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Academic writing skills in the eyes of university students of English and their teachers

ABSTRACT. Developing academic writing skills can often be seen as daunting, both for students and teachers, despite the fact that writing academic texts is an indispensable part of academic achievement. This problem, however, has not been sufficiently addressed in the literature. Thus, the main aim of the study was to explore the English philology university students' and their teachers' beliefs regarding academic writing skills in general and their experiences with writing academic texts in particular, as well as their attitudes toward the subject itself. The secondary aim was to see to what extent the students' opinions correspond with their teachers' perspective. There were three research questions: (1) What is the English students' attitude towards academic writing in general? (2) What do the students expect from an academic writing course? (3) What is the English teachers' perspective on and experience with teaching academic writing? In an effort to answer these questions a diagnostic survey was administered to both English university students (N = 67) and their teachers (N = 15), inquiring about their beliefs, experiences and attitudes. The results confirmed the hypothesis that academic writing is a challenging subject for both students and teachers alike – while the teachers struggle with formulating clear and viable objectives, the students struggle with a number of issues, from text analysis to motivation. In general, the attitudes toward academic writing can be classified as predominantly negative. The results of this mini-project are hoped to give a better insight into the needs and attitudes of both English students and their teachers towards academic writing and might help in identifying possible room for improvement in teaching academic writing skills.

KEYWORDS: academic writing, academic discourse, higher education.

1. INTRODUCTION

Writing, as a skill, is a complex and multilayered process that mobilizes resources and requires specific competences of a language learner. The end product of a writing process, which typically involves preparation, drafting and revision, should lead to a coherent text written within the conventions of a specific genre. Still, the primary objective of writing is not only to produce a text, but also to communicate a real message, by encoding it through the written communication channel.

It is undeniable that the ability to write academic texts is a crucial competence that is needed to effectively communicate ideas to the academic community. More importantly, an academic writing course is a subject that serves as a foundation for achieving the ultimate academic experience, as it introduces students to the new level of proficiency and requires skills that help them understand the essence of what it means to truly study a subject. Therefore, it seems interesting to explore whether this observation is shared by the new generation of English philology students and their teachers. The aim of the study presented in this article is, thus, to explore the beliefs and attitudes towards academic writing among the students and teachers of English philology in Poland.

2. CONCEPTUALISING ACADEMIC WRITING

Before delving into the intricacies of what makes academic writing a challenging skill to develop, it is important to state what academic writing constitutes as well as how it is defined and conceptualised by different scholars. Academic writing can be viewed from three distinct angles.

The first perspective on conceptualising academic writing takes a more formal approach, where the emphasis is placed on the rules, norms and conventions that govern the process of producing an academic text. Academic writing is thus reduced to a mere list of lexical and grammatical structures that are used to convey messages in an academic context. As an example, Hundarenko (2019) compiled a list of common mistakes made by 50 Ukrainian and Slovak academic writing students as a way to help teachers address such problematic cases, oftentimes related to grammar and sentence structure, in their courses. Indeed, focus on form and structure is in the centre of this category of definitions of academic writing, which represents what Hardwood and Hadley (2003) call a pragmatic approach to teaching English, as it focuses on the formal requirements of an academic text. Thonney (2011) attempted to provide characteristic features of the academic discourse by analysing 24 research articles to identify common, universal features of academic writing that constitute the academic genre. Six key academic writing conventions emerged from the analysis: 1) referencing other authors, 2) establishing the aim of the text, 3) using tentative language, 4) adopting the position of authority, 5) using phrases characteristic for the academic genre, and 6) grounding their writing in evidence. These conventions could serve as guidelines for academic teachers and their students in helping them develop academic writing skills. From this perspective, academic writing is taught according to the controlled writing methodology, which stresses accuracy and drills (Bacha 2002). In other words, academic writing is characterised

by the use of a different mode of communication, and the students are expected to cross the "lexical bar", defined as a "barrier that students need to transcend in order to move successfully from everyday ways of expressing meaning to the specialized, 'high-status' academic language" (Coxhead & Byrd 2007: 132).

The second category of definitions views academic writing through the prism of the reading-writing connection. From this perspective, writing is seen as a two-stage process, with deconstructing a text as the first stage, i.e. reading, and then reconstructing the text, i.e. writing (Badley 2009). Here, the emphasis is put on how academic texts are structured and why (Hyland 2008: 547), which corresponds with the rhetorical approach to writing, focusing on different types of pieces of writing and the sociocultural factors affecting those differences (Bacha 2002). Thus, teaching academic writing skills requires activating students' schemas (Hyland 2008) in an effort to accurately capture the meaning of the texts read by students, by means of synthesizing, paraphrasing and summarizing.

Finally, the third perspective accentuates the socio-cultural dimension of academic writing, as embedded in social constructivism. The process of producing academic texts is much more than using formal register and knowing the types of composition – it is seen as a social practice that connects the writer with the academic community; in other words, an academic text is seen as a way of communicating symbolic meaning (see Hyland 2008; Romova & Andrew 2011). Romova and Andrew (2011) compare the development of academic writing skills to learning about a new "culture", with distinct norms and conventions that need to be followed in order to be "accepted" by the community. In the Polish academic context, Niżegorodcew (2010) emphasizes the role of a supervisor in writing a diploma paper, claiming that this process allows students to form new identities and become members of the academic community. Indeed, academic writing can be seen as the act of identity formation, a process investigated also in the Polish academic context (see, e.g. Lehman 2014; Hryniuk 2018; Furman & Aleksandrzak 2023).

From the students' perspective, it all happens in negotiation and interaction with the supervisor, which points to the social dimension of academic writing. Indeed, according to Badley (2009), developing academic writing skills should involve discovery, dialogue and increased agency in taking control over the discourse. This socio-cultural dimension of academic writing aligns with the critical approach to teaching English for Academic Purposes in the sense that it recognises and addresses the dominance of the Anglo-Saxon academic discourse (Romova & Andrew 2011) in an attempt to promote more transformative and socially-constructed discourse (Harwood & Hadley 2003), where knowledge is not merely transmitted, but it is also exercised in, what Elton (2010: 152) calls, *tacit knowledge* (i.e. knowing in action).

3. WHAT MAKES ACADEMIC WRITING A CHALLENGING SKILL TO DEVELOP

The list of reasons why writing is such an unpopular and neglected skill is long (more in Łompieś 2018: 141). This problem should be considered from two perspectives: that of students and that of educators teaching academic writing.

Academic writing students are said to be struggling with the subject (Watson 2010), especially with understanding what is expected of them in an academic writing course (Elton 2010). Similarly, Grabowska and Zapłotna (2021: 127) observed that the students struggle with understanding the aims and purpose of writing activities. Different factors have been identified that might contribute to the issue, one of them being a negative experience with writing in high school (Chokwe 2013) and this negative experience impacting their attitudes towards writing (Fernsten & Reda 2011). Moreover, the high, often unrealistic, expectations based on the "native speaker criteria" (Gonerko-Frej 2014: 75) set by the teachers also contribute to the students' rather unfavourable attitudes. The negative connotations students have about the subject often translate into their fear of writing in general, as observed by Cheng (2004). Parker and Erarslan (2015) also report that even though the students see an academic writing course as important, they often consider it a boring subject. This might also be explained by the increasing attention deficits observed among the students (Łompieś 2018). All this might be compounded by the students' *underpreparedness* in academic writing (Chokwe 2013: 377), often caused by having poor access to literature and operating on limited resources, which might be the problem for those students with a less fortunate socioeconomic background.

But students are not the only group that struggles with the challenge of academic writing. The above-mentioned underpreparedness is also attributed to teachers, who often lack proper training and seem reluctant to teach the subject itself (Chokwe 2013). The lack of training includes little knowledge of language-in-use (Coxhead & Byrd 2007), as well as insufficient expertise in giving constructive feedback on students' products of academic writing (Elton 2010: 157), which might contribute to the vicious circle of negative experiences resulting in lower self-efficacy. In fact, it was concluded in *A report on the teaching of academic writing in UK Higher Education* (Ganobcsik-Williams 2004: 15) that the interviewed teachers focused predominantly on their students' weaknesses in their feedback sessions, ignoring what actually had been accomplished, which is an important component of constructive feedback. The problem with constructive feedback is doubled by the disappointment both teachers and students encounter when their high expectations are confronted with the harsh reality – students show low proficiency in academic writing (Chittum & Bryant 2014) and teachers

struggle to address and properly manage students' resistance to writing (Petric 2002: 21). Moreover, the teachers in Poland and abroad seem to be facing an increasing workload due to working with larger groups of students (see Ene & Hryniuk 2018: 21). The survey study presented below aims at verifying some of those issues.

4. UNIVERSITY STUDENTS' AND TEACHERS' PERSPECTIVE ON ACADEMIC WRITING – RESEARCH PROJECT

4.1. Research design

There is one major assumption behind this small-scale research study. It is best illustrated by Badley (2009: 215–216), who stated that

> [u]niversities should be critical spaces where we might shape and re-shape ourselves. We might hope, too, that they should also provide 'writing spaces' for us, staff and students alike, to exercise our own criticality, freely and openly, as we engage with the texts of others.

Undoubtedly, academic writing courses should be considered essential subjects that not only equip students with the tools used in their academic endeavours, but more importantly, that introduce them to the values of true academia. The question, however, is whether the assumption above is reflected in the classroom reality of an academic writing course. The main aim of this study was to address this issue, by formulating three research questions:

RQ1: What is the English philology students' attitude towards academic writing in general?

RQ2: What do the students expect from an academic writing course?

RQ3: What is the English philology teachers' perspective on and experience with teaching academic writing?

Two surveys[1] were designed to answer the above-questions: one targeting students and the other addressed to teachers with an experience in teaching academic writing. The student survey consisted of 12 items, 8 closed-ended and 4 open-ended questions inquiring about their attitudes, experiences, beliefs, expectations and self-assessed competences in academic writing. The teacher

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[1] The surveys can be accessed via the following links: https://docs.google.com/forms/d/17F8YoV4Of6Kr1m93rfphM5jA5vkFCBArWazw_gCh1gc/edit (students) https://docs.google.com/forms/d/e/1FAIpQLSdA3qlz7j3wE3gFHpq0MITr-ImtwqtKipdgyZiL1MFBEZ7s6A/viewform?usp=sf_link (teachers)

survey consisted of 11 items: 9 closed-ended and 2 open-ended questions, asking about their attitudes, experiences and beliefs on teaching academic writing skills at the tertiary level. The data collected via the closed-ended questions was analysed with basic statistical instruments; the data obtained through the open-ended questions was coded and subjected to thematic analysis following the premises of descriptive content analysis (see Krippendorff 2003; Saldana 2009).

The participants were reached at two major Institutes of English Studies in Poland. The student survey was administered to 67 English major students who had participated in an Academic English Writing course (56 MA students, 11 BA students). The course typically aims at developing skills considered useful in producing academic texts, such as paraphrasing, summarizing or note-taking. Secondly, and most importantly, such a course provides the foundation for writing diploma papers.

The teacher survey was administered to 15 academic teachers who had taught an Academic English Writing course at either BA/MA programmes or both. One person had had experience teaching academic writing to PhD students. The teachers varied in their professional experience working in academia: one person having worked less than 5 years, 6 teachers with moderate experience (6-10 years) and eight teachers with more than 10-year experience.

4.2. Results: The students' perspective

Regarding the students' attitude towards writing in general, as can be seen in Figure 1 below, the majority of the students (66%) claimed they liked engaging in writing activities in general. What is striking, however, is the fact that their attitude to writing academic texts is in stark contrast with the previous answer – 76% of the students admitted they did not like writing academic texts at all (see Figure 2).

The students' negative attitude to academic writing is also reflected in the next two questions: one inquiring about their satisfaction with writing academic texts, and the other concerning their perceived difficulty in writing academic texts (see Figures 3 and 4). It can be generally assumed that academic writing is a skill that does not come easy and brings little satisfaction.

The first open-ended question asked about the biggest challenges in developing academic writing skills. Figure 5 below summarizes the students' most common answers. The students struggle the most with text analysis and proper understanding of what is being communicated. The second challenge mentioned by the students concerned the difficulty of expressing their ideas in a formal register, which they viewed as stiff, unnecessarily complicated, with
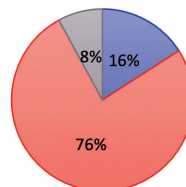
Do you like writing?

6%
28%
66%
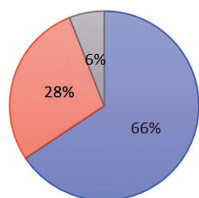
YES NO I don't know

Figure 1. Students' attitudes to writing in general

Source: own study.
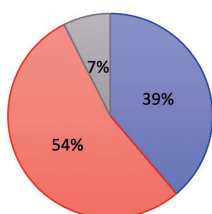
Do you like writing academic texts?

8% 16%
76%

YES NO I don't know

Figure 2. Students' attitudes to writing academic texts

Source: own study.

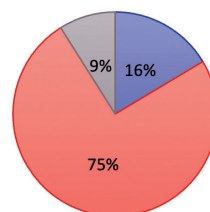Does writing academic texts bring you satisfaction?

7%
39%
54%

YES NO I don't know

Figure 3. Students' level of satisfaction with writing

Source: own study.

Do you find it easy to write academic texts?

9% 16%
75%

YES NO I don't know

Figure 4. Students' perceived level of difficulty in writing academic texts

Source: own study.

What is the biggest challenge for you in academic writing?

text analysis
language and register issues
paraphrasing and summarizing
coherence
text organization
time pressure
generating ideas
the course makes little sense
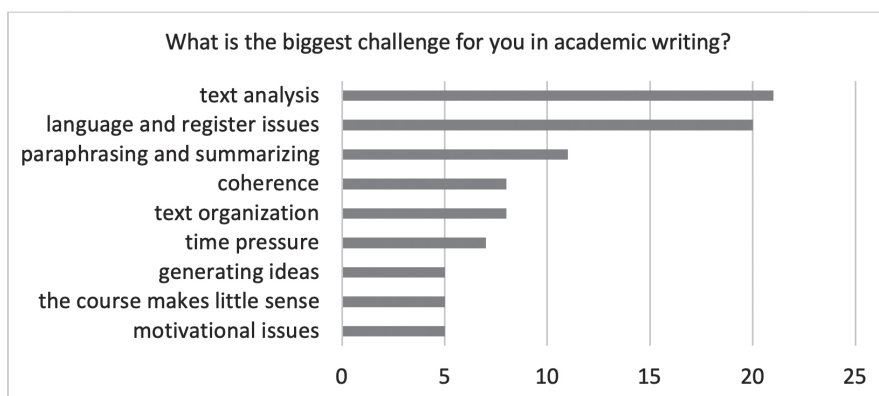motivational issues

0   5   10   15   20   25

Figure 5. Students' challenges in developing academic writing skills

Source: own study.

wordy expressions and fixed phrases that are disconnected from the everyday use of the language. This observation is best illustrated by selected quotes from the students:

> S3: Using a language which I do not use in my everyday life; it is a bit time consuming to create a text using words and structures that seem unnatural[2]
> S19: I struggle the most with language – I need to write down my thoughts using plain English and then I need to translate it into Academic English

Apart from the formal challenges in developing academic writing skills strictly connected with the writing process and formal register, the students also pointed to some affective obstacles, such as lack of proper motivation, engagement or connection to the course. Here are some quotes that encapsulate those problems:

> S62: I struggle with my engagement – I often see little connection with the topic and I'm not motivated enough.
> S29: To begin writing. It is caused by the fact that I have a feeling that everything I write makes little sense and meaning.

The students were also asked about their practices regarding the process of improving their academic writing skills. The students listed activities they undertake to master their competence; their responses are summarized in Figure 6. The majority of the students engage with the texts and analyse examples of academic texts. The second most frequently mentioned practice was simply writing their own texts and working on improving their drafts. Although they consider it to be an effective way to develop their skills, they admit that it is a demanding activity. To better illustrate this, here are selected quotes from the students' responses:

> S9: Much as it pains me, I try to write.
> S55: I believe that each writing assignment in class or at home helps me develop this competence, but I must admit it is not enough, and it is often a very stressful experience for me.

The final two questions inquired about the students' associations with and expectations towards an academic writing course. The students were asked to write three words which they would use to describe their experience with an academic writing course. The results can be seen in Table 1.

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[2] All of the students' responses were translated from Polish by the researcher.

What do you do to develop your competence in academic writing?

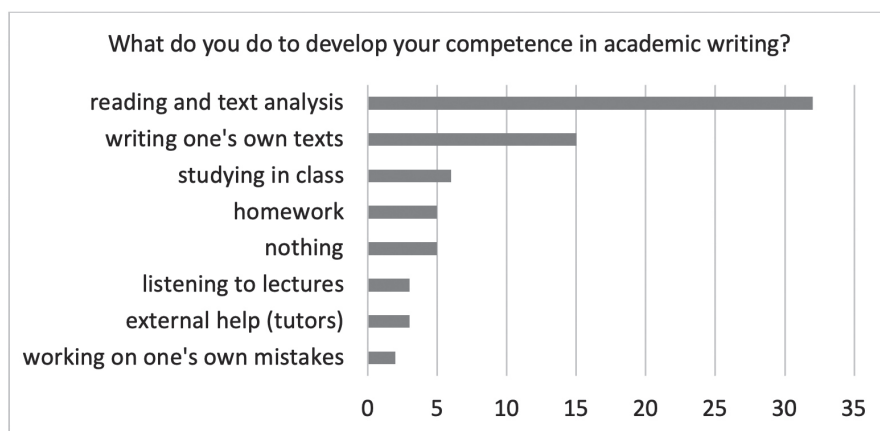| Practice	Value
reading and text analysis	32
writing one's own texts	15
studying in class	6
homework	5
nothing	5
listening to lectures	3
external help (tutors)	3
working on one's own mistakes	2

Figure 6. Students' practices in developing their academic writing skills

Source: own study.

Table 1. Students' free associations with an Academic Writing course

FORMAL (103)	NEGATIVE (49)	POSITIVE (13)	NEUTRAL (13)
academic Englis / lexis & grammar / register: 28 sources / referencing / APA / footnotes: 18 paraphrasing: 16 essay / paragraph/ thesis: 13 coherence / structure: 11 diploma paper: 6 reading & writing: 5 examples / exercises: 4 book / word: 2	demanding / hard work: 12 pain / fear / tears: 9 stressful: 5 boring: 5 tired / deconcentrated: 5 time-consuming: 3 useless: 2 unknown: 2 *unsatisfying, repetitive, unpleasant, unfair, long, bad experiences*	research & progress: 4 preparation, skills: 2 important: 2 *easy to understand, helpful, nice, well-organized, satisfactory*	schematic / pragmatic: 4 academia: 3 deadline: 2 form: 2 thinking: 2

Source: own study.

Since the instruction was constructed in such a way so as not to suggest possible answers, the most frequently mentioned associations revolved around the formal character of the course, referring to technical terms. Yet what seems to be the most interesting finding is the affective dimension that reflects the students' attitude towards the course. As can be seen in the Table 1 above, in the affective domain negative attitudes prevail – the students had very strong negative connotations with an academic writing course, calling it boring, painful and stressful, to name only a few.

Finally, the students were asked about their expectations of an academic writing course. There are five common threads that emerged in the process of data analysis. First, the students expect to achieve the linguistic objective of an academic writing course, by focusing on structures and useful phrases used in the academic discourse. Second, the students emphasized the importance of an academic text analysis and the skills in referring to other people's works, such as summarizing or paraphrasing. Third, many students pointed to the possibility of working more on their own practical problems they encounter in writing their academic papers and learning how to approach writing an academic text in practice. In fact, such a course might offer the opportunity to provide support in writing diploma papers and teach the students how to effectively and ethically work with the use of ICT/AI tools. Some students, however, have little expectations as they fail to see any point in attending an academic writing course in general; as one student declared, "I have no expectations, since academic writing is a process that brings no joy, and I think that no course could change this."

4.3. Results: The teachers' perspective

The teachers seemed more positive about the writing of academic texts than the students and there was no major discrepancy between writing in general and academic writing, as can be seen in Figures 7 and 8 below.

The attitude, however, shifts from positive to negative when asked about teaching an academic writing course. As illustrated in Figures 9 and 10 below, the teachers exhibit a rather negative attitude towards the subject (47% do not like teaching this course), and the process brings little satisfaction (with only 20% of the teachers being satisfied).

The teachers were also inquired about their perspective on what the aims of such a course should be. Based on their answers, the academic writing course should aim at four areas: developing language competence, analysing and working with academic texts, preparing for writing diploma papers, and helping with text organization and editing.

When asked about the biggest challenges of teaching an academic writing course, the teachers point to four distinct types of issues they have to confront. The first challenge is the demanding collaboration with their students. The teachers admitted that they struggle with students' lack of motivation and engagement in the course, as well as their low levels of proficiency and reading-writing skills in general. The second most frequently raised issue was related to their problems with providing meaningful and helpful feedback – they declare having to work with a bigger number of students in a group, which results in having more work
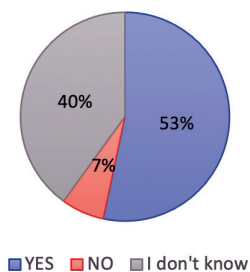
Do you like writing?

40%
53%
7%

YES   NO   I don't know

Figure 7. Teachers' attitudes to writing

Source: own study.

Do you like writing academic texts?

47%   40%
13%

YES   NO   I don't know
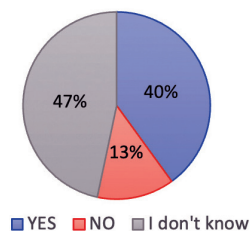
Figure 8. Teachers' attitudes to writing academic texts

Source: own study.

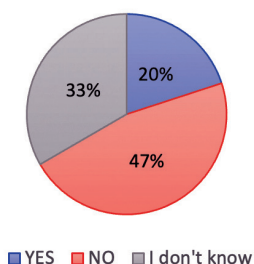**Do you like teaching Academic Writing?**

33%   20%
47%

YES   NO   I don't know

Figure 9. Teachers' attitude to the subject

Source: own study.

Does teaching Academic Writing bring you satisfaction?
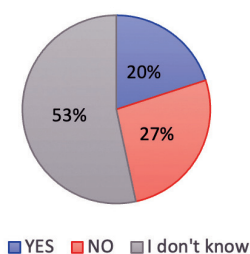
20%
53%   27%

YES   NO   I don't know

Figure 10. Teachers' satisfaction with teaching Academic Writing

Source: own study.

to assess and even less time to do so. This, in part, is also reflected in the third issue – the didactic challenges they face, from proper selection of the materials, to struggling to explain the importance and essence of the course, working with large numbers of students in big groups. In other words, the teachers are not fully supported in their efforts to introduce the students into the academic community.

5. DISCUSSION

Answering the first research question, it seems that there is a stark contrast between the students' attitude towards writing in general, which is positive,

and writing academic texts, which is negative (also observed by Petric 2002 and Badley 2009). This clearly negative reaction to academic writing fuels the vicious circle observed by other authors as well (e.g. Boscolo, Arfé & Quarisa 2007; Parker & Erarslan 2015), where: first, students have negative experiences with writing; next, their previous experience affects their attitude; and third, their negative attitude leads to unsatisfactory academic results – and the vicious circle completes. This can be best summarized by Fernsten and Reda's (2011: 171) conclusion: "[m]any students struggling to become more skillful users of the discourses required in college-level classes have become convinced that they are simply 'bad writers'."

As regards the second research question, the students seem to find it difficult to fully comprehend the meaning and aims of an academic writing course – they often referred to the feeling of confusion and a sense of being lost, when describing their challenges in academic writing. The majority of the students view the subject as demanding and too formulaic, which stands in contrast with the findings from Parker and Erarslan (2015), whose participants acknowledged the importance of attending an academic writing course, though they found it boring. In their expectations about the course, the participants of this study underscored the formal and textual dimensions of academic writing. The socio-cultural dimension seems to be absent; thus, they find it difficult to relate to this subject and understand its aims. Yet more importantly, the students exhibit low levels of metacognitive awareness and agency, which hinders their learner autonomy (see also Grabowska & Zapłotna 2021). The students seem to struggle with taking initiative to become more effective writers.

There are several points in which the opinions of the students correspond with the observations made by the teachers, and addressing the purpose of an academic writing course is one of them. As mentioned above, the students find it difficult to see the true meaning of attending an academic writing course, while the teachers openly admit to struggling with explaining the essence of academic writing effectively. Another common problem concerns the students' negative attitude towards writing, which affects the teachers' negative attitude towards teaching an academic writing course, despite their positive attitude to writing academic texts in general. The teachers' reluctance to teaching this subject might be somehow connected with having less time and more work to assess – often at the cost of meaningful feedback (see the UK report by Ganobcsik-Williams 2004; Ene & Hryniuk 2018), focusing on easy-to-spot mistakes and weaknesses; this, in turn, negatively affects the students' self-esteem and agency. Their lower self-efficacy and motivational issues also pose a great challenge for teachers who seem unable to adequately respond to such crises – and yet another vicious circle completes.

6. CONCLUDING REMARKS

To conclude, the results of the diagnostic surveys point to issues that should be attended to in designing and conducting an academic writing course. There are several teaching implications that could be drawn from the results of the study. First of all, it is crucial that the teachers carefully explain and openly discuss the importance of academia and its role in modern society, especially in the context of the advancement in the field of Artificial Intelligence. Each academic writing course should be centered around values and virtues that are followed in academia, such as trust, scrutiny, fairness, reliability and integrity. This would also help in embedding the course in the reality of an academic community, allowing the students to see the purpose that academia serves and focus more on meaning, and less on form. It could be achieved by transforming the academic writing course into a workshop, where the students can not only learn about the technicalities of the writing process, but more importantly develop critical thinking skills and practice the art of logical reasoning. A project-based approach to teaching an academic writing course could allow the students work on projects that they can relate to and become engaged in. Such a course should be carefully scaffolded by the teachers, who should guide, assist and help their students navigate the complexity of the subject and show the ethos of true scholars. Apart from offering a platform for personal expression, an academic writing course should allow the students to engage in communications within the academic community and seek opportunities to create a discourse community. Secondly, it seems as though both the students and their teachers struggle with grasping the main objective of the subject. There is a need for a clearly stated aim: in designing an academic writing course, it is necessary to pay attention to not only the knowledge of „what" and „how", but also to the knowledge of "why." The students also expressed the need for a model to follow in their academic writing endeavours. This can be achieved by analysing sample texts, adopting a genre-based approach, as well as incorporating elements of the corpus-based approach and on-line tools.

As regards future research, the issue that needs to be better addressed is the negative emotional load towards academic writing expressed by the students. This might stem from the students' difficult experiences in writing classes in general, their disappointment with how the subject was designed and conducted in particular, or simply the tedious nature of the process of producing academic texts. It would be necessary to identify the root cause of such a strong negative attitude in future research in order to propose viable solutions.

Another urgent aspect of academic writing, which did not emerge in the results of the study yet has become an increasingly burning issue in recent years,

is the place and role of AI tools in academia. The rampant advancements in the field of Artificial Intelligence have questioned the traditional methods of teaching writing in general, and academic writing in particular. Yet what should also be considered are the possible challenges and downsides of an irresponsible and uncareful use of AI tools, in academia and beyond. The future of the subject and its importance should be reconsidered and further investigated. There is also undoubtedly a need for further qualitative research in exploring the specific needs of students and teachers, which the present small-scale study hopefully laid the groundwork for.

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Umiejętność pisania tekstów akademickich z perspektywy studentów i wykładowców filologii angielskiej

ABSTRAKT. Pisanie tekstów akademickich jest nieodłącznym elementem osiągnięć akademickich. Mimo to rozwijanie umiejętności pisania akademickiego może stanowić wyzwanie zarówno dla studentów jak i wykładowców. Głównym celem badania było zbadanie przekonań studentów filologii angielskiej oraz ich nauczycieli dotyczących umiejętności pisania akademickiego, ich doświadczeń z pisaniem tekstów akademickich, a także postaw wobec tego przedmiotu. Pośrednim celem było sprawdzenie, na ile opinie studentów korespondują z perspektywą ich nauczycieli. Postawiono trzy pytania badawcze: 1) Jaki jest ogólny stosunek studentów filologii angielskiej do pisania tekstów akademickich? 2) Czego studenci oczekują od kursu *Academic Writing*? 3) Jaka jest perspektywa i doświadczenie nauczycieli filologii angielskiej w nauczaniu kursu *Academic Writing*? W poszukiwaniu odpowiedzi na powyższe pytania badawcze zaprojektowana została ankieta diagnostyczna, skierowana do studentów filologii angielskiej (N = 67) i ich nauczycieli (N = 15), której celem było zbadanie ich przekonań, doświadczeń oraz postaw. Wyniki potwierdziły hipotezę, iż pisanie akademickie stanowi wyzwanie zarówno dla obu grup – wykładowcy borykają się z określeniem przejrzystych i osiągalnych efektów uczenia się, podczas gdy studenci mierzą się z wieloma problemami, od analizy tekstu po brak motywacji. Wśród badanych uczestników przeważał negatywny stosunek do kursu. Omówione wyniki przeprowadzonej ankiety mogą przyczynić się do lepszego zrozumienia potrzeb i postaw wobec pisania akademickiego zarówno studentów filologii angielskiej, jak i ich wykładowców, oraz mogą okazać się pomocne w procesie tworzenia kursów pisania tekstów akademickich.

SŁOWA KLUCZOWE: pisanie tekstów akademickich, dyskurs akademicki, szkolnictwo wyższe.

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