

Supporting Direct Entry Students “At Risk”

Presented by:

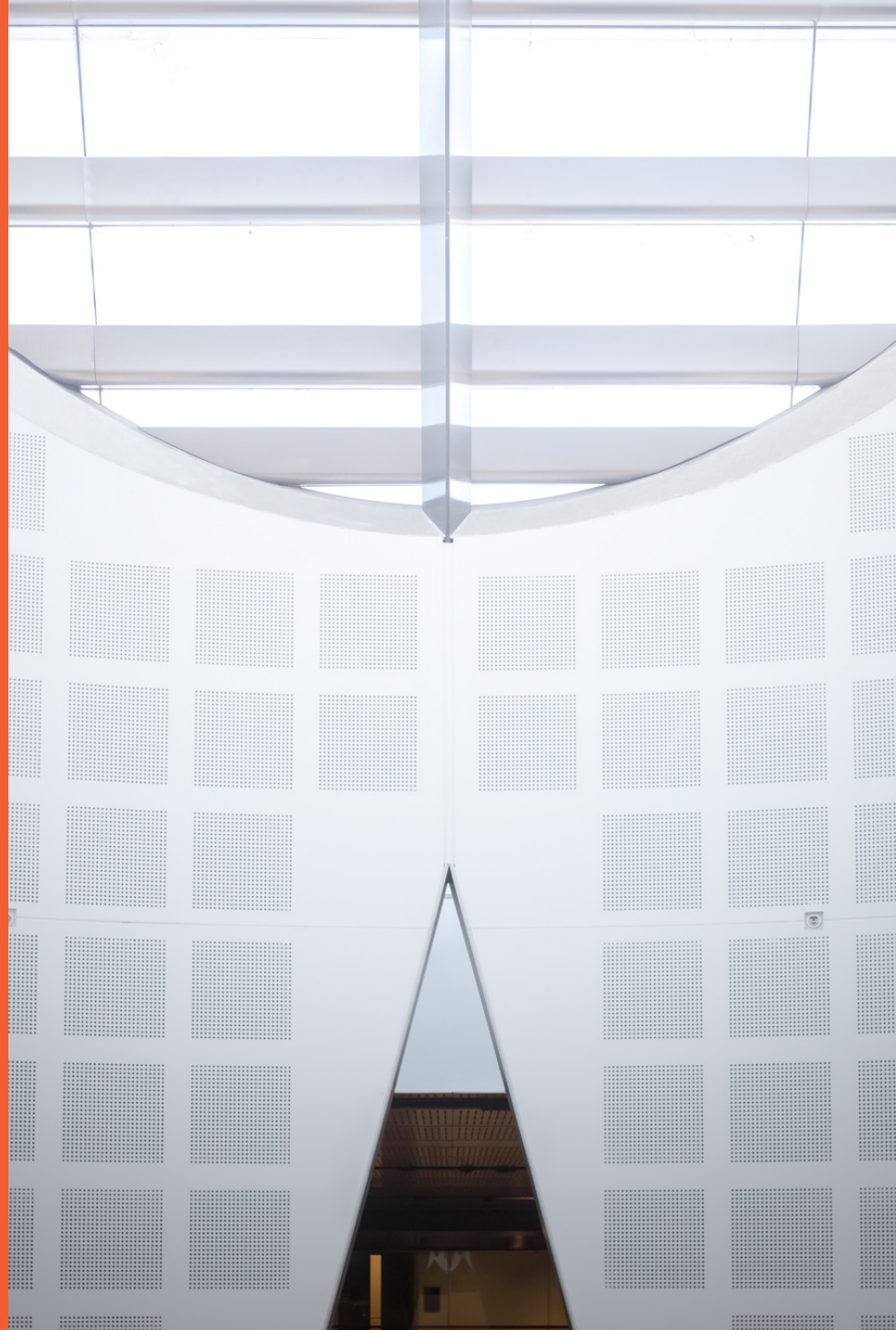
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Overview

1. Background to the support program
2. Targeting support program content
3. Issues & reflections

What is the profile of a DEC Learning Support student?

- Disengaged, disconnected and invisible
- Quiet in class, unlikely to readily participate in group activities
- Unlikely to ask questions (likely to fall through the cracks)
- Unable to self-diagnose
- Focused on assessments
- Lacks a broad perspective on how to develop skills more broadly

DEC program cycle

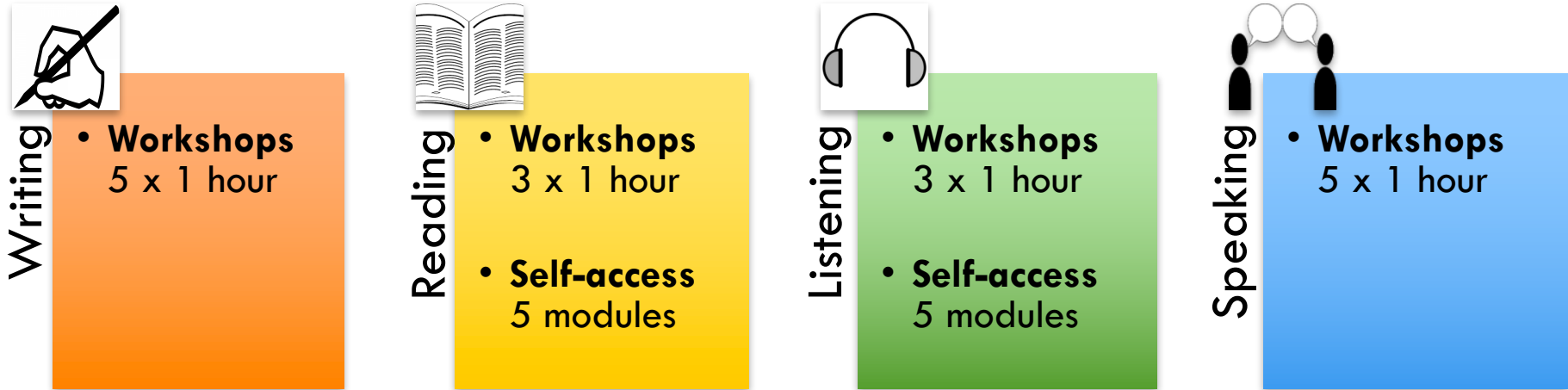
Intake 1



Intake 2

Targeting support program content

What would you identify as the major areas your students need support with in the four skill areas?



Targeting support program content

Reading

- inability to identify text structure / purpose
- inability to separate out main ideas from detail
- inadequate vocabulary resources

Writing

- structure & organisation (particularly at paragraph level)
- cohesion within and between paragraphs
- inflexible application of models – ‘formula approach’
- using sources and establishing writer’s voice (higher levels)

Listening

- inability to identify lecture organisation
- inability to separate out main ideas from detail
- poor note-taking skills
- decoding the sound stream: receptive pronunciation

Speaking

- lack of coherence & cohesion
- inflexible & inadequate application of organising language
- pronunciation

Reading

- inability to identify text structure / purpose
- inability to separate out main ideas from detail
- inadequate vocabulary resources

Targeting reading support content

Reading research suggests that discourse structure awareness is a powerful means for:

- Improving reading comprehension
- Recall of information from texts
- Learning from texts

(Grabe 2009; Meyer & Poon, 2001)

This means explicit teaching about:

- Text & discourse structures and signalling mechanisms
- Organisation patterns (at paragraph and text level)
- Lexically signalled relations

(Grabe & Jiang, 2013; Grabe & Stoller, 2013; Cruz & Escudero, 2012; Hirvela, 2004))

Rhetorical modes

- Narration
- Description
- Definition
- Classification / division
- Exemplification (Illustration)
- Cause & effect (explanation)
- Comparison & contrast
- Process
- Opinion

1. What is the overall rhetorical purpose of the extract?
2. How do you know? What discourse features tell you this?

(Alexander, Argent & Spencer, 2008; McCuen & Winkler, 2004)

Discourse awareness activities

1. Preview texts and highlight key words that signal text structure.
2. Highlight a paragraph (or multiple paragraphs) and decide its function in a text.
3. Chunk a text into its discourse structures and identify the functions or 'moves' of these sections in the text overall (Johns, 2015)
4. Examine a sub-section of text, identify the discourse pattern, and describe how it is organised. Identify specific words or features that signal this pattern of organisation.
5. Make predictions about the information in the next section of the text.

Discourse awareness activities

6. Use semantic mapping to identify conceptual and thematic linkages.
7. Fill in an outline (or graphic organiser) of a text and determine the main units of the text. Decide what makes each section identifiable as a separate unit.
8. Match main ideas and supporting information across two columns.
9. Choose a main idea that incorporates information from more than one part of the text. Ask students to identify multiple parts of the text that contribute to the main idea in one way or another (a definition, a description, an example, a problem, etc)
10. Reorganise scrambled paragraphs and scrambled sentences to reassemble a text or to make a good summary.
11. Remove sentences that do not belong in a summary or paragraph. (Grabe, 2009)

Targeting writing support

- structure & organisation (particularly at paragraph level)
- cohesion within and between paragraphs
- inflexible application of models – ‘formula approach’
- using sources and establishing writer’s voice (higher levels)

Targeting writing support

- Some applications of genre pedagogy have been criticised for encouraging the rigid application of fixed text formats

(Johns, 2015; Tribble, 2017; Jenkins, 2014)

- Genre acquisition vs genre awareness

(Johns, 2011)

“...genres predict - but do not determine - the nature of a text that will be produced in a situation”

(Russell, 1997, p.522)

Paragraph organisation

“[The rhetorical functions] operate at paragraph level and inform the choice of vocabulary and sentence structures.”

(Alexander, Argent & Spencer, 2008)

From an environmental perspective, investing in recycling mobile phone can decline the waste related to digital phone.

- As a reader, how do you expect this paragraph to develop?

BUT....

From an environmental perspective, investing in recycling mobile phone can decline the waste related to digital phone. Using recycled phone not only needs less money but also decrease the consumption of mobile phone. It is beneficial for sustainable environment. In addition, it can increase people's awareness of protecting environment, and affect other aspects, such as recycling water and recycling book. It will dramatically decrease the pollution of environment and develop sustainable industries.

Targeting listening support

- inability to identify lecture organisation
- inability to separate out main ideas from detail
- poor note-taking skills
- decoding the sound stream: receptive pronunciation

Listening to lectures

- Reading and listening to lectures require similar discourse interpretation processes
(Nesi & Basturkmen, 2013)
- Metacognitive strategy training shows improved listening outcomes with greater gains for weaker listeners
(Vandergrift & Tafaghodtari 2010; Becker, 2015)
- Focus on the listening process, not on the ‘product’
(Field, 2008; Cross, 2015)

<i>Pedagogical Stages</i>	<i>Metacognitive Processes</i>
<p>1. <i>Pre-listening—Planning/predicting stage</i> Learners predict the correct sequence or the correct answer based on the choices provided.</p> <p>2. <i>First listen—First verification stage</i></p> <p>a. Learners verify their initial predictions and make corrections as required.</p> <p>b. Learners compare their answers with a partner, modify as required, establish what still needs resolution, and decide on what will require special attention.</p> <p>3. <i>Second listen—Second verification stage</i></p> <p>a. Learners verify points of earlier disagreement and make any required corrections.</p> <p>b. Verification of the correct sequence or correct answers.</p> <p>4. <i>Third listen—Final verification stage</i> Learners listen specifically for the information they were not able to decipher earlier. Depending on the difficulty of the text or task, this stage may be optional.</p> <p>5. <i>Reflection and goal-setting stage</i> Class discussion of strategies used to determine the correct sequence of answers and reflection on goals for the next listening activity.</p>	<p>1. Planning</p> <p>2a. Monitoring and evaluation</p> <p>2b. Monitoring, evaluation, and planning</p> <p>3a. Monitoring, evaluation, and problem-solving</p> <p>3b. Monitoring, evaluation, and problem-solving</p> <p>4. Monitoring and problem-solving</p> <p>5. Evaluation, planning</p>

Using the transcript to identify discourse organisation

1. Listen and make notes.
2. Compare with a partner and decide what the main points are
3. Read the transcript to check and 'chunk' it into its different sections (and their hierarchical levels)
4. Prepare notes from the transcript that visually show the text structure (sometimes provide the students with a graphic organiser)
5. Identify the language that indicates these relations (both lexical and organisational – it's often not what students expect)
6. Compare these notes with the notes originally taken and identify problem comprehension areas
7. Listen again and make notes.
8. Compare notes with transcript and identify any continuing problem areas
9. Optional listening again to selected parts, particularly for decoding pronunciation

Issues

Reading & listening: Limited time with the stds and hard to shift entrenched attitudes to learning – do they see the value if it's not explicitly 'test practice'?

Don't know what they're doing with self-access → smart sparrow options

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