning clear.

### 2. Synonym Clues

Synonyms or equivalent words are used to clarify meanings.

Example:

"The house has a detached garage, separated by a small garden."

The synonym "separated" explains that "detached" means "separate."

### 3. Antonym Clues

Opposite meanings are used to provide context.

Example:

"In contrast with his slim brother, Thomas is quite corpulent."

The phrase "in contrast" and the description of the brother as "slim" suggest that "corpulent" means "fat."

#### 4. Example Clues

Examples help to clarify meanings.

Example:

"Pedagogical institutions, including high schools, kindergartens, and colleges, require community support to function efficiently."

The word "pedagogical" is explained by examples of educational institutions (schools and colleges).

As the word "clue" implies, clues require some thought. To get the full meaning of a word, we have to play a bit of detective by putting all the clues together. This is often a combination of two or more different types of context clues to reveal different aspects of the meaning of a word. Readers might look at the immediate context, that is, the sentence in which the difficult word appears, as well as the words before and after it in a sentence. Then pay attention to the wider context, namely the sentences before and after. After that, look at the word structure, for example, prefixes and suffixes. As well as looking at the immediate or wider context, there are several types of clues or hints that writers often use to explain a new word, namely definition or description, synonyms, antonyms, and examples. Their identification is the basis for understanding the meaning of phrases and the meaning of new words. The good news is that one of the most important reading comprehension skills, understanding vocabulary, can be easily mastered using a tool that is always at your fingertips - context. We could understand any new vocabulary term just by looking at the context around it. By looking at the elements of a passage, an unfamiliar word would be made explicit in its meaning.



For this reason, we would never have to memorize every single word in a text. We only need to remember how to use context clues. Mastering context clues is not only beneficial for standardized tests but also crucial for becoming independent learners and effective researchers.

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## 18. Volunteering and Reflective Practice: Constructing Professional Identity in Academic Reading and Writing

Sitti Nurfaidah

“The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you have lived and lived well.” – Ralph Waldo Emerson, *The Conduct of Life*

**A**s an educator dedicated to English language teaching (ELT) and volunteering in academic settings, my professional journey has been marked by reflective practice and volunteerism, particularly within the academic context of reading and writing. Throughout my career, from my early experiences as an EFL teacher to my ongoing support of colleagues and students in academic writing, reflection has played important role in refining my teaching philosophy. This chapter aims to illustrate how my involvement in voluntary activities has not only enriched my professional identity as an English teacher but also deepened my commitment to academic service.

Volunteering in academic reading and writing settings has become increasingly prevalent in recent years (Dixon et al, 2023). This trend, driven by the growing recognition of collaboration’s role in academic success, often involves assisting peers with reading journal articles, reviewing research drafts, and offering writing feedback (Karna & Ko, 2013). For volunteers, these activities provide exposure to diverse perspectives and a deeper understanding of scholarly communication (Bankier, 2022). Reflective practice, through a continuous process of self-

observation and evaluation (Cirocki & Widodo, 2019; Mann & Walsh, 2015), has also been integral to improving my teaching methods and guiding my voluntary contributions (see Meilani et al., 2022; Nurfaidah, 2016; 2018b; 2018c; Nurfaidah et al., 2017).

In this chapter, I will explore how these experiences have constructed my professional identity. Specifically, I will show how volunteerism has strengthened my empathy, patience, and commitment to academic excellence, while reflective practice has fostered an ongoing journey of self-improvement in both teaching and mentoring. By combining reflective practice with volunteerism, I have gained insights into the role of service in shaping an educator's career.

## **Unveiling Academic Literacy: My Journey through Reflective Practice and Volunteering**

My academic journey in the realm of English language education has been characterized by continuous growth, reflection, and transformation (Spinelly & Horner, 2006). As a pre-service teacher at Universitas Halu Oleo in the early 2000s, I was introduced to the foundational theories of language acquisition and pedagogy. Immersing myself in reflective journaling and peer discussions, I developed an early appreciation for the nuances of teaching English as a foreign language. These formative experiences were not without their challenges, as I navigated the nervous excitement of stepping into a classroom for the first time (Nurfaidah, 2018a; Sammephet & Wanphet, 2013). During my early teaching practice, I discovered the importance of adaptability and student-centered learning, which laid the groundwork for my professional development (Alshraah et al., 2023; Triyoko, 2012).

The desire to refine my teaching methods through reflection continued when I graduated from the University of Sydney with a major in TESOL in 2005. Stepping into a full-time teaching role at Universitas Muhammadiyah Kendari, I was

filled with a mixture of enthusiasm and apprehension (Hargreaves, 2000). I quickly realized that teaching went beyond delivering lessons—it involved engaging students, managing the classroom effectively, and continuously seeking ways to improve my practice (Lieberman & Miller, 2001). My early teaching experiences were marked by this ongoing pursuit of improvement, as I sought out academic journals and attended workshops to stay current with developments in the field of language education.

A significant turning point in my journey came when I took on the role of a mentor at the Learning Motivation Centre. It was here that I initiated a weekly reading group to help students develop their academic reading and writing skills. Each week, a different student would present a research article relevant to their field, summarizing key points, methodologies, and findings. As their guide, I encouraged them to critically analyze the texts, question assumptions, and consider alternative interpretations. Over time, I saw a marked improvement in their comprehension and critical thinking abilities. This experience deepened my commitment to fostering independent learning and highlighted the importance of collaboration and reflection.

In 2009, as I transitioned into a teacher educator role at Institut Agama Islam Negeri (IAIN) Kendari, my focus shifted towards mentoring the next generation of educators (Corbett, 2016). Teaching courses in academic reading and writing, I became increasingly aware of the need to stay abreast of current trends and challenges in English language teaching. I began engaging more deeply with academic literature, reviewing scholarly articles and research studies to incorporate the latest pedagogical strategies into my teaching (Silver et al., 2019). This period marked a pivotal moment in my career, as I realized the importance of being a lifelong learner. Embracing lifelong learning allowed me to design more effective workshops that introduced pre-service teachers to innovative methods of academic literacy instruction (Jarvis, 2004). By sharing practical techniques and insights from recent research, I aimed to equip

my students with the skills necessary for success both in their studies and in their future careers as educators. These experiences reinforced my belief that teaching is about more than just imparting knowledge—it is about empowering others to reach their full potential.

Reflecting on these early experiences, I have come to understand the critical role that flexibility and attentiveness play in teaching (McLean et al., 2023). Being responsive to the needs of my students and colleagues was a lesson I learned early on, and it has guided my teaching philosophy ever since. Volunteering in academic reading and writing settings added another layer to my professional development, providing me with invaluable insights into the challenges faced by both students and educators (Whillans et al., 2016). Whether assisting colleagues with their research drafts or guiding students through complex journal articles, these voluntary efforts helped solidify my commitment to fostering a supportive and collaborative learning environment. I realized that by working closely with students and colleagues, I was able to see firsthand how small acts of support could lead to significant academic and personal growth.

One of the most profound impacts of volunteering on my professional identity came through the realization that teaching is not a solitary endeavor. By volunteering to help others, I could strengthen my own skills and contribute to the growth of my academic community. In particular, providing feedback on research drafts and helping students navigate academic writing conventions reinforced my belief in the importance of peer support. These experiences highlighted the idea that learning is a reciprocal process, where both the teacher and the learner benefit from collaboration (Cagatan & Quirap, 2024). This realization has shaped my approach to teaching, emphasizing the importance of empathy, flexibility, and continuous learning. Therefore, volunteering has played a key role in shaping my philosophy of education.

## **Deconstructing Reflective Volunteerism: My Professional Identity Construction from Novice to Expert in Academic Literacy**

Reflective practice has been an essential element of both my teaching and volunteering toolkit, guiding me in my journey from a novice educator to an expert in academic literacy. Incorporating reflective activities such as journaling, peer observations, and feedback sessions allowed me to critically assess my actions, celebrate successes, and address areas for growth (Brookfield, 2017). For instance, journaling became a vital tool in my professional development. After each volunteering session, I documented my thoughts, challenges, and reflections. This process helped me identify effective strategies and chart a course for continuous improvement (Stevens & Cooper, 2023). Moreover, during my master's and doctoral studies, I took an extensive volunteering role in academic reading and writing. I frequently helped my classmates navigate complex and relevant journal articles by guiding them through the process of identifying credible sources (Esparrago-Kalidas, 2021) and understanding research methodologies. This experience deepened my own understanding of academic literature (Grundig et al., 2023) and fostered a collaborative learning environment where we shared insights and supported one another's academic growth (Simmons & Singh, 2019). What started as helping others soon became a mutual learning process, where I learned to adapt my guidance based on the diverse academic challenges my peers faced.

Reflecting on my journey from a novice to an expert in academic literacy, some of the most impactful moments of growth came from helping colleagues and students with their research (Driscoll et al., 2009). I frequently conducted workshops where I demonstrated how to use research databases such as JSTOR, Google Scholar, and institutional repositories, where I focused on practical strategies like keyword selection, Boolean operators, and filters. Additionally, I organized one-on-



one consultations where I assisted individuals in refining their search queries and critically evaluating sources. These sessions reinforced my role as a mentor while helping me fine-tune my own research skills (Gusenbauer & Haddaway, 2020).

One of the key methods I employed in these workshops was the CRAAP (Currency, Relevance, Authority, Accuracy, and Purpose) test (Blakeslee, 2004) which help students assess the credibility of sources (Esparrago-Kalidas, 2021). While the test provided a structured framework, I noticed that it was most effective when paired with practical discussions on how to apply these criteria to real research. By encouraging students to think critically about the reliability of sources, I helped them build a solid foundation for conducting rigorous academic research. This practice helped me strengthen my own ability to evaluate sources and stay updated with current academic discourse and enhance my expertise.

The feedback I received from these volunteer experiences was a crucial aspect of my professional growth. Many students and colleagues expressed gratitude for the improvements they saw in their research projects, particularly in their ability to locate and critically assess seminal works. For example, one student remarked that my guidance helped broaden their literature review by uncovering important sources they had previously missed. Other colleagues noted that my advice on evaluating sources had refined their ability to discern fundamental studies in their field, which directly impacted the theoretical framework of their research (Grant & Osanloo, 2014). This feedback validated my efforts and made me realize how much I was growing professionally as a mentor and guide (Kenneth & Lomas, 2015). I could see myself transitioning from a novice educator to someone with a deeper understanding of academic research and pedagogy.

These experiences were about providing technical guidance as well as building meaningful connections with students and colleagues (Basham et al., 2016). I often found myself in situations where I needed to offer personalized support

because each person's research journey was unique (Patrick et al., 2013). This experience fostered me to develop greater empathy and patience, which became central to my teaching philosophy. Every challenge I encountered while volunteering—whether helping a student struggling with source credibility or advising a colleague on structuring their research—taught me the importance of flexibility and individualized support (Basham et al., 2016; Patrick et al., 2013; Simmons & Singh, 2019).

Moreover, through volunteering, I learned to cultivate a deep sense of responsibility for others' academic growth. Beyond technical growth, these experiences had a profound impact on my emotional and intellectual development. The act of volunteering and helping others succeed instilled a deep sense of fulfillment and reinforced my belief in the importance of service in education. Each time I saw a student's confidence grow or a colleague's research improve, I felt a renewed commitment to my role as an educator. The more I engaged in volunteerism, the more I realized that teaching is not just about imparting knowledge. It is about fostering an environment where everyone can learn and grow together.

Reflecting on my volunteering activities, I have deepened my understanding of academic reading and writing as well as transformed my professional identity. Volunteering has aligned my teaching philosophy with the core values of service, collaboration, and continuous improvement. Throughout this journey, I have learned that empathy and patience are essential in supporting students and colleagues through their academic challenges. However, the key to making volunteerism truly impactful lies in intentional reflection. By continuously reflecting on my experiences, I have been able to identify best practices, adapt to challenges, and refine my approach.

For educators looking to integrate volunteering into their professional development, the most important lesson I have learned is that reflection should accompany action. It will be helpful to regularly document experiences, whether through journaling or feedback sessions because it will provide valuable insights that can inform future practices. Additionally, volunteering should be approached not just as a service to others but also as an opportunity for mutual growth since the collaborative nature of these experiences could enrich both the volunteer and those being mentored. Finally, through this chapter, I encourage educators to actively seek out opportunities to mentor and support others in academic settings. Volunteering does not have to be grand. It can start with small acts, such as offering guidance on research projects or facilitating peer discussions. These seemingly minor contributions can have a lasting impact on both the mentor and the mentee. All in all, educators can enhance their own professional skills while fostering a supportive and collaborative academic community by approaching volunteerism with reflective mindset.

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