A Class Conference: A Task-Based Strategy for Teaching Academic Writing

Objective

Describe efforts to improve writing skills by using a task based approach

Structure

- Intro
- Steps
- Result
- Conclusion

Intro

- Academic writing is a compulsory subject
- It has never been an easy subject for most students.

Problems in AW

- a huge emphasis on grammatical aspect,
- an excessive emphasis on the final result,
- lack of emphasis on genre-specific writing accross the curriculum,
- lack of feedback diversification
- "open" situation within participants is missin
- The routines "write-check-mark" to some extent was boring for not only the students but also the lecturer.
- Some students also could not reflect on what happened in the class and could not use feedback to improve their writing.

Task Based Language Teaching

- Task is something that is goal directed, involves a primary focus on meaning and has a clearly defined outcome (Ellis, 2009).
- It allows the natural language use, promote learnercentred rather than teacher controlled (Swan: 2005).

conferencing

• A writing conference is an activity where lecturer and students meet in a short period of time to discuss the students' writing in every aspect of writing process.

Learning logs

- Learning logs can be described as notebooks on which students write their indoor and outdoor learning experiences or record their responses and reactions to the teaching and learning activities (Richards and Schmidt, 2002).
- Learning Logs also provide students an opportunity to reflect the teaching and learning process and then share their reflections with friends and lecturer regularly.

Method

- Action research aims
- participants : students joining Writing 4 course, the researcher, the lecturer, and a collaborator.
- Time: It was carried out from February to May 2014.
- The instruments: observation sheet, interview guidelines, assessment guidelines, portfolios, photographs, and videos.
- Technique: observing the teaching and learning process and interviewing the students and the collaborator and observing the process.

Data analysis

- (1) categorization
- (2) initial coding
- (3) sharpening the focus
- (4) selecting and sorting additional data by reading the results of the interviews
- (5) drawing conslucions

Procedures

- planning,
- doing and
- observing, and
- reflecting.

(Kemmis and McTaggart, 1998 in Burns, 2010)

Types of Task

- Writing a summary
- Writing some essays
- Making a poster

Actions

- Conferencing
- Learning logs
- Varied feedback
- Poster exhibition and presentation
- mini seminar

Cycle 1

Text:	Task:	Types:	Activities:
A summary	 Making poster from used materials Presenting poster before the class 	Group work	 Study a text about summarizing Study some examples of summary Read and summarize articles on plagiarism, citation and referencing Make poster based on the articles susing recycled materials Present the poster Write the learning experiences on the learning logs

Cycle 2

Text	task	type	activities
essay	mini-conference (a small conference that the students take part as presenter, reviewer and audience)	individual	 Reading text about essays Make their own essay: ✓ Brainstorming ✓ Planning the essay ✓ Making the outline ✓ Drafting ✓ Peer reviewing ✓ Revising ✓ Writing final draft • Conferencing (face to face: Teacher-Student) • Rewriting • write the experience on the learning logs

Cycle 3

Text	task	types	
essays	mini-conference (a small conference that the students take part as presenter, reviewer and audience)	Individual	 Study and read the examples of essays found in proceedings and journal Make their own essay: Brainstorming read articles Planning the essay Making the outline Drafting Peer reviewing Revising Writing final draft Mini conference (classical) Rewriting Write the experience on the learning logs

Result

- From the whole cycles, generally it can be seen that there was an increase in the students' knowledge and awareness about crucial issues in academic writing, such as :
- parts and construction of essay,
- ✓ citation,
- ✓ referencing,
- ✓ idea organization
- ✓ plagiarism

Excerp from learning logs

• What did I experience?

I write a cronological order of making a pudding then my friend suggested me to write another strong fact and opinion on process essays. I also put some wrong grammars on my essay.

• What feedback do I have?

I write more complex process essays and get a correcting grammar for my essay.

• What did I learn from this?

I have to carefull on using grammar.

• What will I do differently next time?

Try to read an essay which is more challenging than before.

• What further support or resources do I need next time? Read a lot of journal and grammar book. (Mut)

• What did I learn from this?

I learned that I have to be more careful in determining the grammar that I use. I also have to develop my body paragraphs well based on the thesis statement and give more details related to the main idea. And the most important thing is that I have to make my essay coherent.

• What will I do differently next time?

First, I will make the thesis statement more specific so that I will not get some difficulties in making the body paragraph, because the body paragraphs are based on the thesis statement. Second, I will be more careful in deciding who are my readers, so my essay will be more understandable. (**Rd**)

Citation, referencing and

plagiarism

- The use of citations and references are one characteristics of academic text.
- Through this lecture, the students feel and realize the importance of authenticity of ideas and honesty in citing other people's opinions.
- At the beginning, some students did not know what exactly plagiarism is and its impacts.
- This course provides them to get more information about the way to avoid plagiarism and also to learn about citation, referencing, and paraphrasing in a fun and challenging way.

feedback

- The students felt delighted with the feedback from the other students and also the lecturer.
- They felt more confident when they got feedback from the lecturer.
- They also thought that feedback which came along with solutions and advice help them to develop their writing skills.
- From the interviews, it reveals that they have to kick something around with friends because each of them defends their own opinion but it is different when they get feedback from the lecturer. It feels like they were enlighted because the lecturer explains all of their errors and mistakes.

Conclusion

- TBLT has made the student see the real use of academic writing they learn in the class in their future life
- conferencing, together with the learning log also received positive feedbacks from the students. The students can give and get feedback directly and clearly from both friends and the lecture. This method also allows them to clarify and ask for further explanation. In addition, conferencing helps students learn from mistakes their friends made and also trains their courage and confidence.
- Learning logs and conferencing helps students to develop reflective, critical and analytical thinking needed in writing an AW.

Ref

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poster









Peer feedback



Mini seminar



Presenting

do something to have the best chance of learning. They are often on the move and cannot stay on their chair for a long time. They have to move and do something, so that they are be able to acquire the knowledge.

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Further, Roel (2014) describe that kinsthetic learners have some strength characteristics. Firtsly, they have "great hand-eye coordination". Second, they have "quick reactions". Then, they have "an exellent motor memory", even they can duplicate something after doing it once, so they are called excellent experimenters. Next, most of them are good at sports, art, and drama. And they are full of energy.

Situation after getting written feedback from lecturer



Reviewing an essay



Mini seminar (group A)



