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LEARNING ACADEMIC WRITING IN THE AGE OF AI THROUGH PATTERNING CHATGPT PROMPTED TEXTS: THE HARE VS. THE TORTOISE

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Abstract

The quill is dead; long live AI. Generative AI writing tools or what is commonly known as GAI or GenAI are becoming the students' best friends. Today, they are largely used -and abused- by students and surprisingly even researchers looking for the "perfect" text. Patterning GenAI content like ChatGPT is still an unexplored avenue. From this perspective, this paper tries to provide structured guidance for struggling post-millennial learners. After asking ChatGPT to generate academic texts, a content analysis was conducted to unlock ChatGPT's seemingly "perfect" writing style. The results of the research uncovered a series of decoded patterns that offer a treasure map and an academic journey to GenAI minds. Furthermore, this showed that (over) relying on GenAI machines or competing with them is simply counter-productive. Therefore, learning WITH them is technically possible. Imagine for a second the great potential of such cooperation human - machine. Speed is allied with imagination. Why not? Moving from a prohibitive approach to an inclusive one through learning with AI chatbots might be a solution.

Keywords: academic writing, generative AI writing tools, pattern-based learning (PBL), pl(AI)giarism, post-millennials.

Introduction

The quill is dead long live the pen. The pen is dead long live the typing machine. The typing machine is dead long live Microsoft Word. Microsoft Word is dead long live Google. Google is dead long live AI. And what is next? It remains to be seen. Our minds can outsmart GenAI tools provided we find the right way to utilize them. Our students are unlearning written expression lessons through over-relying on GenAI tools killing in the same occasion their minds with their own minds and thinking that GenAI machines are more intelligent than them. The present paper hypothesizes that learning with GenAI machines might be more beneficial than simply over-relying on them through prompting then copying and pasting content mindlessly. Prompting ChatGPT to generate content about this same topic and then patterning its structural, lexical, syntactic, and grammatical style is the approach we explored. Throughout this research we revisited the following sub-topics: learning academic writing in the age of AI, Understanding the basics of academic writing, developing a writing style, academic writing in



brick-and-mortar schools vs. AI, the dangers of over-relying on GenAI tools, patterning GenAI texts or “the tortoise approach”, and finally understanding patterning in GenAI texts (Whiteside & Wharton, 2019).

The quill, as the first writing technology, survived from the 6th to the 19th century. With technological advancements, Gutenberg's printing machine was a real writing revolution (Man, 2010). Welcome to mass production. With a real cultural and social impact, books and documents were no longer precious rare intellectual products.

Developed in the 19th century, the typewriter mechanized the writing process. Everyone could buy his/her own machine democratizing fast writing at home and working places. It allowed typists and secretaries -women in general- to gain social power till the 70s (Lyons, 2021). That century knew a real intellectual revolution. In Algeria, that machine survived till the late 90s when computers were not democratized enough.

The 20th century witnessed the digitalization of the writing activity. Now Bill Gates' Microsoft Word is everywhere, even on the computer am using to write these lines. Not only MS Word writes faster than any formal tool, but it can correct our typing and even linguistic mistakes. Images, hyperlinks, and other multimedia elements can be integrated into text. Then, Larry Page and Sergey Brin created Google (Flammang, 2007). Google was a game changer in terms of online advertising, search engine technology, cloud computing, computer software, quantum computing, e-commerce, consumer electronics, and now artificial intelligence. However, it could not dominate the market of AI as OpenAI did (Berkeley, 2023).

AI technology opened doors to incredible possibilities taking a lead in different domains like education, medicine, agriculture, military defense, and even entertainment (Maglogiannis, 2011). The use of NLP permitted AI-powered tools like Grammarly, GPT 4, and Gemini to invade almost every personal computer in the world. GenAI tools are now offering opportunities and challenges at the same time. This dual and often complex nature made schools around the globe legitimately suspicious creating a wait-and-see reluctant attitude. AI or not AI, that is the biggest question.

Defining the concept of patterns is necessary to understand their types and the fields they could be applied. According to Cambridge Dictionary (2024), “pattern is any regularly repeated arrangement”. The term is defined in Dictionary.com (2024) as “a combination of qualities, acts, tendencies, etc., forming a consistent or characteristic arrangement”. Pattern recognition in language learning and foreign languages is of paramount importance. It permits us to understand the foundations of language structures syntactically, lexically, and stylistically. Roots, prefixes, affixes, and even infixes (rare occurrences), if they are analyzed and understood, can solve many linguistic issues in terms of text comprehension (Summers, 1979). The same could be said for collocational patterns in foreign languages, allowing to unlock almost any Romanic/Latin language like French and Spanish, including English which uses plenty of Latin borrowings. Patterning a language can be defined as the identifiable repeated elements in a text. These include patterns of repetition or similarity.

Theoretical framework

Learning academic writing in the age of AI

Students and teachers are making great but often inefficient efforts to learn/teach productive skills mainly academic writing. Ultimately, our students are taught to generate academic content called a thesis or dissertation. The examiner's concern is more focused on how well that thesis/dissertation is written with little consideration on the oral viva defense. Learning academic writing involves mastering a set of principles that include clarity, cohesion, coherence, conciseness, preciseness, and scholarly rigor. In the end, students often opt for copying and pasting content neglecting at the same time their supposed intellectual presence and critical skill.

Therefore, the one-million-dollar question is: can we really “teach” writing in the age of AI? One may say that it would be nonsense to over-focus on traditional explicit grammar rules and mechanics since every student possesses MS Word. Furthermore, using GenAI today is within a few mouse clicks. A simple and “free” subscription can open endless possibilities when asked to generate academic content like an essay or a thesis/dissertation. One more thing, let's ask an innocent question: why are GenAI tools free? The democratization of AI tools is not without challenges. Furthermore, why is it banned or restricted to use in prestigious universities like Sciences Po in France? (Dawson, 2023). Still, students around the globe have the possibility to use GenAI at home without any restriction to complete their academic “tasks”. Is it really a good idea to ban it at universities only? Rethinking the way we learn/teach writing is NOW more crucial than ever before (Laist, 2024). In the age of AI something has gone very wrong with writing instruction remarked Warner (2025).

Understanding the basics

The other one-million-dollar question that every student around the globe wants us (teachers) to answer is the following: Why do we have to learn academic writing when we have GenAI literally in our pockets? Using GenAI can be extremely helpful to work faster and probably more efficiently. Sometimes writing a thesis might be overwhelming leading to “mental health issues” (Ayres, 2022). GenAI can for instance gather data, provide a consistent list of references, and correct the whole within hours or less. However, academic writing requires students to analyze information, interpret, and synthesize knowledge with a personal touch. That personal touch implies imperfect content. So, that imperfection is perfect when using pre-GenAI age. Therefore, developing critical thinking skills is essential for problem-solving and decision-making. On the other hand, retention cannot be reinforced with GenAI. Students are required to defend their theses and explain concepts in their own words when in viva voces; GenAI cannot. More importantly, and in terms of integrity, GenAI cannot guarantee a (pl)AIgiarism- free content as references are often missing and “hallucinations” are frequent. Humans might be assisted by powerful GenAI, but their creative insights are irreplaceable (Bornet, 2024). GenAI content is too perfect to be human, and that is the problem with NLP machines. Finally, one can never repeat that enough, over-relying on GenAI is raising ethical concerns. Achievements are better valued when accomplished under

time and space constraints, which make them, again, human. Understanding the basics can save our students' academic careers.

Developing a writing style

Developing a personal writing style is not something that happens out of the blue. It is the result of persistent reading. This process requires reading diverse texts on a daily basis. Obtaining new vocabulary from different writing styles deepens the understanding of various themes. This consistent exposure to literature whether academic, non-academic, or even “trash”, as recommended by a certain William Faulkner, sharpens critical thinking and forms unique and original texts. “Read, read, read. Read everything -- trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You'll absorb it. Then write. If it's good, you'll find out. If it's not, throw it out of the window.” (Faulkner, as cited in Ephron, 2010)

Those texts, even if they are imperfect, are perfect for perfectness is a myth. In the same vein, GenAI pseudo linguistic perfectness is imperfect. Browsing diverse genres and authors can inspire writers who can themselves inspire future generations and Charles Dickens, the bestselling author in the world after the bible, is only the tip of the iceberg. Like any other craft, writing can be improved with practice, a persistent practice (Rosenfeld, 2015). Journaling, writing short texts, messaging, chatting, and even SMS are frequently used by students. Unfortunately, they are performed in their respective native languages very often in dialect. Furthermore, listening and listening a lot can also enrich a language/foreign language. Radio-based learning (RBL), including its modern version of podcasts. Participating in writing workshops is another option. Moreover, national and international conferences offer real opportunities for undergraduates to challenge other peers with varied cultural and thus linguistic perspectives. Postgraduates can do the same through international academic events or reading papers in one's field of study. Those approaches provide the writer with a broad spectrum of styles and expose them to native speakers at the same time. Peer reviews and proofreading from colleagues are valuable feedback. Finally, and this is our topic, learning from GenAI machines is now technically possible. One may generate his own content using the above recommendations and then ask a GenAI machine for assistance. That assistance can take many forms. One may ask a GenAI to check mistakes, coherence, cohesion, clarity, accuracy, etc. One can even ask a GenAI to provide (more) references or convert a text written in APA into an MLA format without altering the content and without trying to impose that typically AI “perfect” style on writers. Otherwise, ethical issues may arise.

Academic writing in brick-and-mortar schools vs. AI

Teaching methods have significantly developed over time. Traditionally, academic writing has been taught for centuries in brick-and-mortar schools. Human communication, feedback, and team working were key assets. However, with the impressive possibilities GenAI can offer, tech-savvy students -and even some researchers- think they have finally found that ultimate tool capable of generating everything, everywhen, for everyone, about anything.

In brick-and-mortar schools, academic writing is typically taught through direct instruction from teachers who explain writing principles to the whole class.

Students rarely receive personalized feedback on their work. Therefore, their improvements are followed only on very rare occasions like exams which is nonsense. However, face-to-face interaction is the key asset brick-and-mortar schools possess (Milakovich & Wise, 2019). Oftentimes, students can ask questions and receive immediate clarification. Still, when it comes to applying those rules in real-world situations like writing abstracts for a conference application, it is another story. Traditional schools emphasize peer collaboration and teamwork, where they correct each other mistakes. This “collaborative learning approach” (Rutherford, 2014) might help some students but cannot always develop all aspects of writing like critical thinking and analytical skills for it is said to be time-consuming.

Theoretically, brick-and-mortar schools offer access to resources, such as traditional libraries that almost nobody uses unless forced to do so. These resources do not really provide students with effective and efficient support to enhance their writing skills. Students need writing centers staffed with experts in university research methodology, research techniques, academic writing techniques, etc. Libraries are hiding a wealth of references that students do not unfortunately use because simply they cannot. Their smartphones and homes seem more welcoming than those empty, unmonitored, deserted places called libraries. Furthermore, students, and mainly Master students, do not have institutional emails to get access to digital research platforms like ResearchGate. They have to wait for an eternity to get that access. Facebook, Instagram, Telegram, and TikTok are much more appreciated for their prompt accessibility. Some universities in developing countries need to address that nonsense. It is urgent.

With a set curriculum and deadlines, traditional schools are surviving. This structured learning guarantees students discipline essential for academic success. Regular assignments and assessments are maybe the last “bullets” of brick-and-mortar schools GenAI lacks. The key asset of AI-based learning and GenAI is their possibility to offer personalized and tailored experiences that meet students’ individual needs anytime, anywhere, and everywhere (Davidson, 2024). AI tools force the use of algorithms to analyze a student's writing, identify patterns, and provide customized feedback. This allows students to work at their own pace. This level of customization is nearly impossible in public schools where class sizes often exceed 40 students. Furthermore, instant feedback is a significant advantage GenAI possesses. Students are now challenged by time constraints including deadlines. GenAI offers a miracle solution when it comes to saving and managing time (Marr, 2024).

The digital age has provided an intimidating number of resources available to students 24/7. AI extensive databases include academic papers, style guides like the APA, and writing tutorials. These resources allow students to learn flexibly outside of traditional classroom hours. Furthermore, GenAI machines do not have the words tiredness, fatigue, or burnout syndrome in their dictionaries (Bowen, & Watson, 2024).

Despite the many advantages, our students are facing a multitude of challenges related to academic writing in the age of AI. One concern is the potential over-reliance on AI tools, which may lead to a serious deficiency in self-editing skills. Additionally, AI tools may not fully capture the nuances that only human teachers can offer. The other challenge is the absence of “group dynamics” (Dörnyei & Murphey, 2003). Working the whole day with a cold machine -

computers equipped with AI- is not fun. No genuine interaction can be felt to make a working day a memorable moment where smiling, laughing, communicating emotions, and nonverbal interactions are present. So, both brick-and-mortar schools and GenAI-based learning have their unique benefits and challenges. The ideal approach may lie in integrating both methods. This hybrid approach is the future of academic writing. Resisting the winds of change is simply futile.

The dangers of over-relying on GenAI tools

The unconscious use of AI tools can inadvertently lead to the intellectual theft of ideas or an improper citation. This will cause a real issue of originality and integrity when preparing academic work. Claiming credit for work that we do not produce violates the academic regulation. Moreover, a dependence on GenAI to generate content can erode students' ability to rely on their minds and produce consistent personal works based on critical thinking, and analytical skills. Education is about acquiring skills, solving problems, and making decisions after rigorous analysis. It is about learning how to learn and not mere content production. Content is everywhere, in our computers, in libraries, and even in our smartphones in the form of an unlimited flood of information. Schools or officials allowing the overuse of AI are putting their reputations in jeopardy. Furthermore, GenAI systems are trained in vast amounts of data processing. When processing huge amounts of information, biases and inaccuracies might occur. Mistakes and errors might be perpetuated and even amplified if not checked and double checked by professionals. Over-relying on GenAI may lead to an (un)intentional propagation of biased or incorrect information. A heavy dependence on technology and GenAI may also lead to technologism, i.e., "an ideology to think that all human problems can be solved with technology" (Wiktionary, 2024). What if a technical failure shuts off all our devices and forces us to come back to our good old pen and paper? The above threats are a real message to humanity to strike a certain balance between minds and machines to guarantee probable resilience.

Patterning GenAI texts or the tortoise approach

ChatGPT is a slave who will soon become the students' master if they switch off their minds thinking that AI is THE ultimate solution. This is not an apocalyptic premonition but a fact. Students are excessively relying on technology. Now GenAI is everywhere. This leaves us with two options. Either switching off our minds and letting GenAI do our job -which is the slave approach- or trying to cooperate and learn with AI tools, or this is the master approach.

In this paper, we will try to explore the second option: cooperating and learning WITH GenAI tools by leveraging patterning techniques (Lingard, 2023). Patterning GenAI texts offers the possibility to the students (and our) minds to keep them switched on mode. If we choose the first option, we will activate Aesop's fast but stupid arrogant Hare mode. However, if we opt for the second, we will embody the slow but wise and persistent Tortoise. Yes, Aesop foresaw that as well. Just revisit the Hare and the Tortoise Aesop's fable and try to comprehend it from different perspectives including AI context.

Understanding patterning in GAI texts

Patterning refers to “the practice of identifying and replicating the structure, style, and content patterns in texts” (Hoey, 2005). It involves analyzing how AI constructs sentences and paragraphs, including all the (highly) frequent linguistic and stylistic elements. By studying these patterns, students can learn to mimic any GenAI they are using. This keeps their minds switched on following an ongoing learning approach or the Tortoise approach according to Aesop the father of all fables. Students can find plenty of examples to emulate by integrating interesting elements in their beginner style like nuances of academic writing, clarity, coherence, cohesion, appropriateness of lexical choice, conciseness, and even connectors and mechanics. Patterning allows students to be exposed to very high-quality writing based on high-quality sources. Furthermore, the possibility of GenAI to generate large volumes of text within seconds is a real game changer. Just ask. Do you want accelerated learning for free? Patterning ChatGPT content is the answer.

However, challenges with this approach exist. True, ChatGPT texts are too perfect to be within human reach. ChatGPT texts often lack creativity (McGeorge, 2023). Relying solely on patterning GAI texts may delimit students’ critical thinking. Therefore, it would be wise to pattern HUMAN authors who are masters in their craft like the bestselling author in the world after the Bible: Mr Charles Dickens. Dickens was capable of structuring a sentence within a word. Fictional works may complete that creativity gap that nonfiction lacks. Still, if utilized, students must be cautious and critically evaluate the content generated by AI which often suffers from inaccuracy and even hallucination (Ji et al, 2023).

Methodology

This study employed a content analysis method to explore how ChatGPT-generated texts can enhance academic writing skills. Analyzing the structural, syntactic, and lexical patterns in ChatGPT's essay aimed to identify the potential opportunities and challenges of using GenAI tools in educational settings and homes. Through an experiment, this method involved dissecting the texts generated by ChatGPT to understand how the model adheres to rigorous academic writing (Liu et al, 2023). Through this analysis, students could leverage these patterns to improve their writing skills. Three steps were used to conduct the experiment:

1. Asking ChatGPT to write an essay about: “Learning Academic Writing with ChatGPT in the Age of AI through Patterning Its Prompted Texts” i.e. the article I wrote.
2. Patterning and templating ChatGPT generated essay using CA
3. Displaying the results.

Step 1: Asking ChatGPT to write an essay about: “Learning Academic Writing with ChatGPT in the Age of AI through Patterning Its Prompted Texts” i.e. the article I wrote. ChatGPT (OpenAI) wrote this as shown in italics about the topic: “Learning Academic Writing with ChatGPT in the Age of AI through Patterning Its Prompted Texts”:

Introduction

In the age of artificial intelligence, the landscape of education, particularly in the realm of academic writing, is undergoing significant transformation. ChatGPT, a state-of-the-art language model developed by OpenAI, stands at the forefront of this revolution. One innovative approach to learning academic writing with ChatGPT involves patterning its prompted texts. This essay explores how students can leverage ChatGPT to enhance their academic writing skills through this method, highlighting its benefits and potential challenges.

Understanding Patterning with ChatGPT

Patterning, in the context of learning writing, refers to the practice of analyzing and replicating the structural and stylistic elements of high-quality texts. When applied to ChatGPT-generated content, this approach involves dissecting the model's output to understand how it constructs coherent and sophisticated academic writing. Students can use these insights to emulate effective writing techniques, thereby improving their own skills.

ChatGPT generates text based on extensive training on diverse datasets, which include a vast array of academic sources. This enables the model to produce well-structured and articulate writing that adheres to academic conventions. By prompting ChatGPT with specific topics or questions, students can obtain exemplar texts that demonstrate how to organize ideas, develop arguments, and use academic language effectively.

Benefits of Patterning ChatGPT Texts

One of the primary benefits of this approach is exposure to high-quality writing. ChatGPT can provide numerous examples of well-crafted academic texts, offering students a rich resource for learning. By analyzing these texts, students can internalize key elements of academic writing, such as thesis development, evidence integration, and the use of transitional phrases.

Another advantage is the enhancement of writing skills. Through patterning ChatGPT-generated texts, students can improve their ability to structure essays, construct logical arguments, and employ precise language. This process helps students develop a deeper understanding of the mechanics of writing and boosts their confidence in producing their own work.

Furthermore, patterning ChatGPT texts can significantly accelerate the learning process. The model can generate a variety of examples in a short time, providing students with ample material to study and emulate. This efficiency allows learners to practice and refine their writing skills more rapidly than traditional methods.

Challenges and Considerations

Despite the benefits, there are challenges associated with this approach. One potential issue is the risk of overreliance on AI-

generated content. Students might become too dependent on ChatGPT for generating ideas and structuring their writing, which can hinder the development of their independent critical thinking and originality.

Additionally, while ChatGPT produces coherent and contextually appropriate texts, it may not always capture the nuanced understanding required for complex academic topics. Students need to critically evaluate and adapt the AI-generated content to ensure it meets their specific academic needs and standards.

Ethical considerations also play a crucial role. Students must be aware of the importance of academic integrity and the ethical use of AI tools. Properly attributing sources and avoiding plagiarism are essential practices that should be emphasized alongside the use of ChatGPT.

Conclusion

Learning academic writing with ChatGPT through patterning its prompted texts offers a promising and innovative approach to education in the digital age. By analyzing and emulating high-quality AI-generated content, students can enhance their writing skills, gain exposure to effective academic conventions, and expedite their learning process. However, it is essential to balance the use of AI with the cultivation of independent thinking, critical analysis, and ethical practices. Integrating ChatGPT as a complementary tool in academic writing education can help students develop a well-rounded and proficient approach to their writing endeavors.

Step 2: Patterning and templating ChatGPT-generated essay

This step consists of patterning the essay shown above. The step aims at analyzing the different linguistic patterns used to generate an academic text. The different linguistic patterns known in the literature are the following:

1. Discourse patterns/structural (organization of larger units of text, such as paragraphs and essays)
2. Syntactic patterns (sentences/phrases)
3. Lexical patterns (Nouns, verbs, adjectives, adverbs)

Discourse is “a generalization of the notion of a conversation to any form of communication” (Wikipedia contributors, 2024). Discourse analysis is the structural organization of larger units of texts, such as paragraphs and essays. This analysis gave the reader an idea of how ChatGPT formats essays or larger content. The syntactic patterns were considered to analyze smaller units like the sentence/phrase. When dealing with syntax we must consider the sentences -simple, complex, compound, or compound-complex- to calculate their presence and prevalence. Mechanics, or what is commonly known in schools as punctuation, refers to the conventions of written language, including punctuation, capitalization, spelling, and formatting. These elements are essential for clarity and readability in writing, ensuring that the text is understood as intended by the reader. As for the lexical analysis, it considered the lexical choice in terms of the usage of nouns, verbs, adjectives, and adverbs. One can notice that we moved from macro elements (essay/paragraph) to micro ones, such as the syntactic level or the grammatical level that includes mechanics.

Results

Discourse /Structural pattern

ChatGPT uses the following 10-move patterns as an outline. However, the essay is too dry and robotic as it avoids any linguistic element helping to make the readers engaged and interested. Among the missing elements are the hook and the clincher. Without the hook, as a key element, readers can never be attracted to content. Furthermore, without the clincher, the readers may not be left with a good impression. Here is the outline proposed by ChatGPT in italics:

Introduction: Introduce the topic, provide background information, and state the thesis or main argument.

Body:

Exploration: Explore the topic in depth, presenting various aspects or perspectives.

Understanding: Explain key concepts or theories related to the topic to help the reader understand the context.

Benefits: Discuss the benefits or positive aspects of the topic.

Advantage: Highlight specific advantages or strengths.

Efficiency: Address how the topic can lead to more efficient outcomes or processes.

Challenges: Acknowledge potential challenges, obstacles, or drawbacks.

Considerations: Offer considerations or factors to keep in mind when approaching the topic.

Ethical Considerations: Discuss ethical implications or concerns related to the topic.

Conclusion: Summarize the main points, restate the thesis in light of the discussion, and provide closing thoughts or recommendations.

When asked: “Do you always follow this pattern when writing essays?” ChatGPT responded: “When writing essays, I often use a structure similar to the pattern you’ve described. This pattern provides a comprehensive and balanced approach to essay writing, ensuring that all important aspects of the topic are covered. However, the specific structure can be adjusted based on the requirements of the essay (1) or the preferences of the writer (2)”. This answer shows the ability of GenAI tools to adapt to different requirements or writers'/students' preferences. This adaptation is driven by a linguistic flexibility that demands high commands of linguistic patterns learned through the data of AI developers.

Syntactic patterns

Table 1. Syntactic patterns

Sentence type	Number	%	Phrase type	Number	%
Declarative	31	100%	Noun Phrase	30	38.5%
Interrogative	00	0%	Verb Phrase	22	28.2%
Imperative	00	0%	Adjective Phrase	10	12.8%
Exclamatory	00	0%	Adverb Phrase	8	10.3%

Simple	12	38.7%	Prepositional phrase	8	10.3%
Complex	14	45.2%	Appositive Phrases	3	3.8%
Compound	5	16.1%	Gerund Phrases	2	2.6%

The text predominantly uses declarative sentences (100%) and a variety of phrases, with noun phrases (38.5%) being the most frequent. ChatGPT focuses on providing information and detailing concepts. This is a typical characteristic of rigorous academic writing that does not allow rhetorical style that might lead to confusion or misunderstanding. The diverse use of phrases is used to provide a comprehensive list of arguments. Complex sentences are often used in academic writing because they allow for more nuanced expression and detailed explanations. They help in conveying intricate ideas and relationships between concepts clearly. This is why complex sentences are prevalent in the provided texts.

Technically, any academic and thus structured text, can be templated. The following syntactic GenAI style-based template (GSBT) might address the student's need for readily available texts. However, for many teachers, it raises the issue of integrity especially if used by many students for the same task. In terms of syntactic structures, some sentences might be too similar to the original text if simply copied and pasted unconsciously. The following templated text is a fast way to learn impressive useful academic expressions like: "... particularly in the realm of.....", which is a low-frequency phrase used only by prominent writers or a GenAI tool like ChatGPT.

The templated ChatGPT text

Introduction

In the age of, the landscape of, particularly in the realm of, is undergoing significant transformation., a state-of-the-art developed by, stands at the forefront of this One innovative approach to with involves This essay explores how can leverage to enhance their through this method, highlighting its and potential challenges.

Body

....., in the context of, refers to When applied to, this approach involves dissecting theto understand how it Students can use these insights to....., thereby improving their own

By (verb)ing with or, students can obtainthat demonstrate how to,, and use effectively.

One of the primary benefits of this approach is can provide numerous examples of, offering students a for learning. By analyzing these, students can of, such as,, and the use of

Another advantage is the enhancement of Through, students can improve their ability to,, and This process helps students develop a deeper understanding of the mechanics of and boosts their confidence in Furthermore, can significantly accelerate the process. The model can a variety of in a short time, providing students with ample to and This efficiency allows learners to their more rapidly than Despite the benefits, there are challenges associated with One potential issue is the risk of (verb) ing..... . Students might too dependent on for (verb) ing and (verb) ing their, which can hinder the development of theirand Additionally, while produces (adjective) and (adverb) adjective, it may not always required for Students need to (adverb) and the to ensure it meets their specific needs and standards. Ethical considerations also play a crucial role. Students must be aware of the importance of and the ethical use of Properly (verb) ing and (verb) ing are essential practices that should be emphasized alongside the use of

Conclusion

Learning with through (verb) ing..... its offers a promising and innovative approach to in the digital age. By (verb) ing and (verb) ing..... , students can enhance their, gain....., and their process. However, it is essential to balance the use of with the of , , and (adjective) Integrating as a complementary tool in can help students develop a well-rounded and proficient approach to their

By using these patterns, students can structure various academic texts in a similar style ensuring clarity and coherence while avoiding verbiage, redundancy, and ungrammatical sentences. Creating a “dictionary of patterns” (GenAI-Style-based Template) to be reused to write academic content when needed is possible now. Students can learn new low-frequency academic phrases never used by students so far such as “particularly in the realm of ...”. You can notice the importance of mechanics in understanding the logical sequencing of the lexis used in terms of choice, semantics, and pragmatics. Remove a comma, and everything crumbles down. A GenAI-style-based template (GSBT) refers to a structured framework derived from the stylistic and structural patterns identified in texts generated by GenAI models, such as ChatGPT. This template is used to help students and raise their awareness about the possibility of mimicking elements characterizing AI tools. It involves analyzing the syntactic, lexical, grammatical, and stylistic features. The purpose of a GenAI Style Based Template is to provide writers, particularly students, with a reliable blueprint that can improve their academic writing skills.

Lexical patterns

Academic writing requires adherence to some basic rules such as linguistic simplicity, accuracy, conciseness, and objectivity. However, according to ChatGPT, the readers' engagement is not really necessary when following these rules as it can divert the readers from the primary objective: clarity and informativeness. This explains the broad use of high-frequency lexis seen below. The human mind retains the vocabulary that is frequent, especially those regularly used at school. Therefore, the presence of low-frequency lexis in student's written or oral productions is minimal.

In academic writing, the use of low-frequency lexis can enhance the accuracy of the text. Low-frequency lexis is employed when it helps convey specific concepts or nuances that we cannot find in common vocabulary. Generally, it's important to ensure that the text remains comprehensible.

Counting the frequency of words in a text can be a useful idea for several reasons, depending on the context and the objectives. Readers can be informed about the presence of these two types of vocabulary that perform two different functions: clarity and accuracy. Frequent words can indicate the main themes and topics of a text. This can be very helpful in terms of literary content analysis. Moreover, the frequency of different types of words (e.g., high-frequency vs. low-frequency) can help assess the readability of a text. For students, analyzing word frequency can help identify overused words. In literature, for instance, students should be made aware of the uniqueness of author's styles, stylistically speaking. With this statistical approach, students can gain more insight into the world of words.

Nouns

Table 2. Syntactic patterns (nouns)

High-frequency nouns	%	Low-frequency nouns	%
Ability, age, analysis, approach, arguments, ChatGPT, challenges, confidence, considerations, content, conventions, context, development, digital, education, efficiency, elements, enhancement, essay, ethics, examples, exposure, ideas, implementation, insights, integrity, integration, intelligence, language, landscape, learners, learning, methods, mechanics, model, needs, notions, originality, output, participation, phrases, potential, practice, process, questions, reflection, reinforcement, resource, risk, role, skills, sources, standards, story, strategies, students, techniques, texts, time, topics, transformation, understanding, use, writing.	87.7%	Array, cultivation, dataset, endeavors, forefront, OpenAI, patterning, proficiency, realm.	12.3%

Verbs

Table 3. Syntactic patterns (verbs)

High-frequency verbs	%	Low-frequency verbs	%
Applied, analyzing, applied, become, breathe, balance, boost, create, can, construct, compare, evaluate, deliver, dissect, develop, demonstrate, design, employ, emphasize, Engaging, employed, exposing, employ, enhance, explore, ensure, evaluate, gain, generate, help, highlight, involve, incorporate, integrates, learns, offers, obtain, organize, play, practice, provide, produce, read, requires, rely, stand, study, supporting, structure, understand, using, use.	79.1%	Adhere, capture, delve, dissect, emulates, expound, expedite, hindering, harmonize, internalize, prompt, replicate, refine, underscore.	20.9%

Adjectives

Table 4. Syntactic patterns (adjectives)

High-frequency adjectives	%	Low-frequency adjectives	%
Academic, coherent, complex, critical, cultural, diverse, effective, educational, engaging, ethical, high-quality, imaginative, independent, innovative, numerous, own, popular, practical, rich, specific, structural, traditional, well-structured,	51.5%	Articulate, captivating, dynamic, state-of-the-art, nuanced, proficient, seamless, sophisticated, well-crafted, well-rounded,	48.5%

Adverbs

Table 5. Syntactic patterns (adverbs)

High-frequency adverbs	%	Low-frequency adverbs	%
Actively, always, effectively, extensively, naturally, rapidly.	62.5%	Potentially, seamlessly.	37.5%

Implications

GenAI or not GenAI in schools, that's the question. Some educational officials are looking at AI tools as an opportunity with challenges that probably bear the seeds of the students' minds destruction. However, we cannot resist the winds of change. Through the lens of Aesop's fable, "The Hare and the Tortoise," the opportunities are great but the challenges are great too. Should we work fast or slow and steady? There is no harm in being fast in today's fast-paced world.

However, working smart would be better. Fast and smart? Much better. GenAI tools are now replacing our old good pens but they cannot replace our minds. From this perspective, co-working with AI should be considered an interesting option. Quoting OpenAI is possible now. It is legitimate, legal, ethical, and smart. Humans use tools to gain time and cut corners. Teaching GenAI patterns in grammar/linguistics lessons is more relevant than ever before. Traditional -human-based- noncooperative content generating is dead; long live human-AI cooperation. GenAI tools are emulating human styles. Humans can emulate its style too through patterning. Integrating speed in our slow but steady learning process offers students a third option that goes beyond the simplistic “ban or allow” traditional approaches. So, the most effective strategy for learning academic writing in the age of AI may lie in balancing the hare's rapid advancement with the tortoise's steady progress.

Discussion

Too many issues remain to be discussed before taking any decision that might compromise the future of our students, themselves our future teachers. As tech savvies, students were the first to adopt AI tools in all domains. Western countries are still debating the thorny issue of “ban or allow” vs. allow without compromising the human critical mind and his analytical skills. How about the rest of the world, waiting for Godot? AI is learning faster than us, but still, a great deal of work remains to be done. One of the challenges waiting to be dealt with is teachers' reluctance to adopt AI tools to use them as a part of the curriculum and even assessment methods. We have already allowed open books /devices exams around the 2000s. Are we heading towards “open GenAI” exams? Why not? However, that small overdose of AI might put students' minds in jeopardy. We need to adapt the right dose according to different contexts and disciplines. As for academic writing, there is no harm in “asking” GenAI tools to correct our mistakes the same way we did with MS Word or Google. There is a real fear that an over-reliance on AI might stifle the students' creativity. Some scientists argued that GenAI actually fosters critical creativity if used properly. There is another more serious fear. What if AI learns extensively for us humans allowing it to avoid biases, mistakes, and hallucinations? Would we be granted opportunities or would that “AI superpower” challenge us? Nobody knows. Our ancestral wisdom has always insisted on striking balance, ensuring a careful approach. So, wait and see?

Conclusion

The thorny issue of academic writing is a great challenge. Too many students are struggling to read. Reading can significantly enhance academic and even non-academic writing. AI offers a potential solution: its patterned texts that can be easily templated. AI, a virtual teacher for our future schools? Maybe. However, this AI “teacher” is not without flaws-it can introduce biases, make mistakes, produce robotic and unengaging content, and even suffer from hallucinations. Despite these imperfections, AI is learning at an unprecedented rate. There is a possibility that AI could approach human “(im)perfection”. The extraordinary fact in human style is its creative “imperfection”. Schools around the globe are considering the tryptic scenarios: “ban” (1), “allow” (2), “allow with restrictions” (3). The ban approach is nonsense. As if we are asking students to come back to pens and paper technology. The “allow approach”, on the other hand, risks overreliance on AI and could stifle

students' critical thinking and creativity. The “allow with restrictions” seems to be a wise approach. Cooperating with GenAI and robots is possible now. Quoting GenAI passages is technically allowed even if raising a certain debate about its ethicality. One can easily understand those championing banning AI from schools. They are afraid that someday there will be a “rise of machines” that replace all humans and even worse enslave us. The use of GenAI offers opportunities and challenges as well. Seizing that opportunity while accepting the challenges is possible. Teaching academic writing becomes a real challenge for teachers. Relying partially on GenAI through patterning its style might be a solution to engage post-millennials of whom the majority are tech-savvy. The problem now is the reluctance of their teachers to follow the trend. Moreover, It is crucial to raise awareness about the necessity of learning with AI while keeping our minds alert. Following the dynamics of change is unquestionable. It is a guarantee that humanity is progressing towards an exciting world. Unproductive written expression is dead, long live AI-based written expression?

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