9:00-9:15am Welcome (AM105)

Panel session (AM105)
9:15-11:00am

Writing instruction at New Zealand's universities

Invited speakers will provide insight into writing instruction across New Zealand's universities.

Speaker 1: Dr. Rosemary Wette, Associate Professor, The University of Auckland
Speaker 2: Dr. Denise Cameron, Senior Lecturer, Auckland University of Technology
Speaker 3: Dr. Laura Gurney, Senior Lecturer, University of Waikato
Speaker 4: Dr. Lisa Emerson, Professor, Massey University
Speaker 5: Dr. Collin Bjork, Senior Lecturer, Massey University
Speaker 6: Dr. Rachael Ruegg, Senior Lecturer, Victoria University of Wellington
Speaker 7: Dr. Thuy Bui, Senior Tutor, Lincoln University

11:00-11:30am morning tea
Parallel sessions

Session A (AM105) 11:30-12:00	Session B (AM106) 11:30-12:00
Variability in the IMRD Structure of English Empirical Articles: A Cross-disciplinary Study	**Creativity vs. Conventional: Examining Language Materials and Their Effect on Lexical Complexity in Rural EFL Learners**
This study investigates the interdisciplinary variations in the macrostructures of IMRD-based English empirical research articles, revealing that the traditional IMRD structure is often modified across different fields. Analysis of 150 articles from high-impact journals in physics, petroleum engineering, social science, and education highlights significant structural differences.	This study used the Adapted Alternating Treatment Design (AATD) to compare the effects of textbook-based materials and creatively adapted materials on the lexical complexity and L2 writing development of 120 students. Results showed that creatively adapted materials significantly improved lexical diversity and sophistication in L2 writing, especially for students with lower initial proficiency.
Li He (Helios), Victoria University of Wellington	Kailing Zhou, The University of Auckland
12:00-12:30	12:00-12:30
How do students learn to communicate with a public audience outside their discipline?	**The perceived effects of undergraduate writing courses on postgraduate students**
This talk reports on a study of the stance and engagement features in a Biology master's student assignment. These assignments foster students' ability to communicate research findings to a broader public. Their ability to project an authoritative persona and make connections with their audience are investigated in this talk using Hyland's (2018) model of interactional metadiscourse.	Research indicates that undergraduate writing courses may not benefit high-performing students; however, this effect has been studied only at the undergraduate level. We explored the role of undergraduate writing courses on the postgraduate writers—with data indicating such courses do not enhance writing ability but do reduce areas of writing difficulty.
Dr. Jean Parkinson, Victoria University of Wellington	Dr. Robby Nadler, Victoria University of Wellington

Session A (AM105) 12:30-1:00	Session B (AM106) 12:30-1:00
Academic authorial voice in applied linguistics: Subdisciplinary, paradigmatic and diachronic variation patterns The present study aims to explore the similarities and differences in the use of hedges, boosters and attitude markers across the subdisciplines, the research paradigms and the decades. For this research purpose, a computational text analysis approach to genre-specific language (comprised of both statistical analysis and item-level textual analysis) was conducted based on the self-built corpora. Xiao Xue, University of Otago	**Facilitating L2 Writing Skills Through Peer Collaboration on WeChat: Insights from Low to Intermediate Proficiency Students** This study explores peer-assisted learning in L2 writing tasks among low to moderate proficiency sophomores using WeChat, highlighting significant content contributions and emotional support among peers. Rui Ma, University of Otago

1:00-2:00 Lunch
Parallel sessions

2:00-2:30	2:00-2:30
Achieving Band 7 in IELTS Writing: Exploring the efficacy of test-taking strategies Preliminary discussion of the results of a research study on the effect of taught heuristics for ideas-generation on score gains for the 'Task Response' and 'Coherence and Cohesion' bandscores in Task 2 of the IELTS Writing subtest. Tish Kirkland, Victoria University of Wellington	**More than bias - a review of qualitative LLM research** An exploratory survey of research that investigates the discourse features of LLM-produced texts from qualitative and critical perspectives, in contrast to the computational lens of the majority of such research. Dr. Miriam Malthus, Victoria University of Wellington
2:30-3:00	2:30-3:00
Product vs. Product-and-Process Assessment in Collaborative writing: An exploratory investigation This research compared product vs. product-and-process assessment in collaborative writing. Findings showed that product-and-process assessment led to higher writing quality and improved collaboration among students. Dr. Ha Pham, Victoria University of Wellington	**Appearances can be deceiving: Comparing written news satire across the political spectrum** On the surface, news satire written from politically conservative and liberal views appear to use similar text structures (e.g., syntax, vocabulary). Analyses of latent topics using large language models however reveals that under the surface the content and topics of the satire differs in ways which reflect their underlying political biases. Dr. Stephen Skalicky, Victoria University of Wellington

Session A (AM105) 3:00-3:30	Session B (AM106) 3:00-3:30
Genre-based writing instruction in English argumentative writing: Developing L2 novice writers' generic structure, lexical-grammatical usage and cohesion This study investigates the English argumentative essays written by Chinese ESL learners under genre-based writing instruction. The findings indicate their writing development in terms of generic structure, lexical-grammatical usage and cohesion. Zishan Qin, University of Otago	**Large language model artificial intelligence and academic writing: challenges and opportunities** Generative artificial intelligence has profound implications for writing pedagogy. This paper discusses the implications of large-language model artificial intelligence for the teaching, learning, and testing of writing. Dr. Oliver Ballance, Massey University
3:30-4:00 Afternoon tea	
4:00-5:00 Farewell and ALANZ Writing SIG discussion (AM105)	

Abstract reviewers: Dr. Jean Parkinson, Dr. Rosemary Wette, Dr. Rachael Ruegg

Event sponsors: Applied Linguistics in Aotearoa New Zealand (ALANZ) and Te Herenga Waka – Victoria University of Wellington