THE EFFECT OF STRATEGY INSTRUCTION ON STUDENTS' INTEGRATED WRITING PERFORMANCE

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BAAL TEA SIG 2018 Conference, Nottingham Trent University,

"Designing and Assessing Integrated Skills Tests"

STRUCTURE OF THE PAPER

- Literature background
    - Integrated writing construct
    - Video-mediated listening comprehension
    - Strategy instruction effectiveness

- Research procedure
    - Sample
    - SI intervention

- Findings

- Summary & brief discussion

LITERATURE: INTEGRATED WRITING STRATEGIES

- Key researchers: Ascencion (2004), Esmaeili (2002), Plakans (2009), Yang & Plakans (2012).

STRATEGIES

- 1) DISCOURSE SYNTHESIS STRATEGIES (organizing, selecting & connecting)

  Spivey & King, (1989) & Spivey (1984, 1990, 1997), Yang & Plakans (2012).

  2) MONITORING & EVALUATING STRATEGIES

  Ascencion (2004) & Plakans (2009)

  3) TEST WISENESS STRATEGIES

  Cohen (1998) & Cohen & Upton (2007)

EFFECT OF EXPLICIT STRATEGY INSTRUCTION ON WRITING PERFORMANCE

- Zhang (2013)

- Boscolo, Arfe & Quarisa (2007)

- Segev-Miller (2004)

- Kirkpatrick & Klein (2009)

CONS OF VIDEO USE

- A more expensive assessment option
- Possible complications in learners comprehension
- Construct validity concerns

PROS OF VIDEO USE IN TEACHING & TESTING

- **IN TEACHING**

- Increases student motivation

- Facilitates mental processing

- Provides context for authentic discourse

- Enhances cross-cultural awareness

- Is aligned with multiliteracies pedagogy

- **IN TESTING**

- Provides authentic communication input inclusive of non verbal aspects

- Assessment mode mirroring teaching mode

Gruba 1997

RESEARCH SETTING

- UOM
- 4 hours EAP per week 4 semesters
- 1st sem: academic reading and vocabulary
- 2nd sem: academic writing
- 3rd sem: business written communication
- 4th sem: oral presentations

THE STUDY

Aim of the study:

To determine the effectiveness of SI in increasing strategy use and performance

Research questions:

- RQ1: what is the effect of SI on students' synthesis writing as indicated in their overall writing performance scores

- RQ2: what is the effect of SI on students' synthesis writing as indicated in each of the scoring rubric scales

- RQ3: what are the differences in their performance per students' CEFR level

THE STUDY

Sample: 143 students (University of Macedonia)

Spring semester 2017

Strategy instruction:

- 2 read+watch-to-write synthesis tasks (pre & post intervention)
- Integrated writing strategy questionnaire
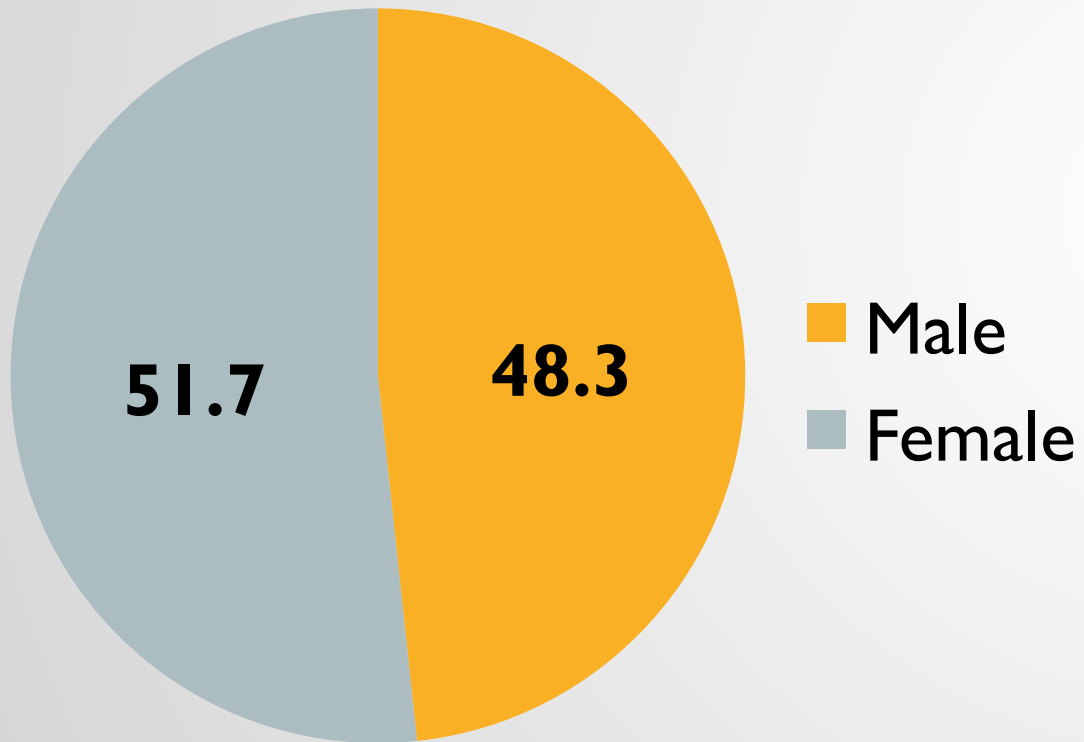- Control & experimental groups
- 7 sessions

SI STAGES

- 1) Awareness raising & modeling
- 2) Practicing
- 3) Evaluating

- Reading text, speech on video on the same topic, synthesis writing task (task: explain the relation of two sources)

WRITING TASK & MATERIALS

- Reading text: Benefits of economic growth

- http://benefitof.net/benefits-of-economic-growth/

- Video: the economics of enough,
  https://www.youtube.com/watch?v=WIG33QtLRyA

- Task prompt: Summarize the points in the video you just watched showing how they cast doubt on those in the reading passage

SAMPLE-GENDER & DEPARTMENT

Gender

51.7 48.3

■ Male
■ Female

Department

41.3 42
16.8

■ Accounting
■ BA
■ Economics
■
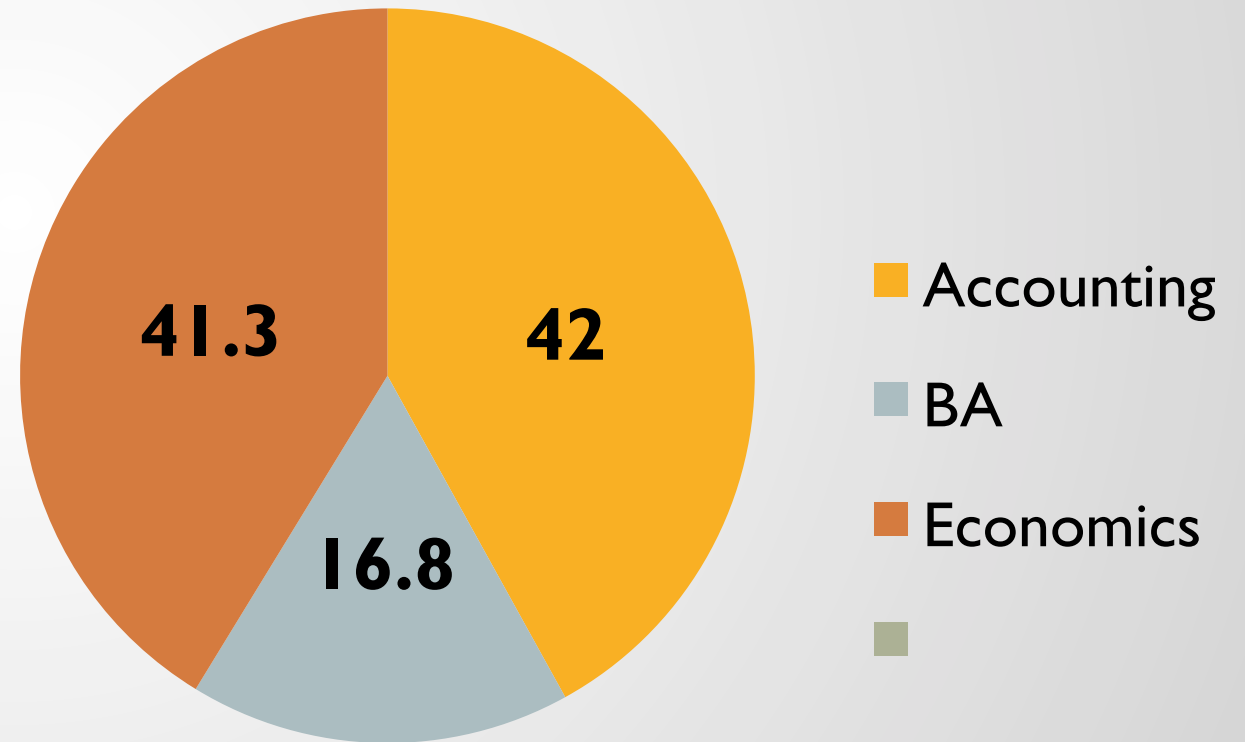
SAMPLE-GROUPS

	Frequency	**Percent**
Control	60	42.0
Experimental	83	58.0
Total	143	100.0
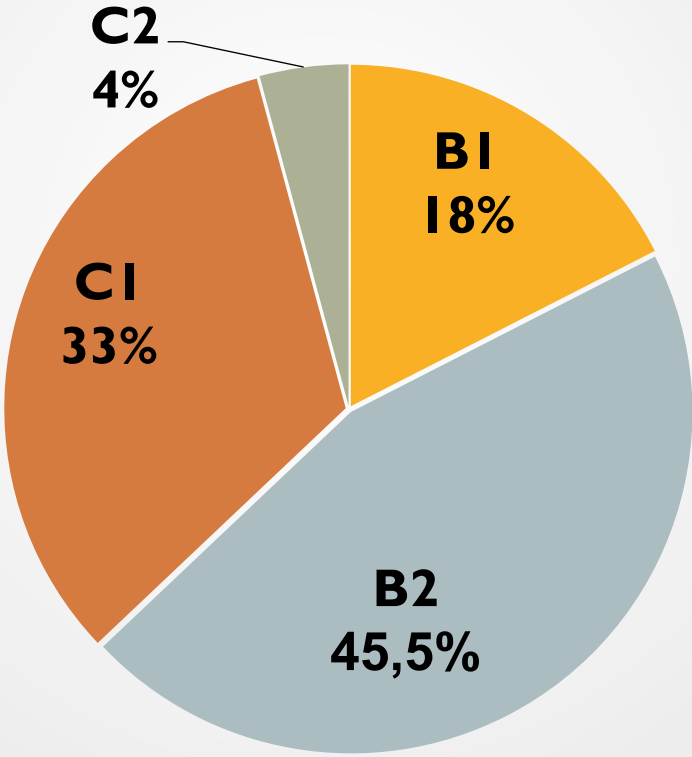
INSTRUMENT: QUESTIONNAIRE

- Total N of items: 34

- 22 items (from Yang & Plakans 2012 inventory)

- 12 additional items related to the visual-auditory input & synthesizing

PCA ON THE QUESTIONNAIRE ITEMS

	F1: SELF-REGULATING STRATEGIES		**Pre**	**Post** *p ≤ 0,05
Q30*	26. I revised the sentences to make my writing clearer.	MON	.830	.790
Q31*	29. I checked if I used examples to support my main ideas.	EVAL	.811	.794
Q32*	30. I reread my essay and changed the content that didn't express what I meant.	MON	.807	.761
	F2: ORGANISING STRATEGIES			
Q16	13. I searched for connections among paragraphs.	ORG	.734	.774
Q13	10. I tried to understand the content according to how information is organized in each paragraph.	ORG	.769	.641
Q12*	9. I searched for connections among sentences.	ORG	.642	.675

PCA CONT.

	F3: CONNECTING STRATEGIES		Pre	Post
Q10*	8. I wrote down main ideas and important points from the reading passage.	CONN	.767	.705
Q19*	7. I made a writing plan (e.g. outlines, notes, keywords, etc).	CONN	.676	
Q1*	4. I wrote down keywords from what I heard in the lecture.	CONN	.473	.785
	F4: TEST WISENESS STRATEGIES			
Q17	14. I planned to copy good sentences from the reading or lecture in my writing.	TW1 COPY	.816	.730
P22*	18. I wrote some phrases based on a writing template I had memorized before the test.	TW2 MODEL		.682
Q23	20. I copied the sentences from the reading passage and revised them.	TW3 PATCH	.758	.593

PCA CONT.

F5: CONNECTING VIDEO AND TEXT INPUT			Pre	Post * p ≤ 0,05
Q27*	I linked the subordinate ideas from the reading text and the speech in my writing.	CONN	.761	.806
Q26	I organized my writing in my own way combining information from both sources at the same time.	CONN	.645	.620
Q21*	I tried to express the relation between the reading text and the speech in one introductory/topic sentence.	CON	.558	.670
F6: VIDEO INPUT COMPREHENSION			Pre	Post
Q6*	As I was watching the speech, I observed the speaker's body language to understand him/her better.	MON	.794	.854
Q7*	As I was watching the speech, I observed the tone and color in the speaker's voice to understand him/her better.	MON	.793	.812
Q8*	As I was watching the speech, I observed the visual aids the speaker used to understand him/her better.	MON	.704	.807

RQ1: EFFECT OF SI ON THE EXPERIMENT AND CONTROL GROUPS AS INDICATED IN THE WRITING PERFORMANCE SCORES

	Control		Experiment	
	Pre	Post	Pre	Post
Total writing score	14.55 (2.98)	15.14 (3.11)	14.15 (3.62)	16.46 (2.83)

RQ2: THE EFFECT OF SI ON THE EXPERIMENT AND CONTROL GROUPS AS INDICATED IN EACH OF THE SCORING RUBRIC SCALES

	Control		Experiment	
	Pre	Post	Pre	Post
Content	2.98 (1.03)	3.57 (1.06)	3.09 (1.04)	3.67 (0.94)
Organization	3.76* (0.83)	3.96* (0.87)	3.25* (1.09)	4.28* (0.81)
Language	3.90* (0.98)	3.76* (0.86)	3.55* (1.06)	3.87* (1.01)
Citation	2.14** (0.77)	2.24** (0.76)	2.18** (0.93)	2.70** (0.57)
Verbatim	1.76** (0.42)	1.61** (0.56)	1.84** (0.44)	1.91** (0.28)

TAKING INTO ACCOUNT TOEFL ITP AS COVARIATE

- The effect of the covariate: $F(1,115)=87.067$, $p=.000$, $\eta^2=.431$
- Effect size *without* a covariate: $F(1,116)=12.74$, $p=.001$, $\eta^2=.099$
- Effect size *with* a covariate: $F(1,115)=8034$, $p=.005$, $\eta^2=.065$,

RQ3: DIFFERENCES PER CEFR LEVEL

	Control		Experiment	
	Pre	Post	Pre	Post
B-level students N=73	12.76 (2.53)	13.84 (2.47)	13.15 (3.58)	15.60 (2.76)
Within-subjects effect: $F(1,71)=28.113$, $p=.000$, $\eta^2=.284$ Between-subject effects: $F(1,71)=4.266$, $p=.043$, $\eta^2=.057$				
C-level students N=45	16.27 (2.31)	16.38 (3.20)	16.68 (2.26)	18.63 (1.57)
Within-subjects effect: $F(1,43)=8.047$, $p=.007$, $\eta^2=.158$ Between-subject effects: $F(1,43)=6.347$, $p=.016$, $\eta^2=.129$				
Total writing score	14.55 (2.98)	15.14 (3.11)	14.15 (3.62)	16.46 (2.83)

SUMMARY - DISCUSSION

- **RQ1:**
- The experiment group performed better than the control in the overall performance
- ➔ Worth including SI in integrated writing tasks

- **RQ2:**
- Significant differences in organization & language within each group
- Significant differences in citation & verbatim within each group & bet. exp. & control
- ➔ Short term sensitizing learners regarding citation & plagiarism
- ➔ Organization & language impacted by teaching in general
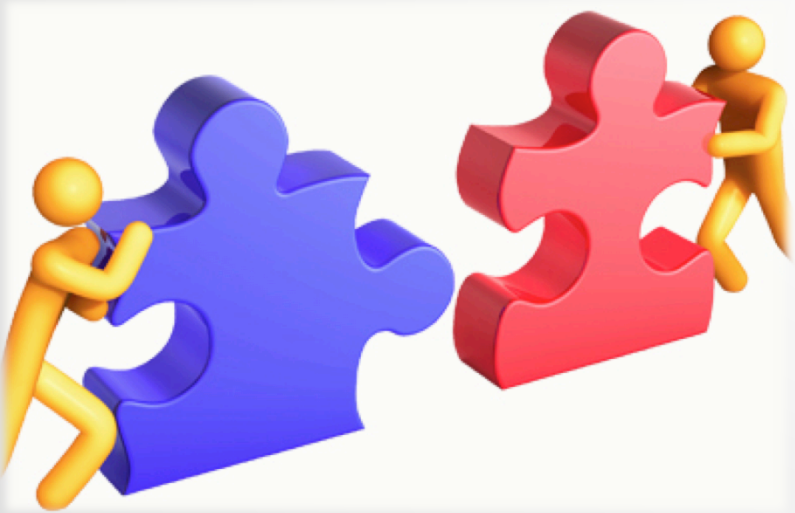
SUMMARY - DISCUSSION

- **RQ3:**
- SI helps intermediate level students improve synthesis writing quality
- ➔   Corroboration of Zhang (2013)
- ➔   Score improvement in experiment as a result of focused strategy instruction

- **Scoring Rubric**
- Teacher effect or students' perception effect

THANK YOU

SCORING RUBRIC

	Content
5	Accurate selection of points from both sources + accurate balance between the two sources + accurate connection of points + no redundant info
4	Generally good selection of points from both sources + balance between the two sources + fairly good connection of points+ minor omissions + some inaccuracy and vagueness
3	Some well selected points + inaccuracies + vague or imprecise connection of points + a lot of redundant info + 1 point missing + over-reliance on one source
2	Few points from the passage or the text relevant to the task + significant omissions + no connection of points from the two sources + points misrepresented + significant inaccuracies + over-reliance on one source
1	No points from one source + very little meaning
0	Off-topic

	Organization
5	Clear and coherent overall organization + clear and coherent organization of paragraphs + clear point by point comparison of the main points in the two sources + clear and coherent subject by subject comparison of the two sources with an accurate introductory sentence on the relation of the two sources, topic sentences and references to the other source
4	Generally coherent overall organization including an introductory and main body + frequent use of linkers + some mechanical use of linkers + fairly clear point by point comparison of the main points in the two sources + clear subject by subject comparison of the two sources + 1 redundant point
3	Some inconsistency in organization + lack of cohesion + 2 redundant points + introductory sentence missing
2	Poor organization + very little coherence + significant absence of linkers and unclear relation among points + a lot of redundant points
1	Too short to make sense
0	Left blank or in Greek

SCORING RUBRIC

	Language use
5	Correct sentence structure + correct form & use of vocabulary + minor & occasional errors which don't block meaning
4	Generally correct sentence structure + generally correct form and use of vocabulary + more frequent minor errors which don't block meaning
3	Frequent errors blocking meaning + vague expressions + obscured meaning
2	Key ideas obscured by numerous errors
1	Language level so low the writing becomes difficult to understand
0	No meaning + written in Greek

	Citations
3	Frequent, appropriate and variable references to both sources
2	Occasional references to both sources with occasional variety + over reliance on one source
1	Only one or no reference to sources
	Verbatim
2	No or very little use of verbatim + appropriate and accurate paraphrase
1	Frequent use of verbatim and very little attempt to paraphrase + copy-paste of long stretches of text
0	Only use of verbatim