

2023 PNG UPDATE

'Resilience and Diverse Development'

Evaluating students errors in academic writing
for curriculum development

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Abstract

Academic writing is a skill that has to be learned and perfected over courses of academic learnings in different levels of schooling in society. Teaching and learning academic writing can be daunting and overwhelming when English is the language of instructions in the tertiary space. Interestingly, when English is not the first language for instructors, nor for recipients of a compulsory foundation Enrichment Course called the 'Communication and Life Skills' (CLS) at the University of Papua New Guinea (UPNG). The main purpose of academic writing is for one to have an opinion on an issue; provide support and well thought out reasons with evidence to justify one's stance. Furthermore, organisation, research and referencing skills, structure, language use, grammar, and form are also important features to developing good academic writing skills. However, one too many mistakes are often noted in the CLS students' academic writing at UPNG over the years. Hence, this paper investigates the types of academic writing errors made, and to evaluate how those errors can inform curriculum development for the CLS Course. Data is drawn from students' written essays (30 x), questionnaires (70 x), interview questions (7 academics who teach CLS) and document analysis (course textbook). Data analysis focuses on process writing, content and thematic analysis. Thus, this presentation aims to discuss preliminary findings, get feedback, and to be able to develop a model for teaching academic essay writing in the compulsory Enrichment CLS course that is supported from an evidence-based study.

Outline

- Introduction
- Literature Review
- Methodology
- Initial Findings
- Discussions
- Conclusion
- Way forward



Context

Resilience & Diverse development

- the capacity to withstand or to recover quickly from difficulties
- A process of growth to make a change of something etc.

English language of instructions (Tertiary education)

Academic writing (essay)

- Sustainable Education

Team teaching

- Compulsory Enrichment Course

Focus: Investigating CLS students essay errors

Research Questions

1. What type of errors are students making in their essay assignments?
2. Why are students making those errors in their essays?
3. How can the essay writing errors inform development of a reviewed CLS Curriculum?

Aim

- Generate discussions on the scholarships of academic essay writing skills & research.
- Test theoretical framework
(UPNG context)
- Welcome constructive feedback.



Literature Review

- Garnaut & Namaliu Report (2010)
Reform PNG Universities
- Widdo (2008)
EFL teaching context
- Joskin (2022)
Lack of staff PD
- Biggs (2012)
Constructive alignment in University teaching

Significance of presentation

Contributes to knowledge creation

- Inform classroom teaching,
 - i. Action research - Curriculum design /models.
 - ii. L2 teaching & learning theories.
 - iii. Tertiary levels of teaching, learning & research.

Contributes to developing theories

- Curriculum development (transferable findings)
- Pedagogical knowledge
- Content knowledge etc.

Methodology

- Qualitative case study.
- Constructivism lenses
- Multiple data collection methods.
(survey questionnaires, sample essays, curriculum analysis)
- Grounded Theory (inductive approach).
(Glaser & Strauss, 1967; Charmaz, 2006)
- Deductive approach.
- Content, thematic, document & document analyses
- Triangulation

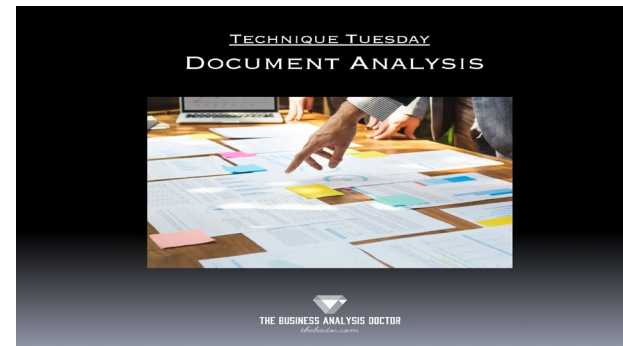
Sample document analysis

CLS QUESTION (2023)

Unemployment has been a problem in Papua New Guinea (PNG). The third quarter of 2020 saw a decline of 5.5 per cent in employment (The National Editorial, 7 February 2023). Every year, thousands of graduates find themselves among long lines of applicants even for a job not related to their degrees (The National, 6 February, 2023). What could the PNG Government do to improve employment opportunities for PNG graduates?

Marking Criteria – 25 %

Title	2 %
Structure	5 %
Content	10 %
Mechanics	5 %
References	3 %



Initial findings

RQ 1: What? Error types	RQ 2: Why? Reasons	RQ 3: How? Develop curriculum
<ul style="list-style-type: none">• Essay organisation & structure• Research & referencing skills• English language use, grammar vocabulary & form• Developing arguments (thought processes)	<ul style="list-style-type: none">• Not taught in secondary schools• Knowledge gaps Pedagogy & Content• Use of English in the social environment• Exam motivation (secondary level)	<ul style="list-style-type: none">• Academic essay writing skill• Essay structure• Referencing skills (in-text & final)• Professional development• Action research

Implementation framework (Joskin, 2013)

What?

Inputs into the system

Why?

How?

What?

Events within the system

Why?

How?

What?

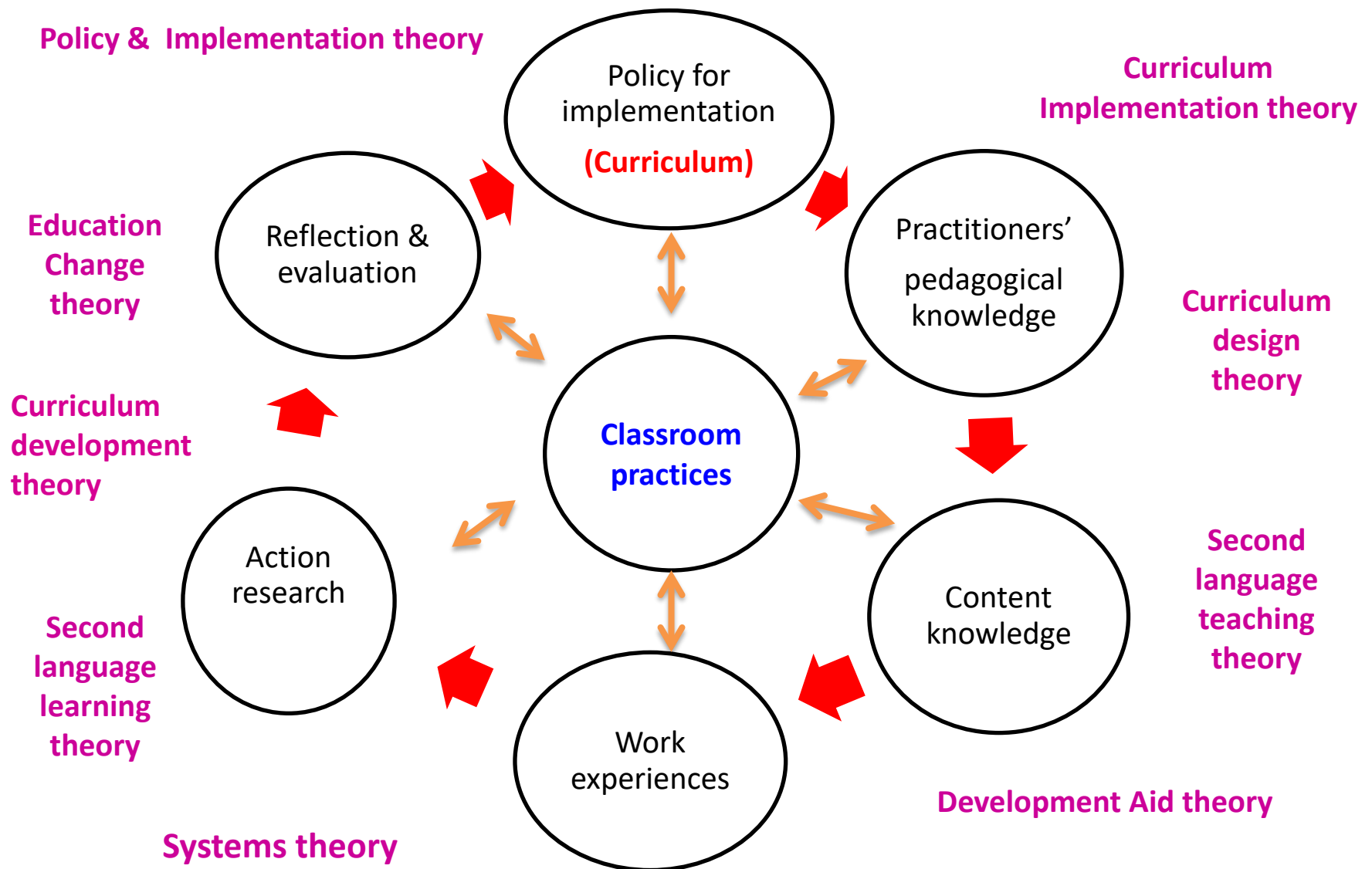
Outputs from the system

Why?

How?

University teaching, learning & research

Kibung framework (PD)



(Joskin, 2013)

Conclusion

The CLS academic essay writing skills has flaws that can be improved in the content, pedagogical and research fields of teaching here at the UPNG.

Education change begins with what teachers think and do

(Fullan, 2016)

Way forward

- Academics' training and development to be a priority for UPNG for purposes of achieving educational goals aligned with national & global requirements .
- Action research – inform educational practice, needs to be evidenced based rather than assumption based (Fullan, 2016, Biggs, 2012).

THANK YOU FOR
LISTENING



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