

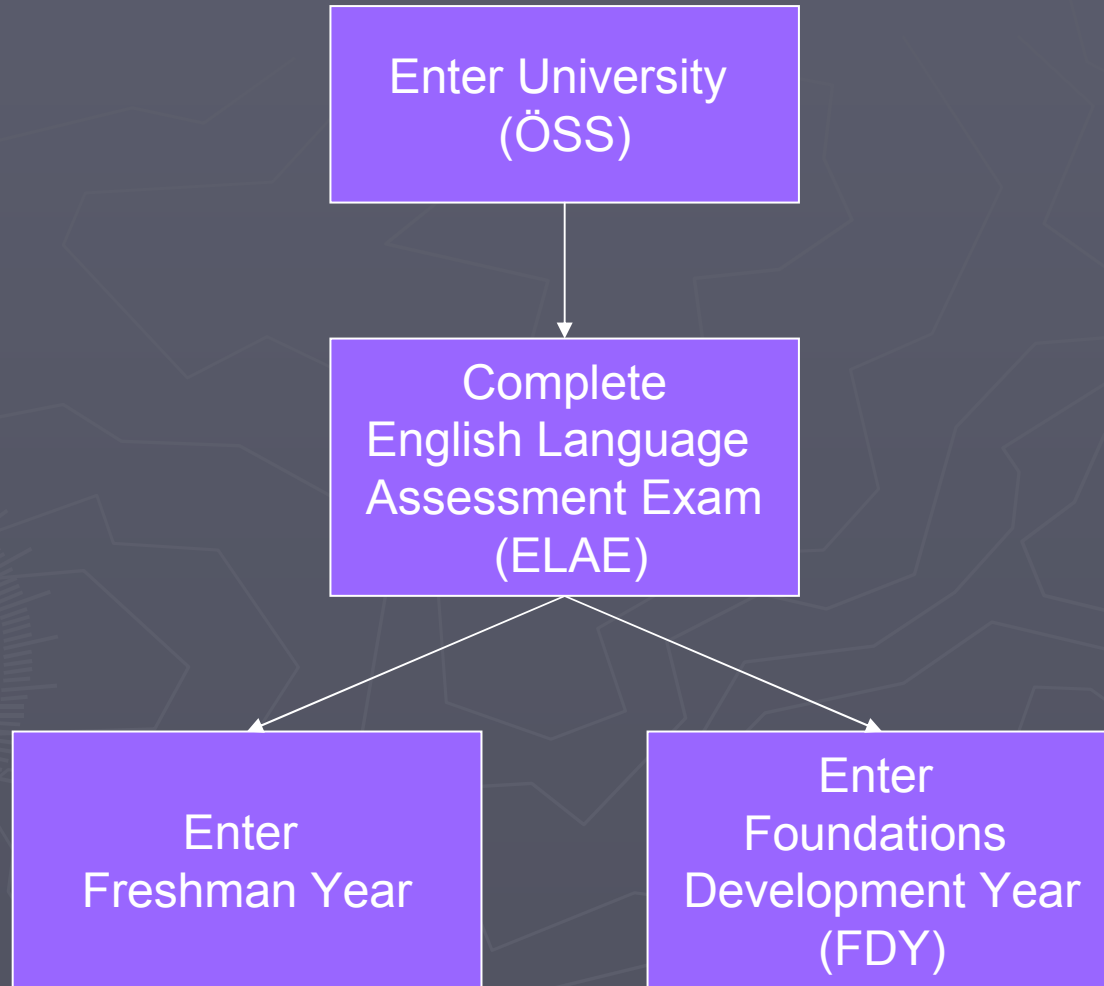
# Running an Effective Support System

Kristin Şendur  
CIAD, Sabanci University

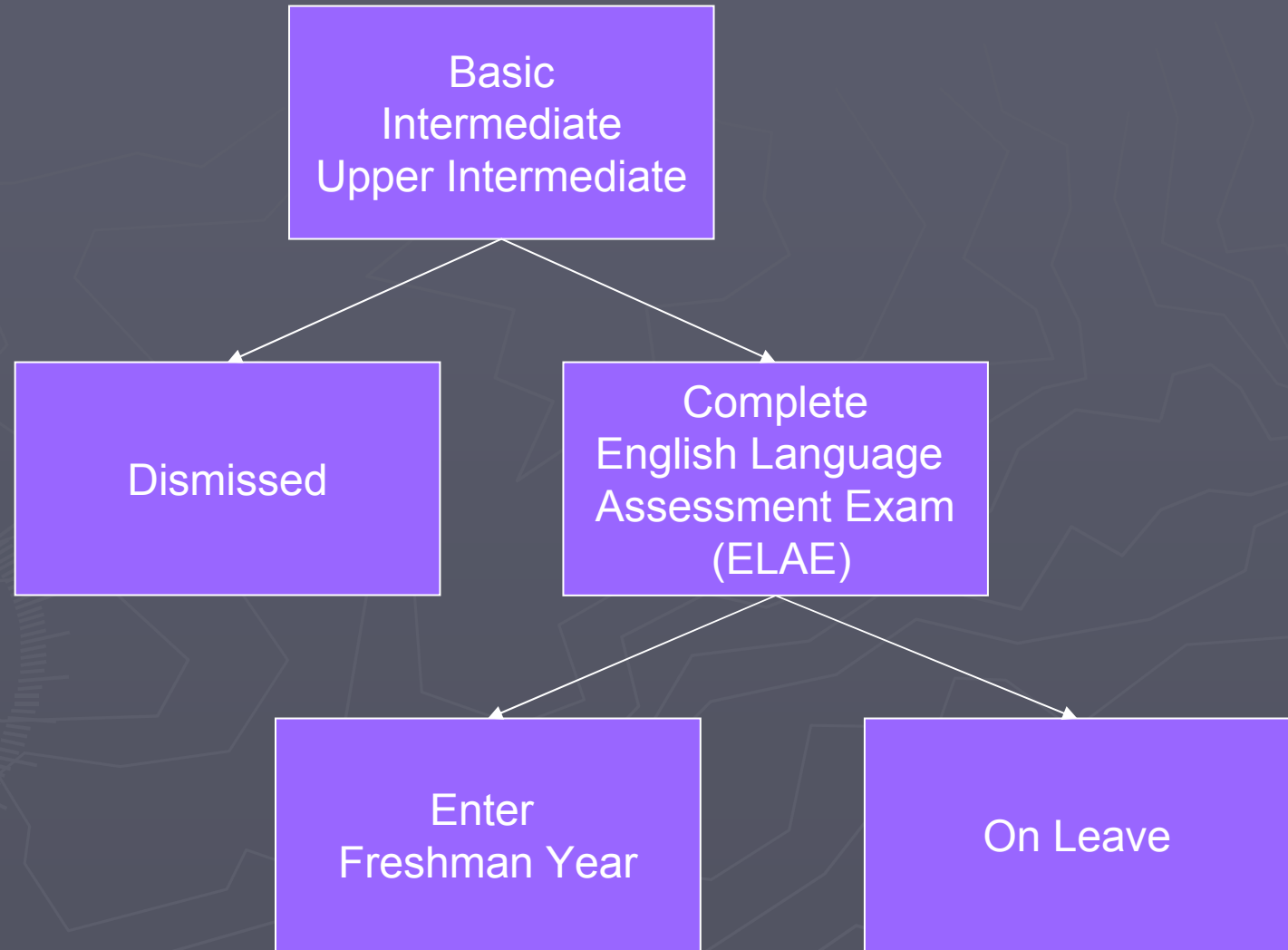
# Agenda

- ▶ Student Population
- ▶ Student Needs
- ▶ Program Principles
- ▶ Program Components
  - Awareness Raising
  - Application
  - Workshops
- ▶ Evaluation
- ▶ Future Directions

# Population



# Population



# Student Needs

Perceived by Students

Perceived by SUWC

- Pass ELAE exit exam

- Improve English
- Practice English

- Study English effectively
- Think critically
- Utilize learning strategies
- Transition successfully to freshman year
- Enjoy learning and using English

# Program Principles

- ▶ Responsive to student needs
  - Strategy development
  - High interest materials
  - Building background knowledge
- ▶ Pedagogically Appropriate

# Program Principles: Collaboration

- ▶ Information Sharing
  - Meetings and e-mail
  - Class observations
  - Calendar: timing content
- ▶ Design
  - Workshop planning
  - Program components

	Monday	Tuesday
<b>Week 1</b> 27-Apr-1 May	Apr 27 <b>Start Unit 1</b>	28 <b>Meeting</b> * Finalize process Essay Task Sheet * Unit 1 Vocab & Concepts List
<b>Week 2</b> 4 - 8 May	May 4	5 <b>Meeting</b> * Unit 2 & 3 Vocab & Concepts List

# Program Components

Small Group  
Peer Tutorials

Individual  
Peer Tutorials

Awareness Raising  
Program Components

Small Groups for  
On Leave & Dismissed  
Students (Pilot)



# Peer Tutorial & Small Group Registration

Monday March 2, 2009

Time	Tutor	Student Name(s)	FDY Level <input checked="" type="checkbox"/> Check your level	I want to practice...	I want this tutorial...
13:40-14:25	Ceyda		<input type="checkbox"/> On Leave/Dismissed <input type="checkbox"/> Upper Intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Basic		<input type="checkbox"/> Every week <input type="checkbox"/> Just next week
13:40-14:25	Gürhan		<input type="checkbox"/> On Leave/Dismissed <input type="checkbox"/> Upper Intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Basic		<input type="checkbox"/> Every week <input type="checkbox"/> Just next week
14:40-15:25	Burcu		<input type="checkbox"/> On Leave/Dismissed <input type="checkbox"/> Upper Intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Basic		<input type="checkbox"/> Every week <input type="checkbox"/> Just next week
18:40-19:25	Münire		<input type="checkbox"/> On Leave/Dismissed <input type="checkbox"/> Upper Intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Basic		<input type="checkbox"/> Every week <input type="checkbox"/> Just next week
17:40-18:25	Burcu		<input type="checkbox"/> On Leave/Dismissed <input type="checkbox"/> Upper Intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Basic		<input type="checkbox"/> Every week <input type="checkbox"/> Just next week
18:40-19:25	Münire		<input type="checkbox"/> On Leave/Dismissed <input type="checkbox"/> Upper Intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Basic		<input type="checkbox"/> Every week <input type="checkbox"/> Just next week

**SUWC**  
SABANCI UNIVERSITY WRITING CENTER



Your peer tutorial is scheduled on \_\_\_\_\_ at \_\_\_\_\_ in FASS 2138. Please e-mail [writingcen@sabanciuniv.edu](mailto:writingcen@sabanciuniv.edu) if you have any questions.

# Tutorial

- ▶ Set an agenda
- ▶ Use an activity to review and reinforce strategies
  - Open Ended Questioning
  - Modelling
- ▶ Review tutorial and make further plans

# Benefits

## ► Size

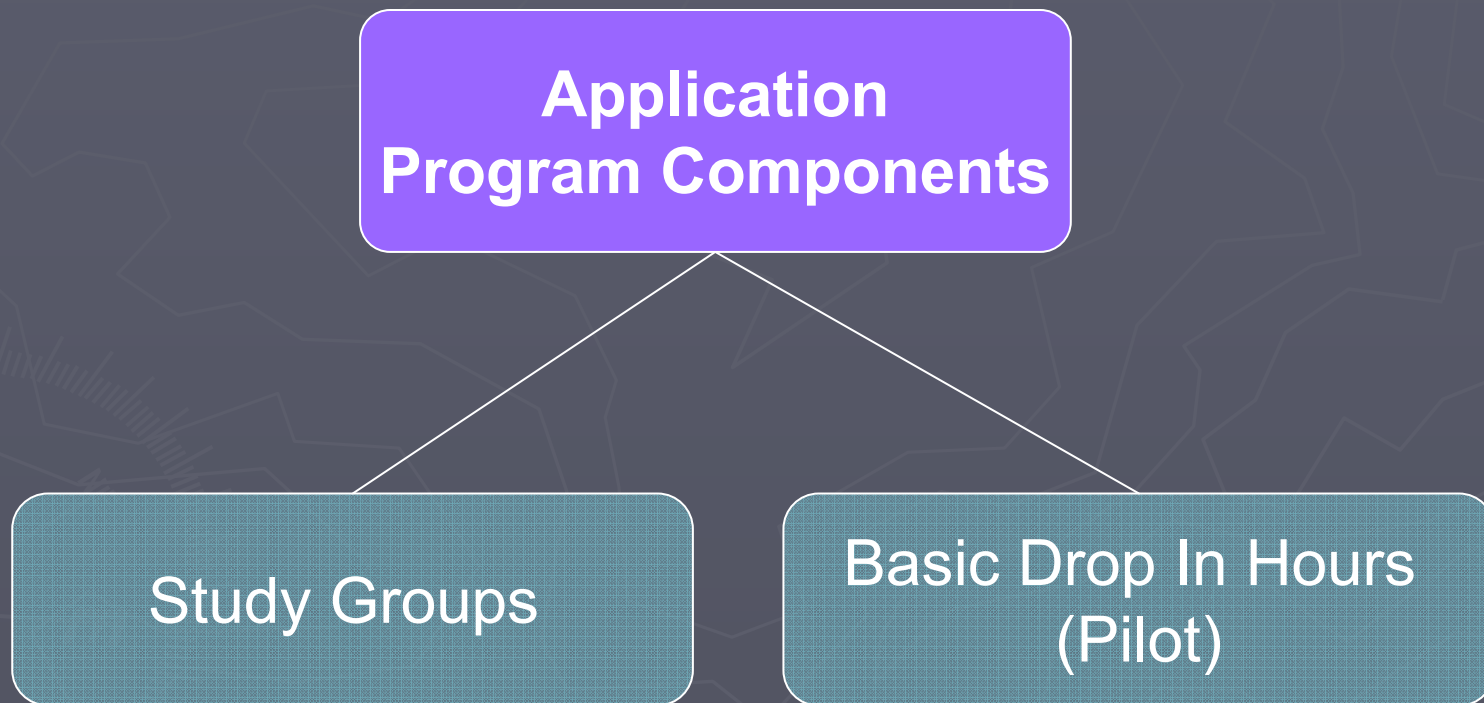
- Personal Relationships
- Student comfort rises

# Challenges

## ► Size

- Limited service available

# Program Components



# Study Group

## ▶ Pre

- Building background knowledge
- Review strategy

## ▶ During

- Guided and independent practice

## ▶ Post

- Discuss answers
- Discuss or summarize topic

# Benefits

- ▶ Personal relationships
- ▶ Meets students' perceived needs
- ▶ Provides guided and independent practice

# Challenges

- ▶ Voluntary attendance
- ▶ Students push for exam practice

# Reading Material

- ▶ Articles taken from academic sources
  - Newspaper, journals, textbooks
- ▶ Adapted to meet student needs
  - Vocabulary, structure, length
- ▶ Pre, during, post material created to fit the article and student needs



# Vocabulary Profiler

despite the great distance between asian and european the two regions had contact prior to number a traders pilgrims and warriors all traveled along the silk road from rome and syria in the west to as far as china in the east culture spread through interaction among merchants travelers and conquerors the most profound influences of all were those brought by conquering civilizations to understand the history of cultural diffusion one must understand the major empires of the silk road and the efforts that they had on the exchange and spread of culture trade on the silk road flourished during three major time periods number the number century though the number century a number the number to number century a and number the number to number century a these were periods that saw the unification of great empires of the east and west

the number century though the number century a the first major contact between east and west came with the conquest of central asia by alexander the great this brought greek influence to central asia by number alexander empire stretched from greece in the west to egypt in the south and though iran to northern india as the empire grew so did greek influence in these new areas in every place that alexander conquered he set up new strategic military towns to which he imported greek people they brought with them their own cultural items and ideas new plants such as the grapevine and new technologies in metalwork were introduced during this era greek influences can be seen in the central asian art and architecture of this time period

yet because alexander empire was so great in size his successors could not keep it united many regions revolted after his death as the empire of alexander the great fell three new powers arose to assume control of the lands alexander had conquered the romans took over the western part of alexander empire and the parthians took over the eastern half at the same time china extended its dominance far to the west as far as sogdiana the eastern most boundary of empire



# Listening Material

- ▶ Lectures and news stories taken from online and other sources
  - iTunes U, university websites, NPR, SU Information Center
- ▶ Lectures created based on available resources
- ▶ Tasks vary with lecture features
  - Example: Introduction to the American Civil War (created)
  - Example: Civil War Medicine (found)

# Writing Material

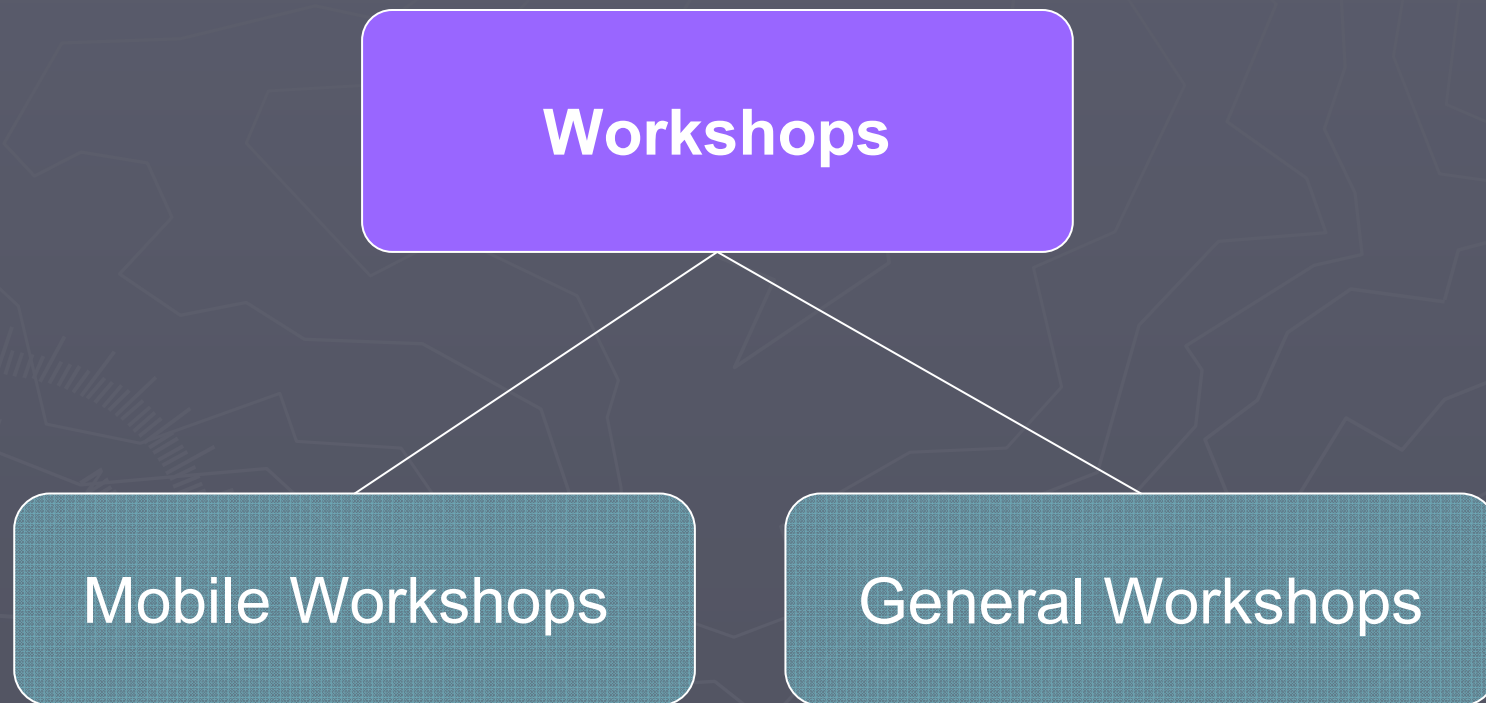
- ▶ Process Approach
- ▶ Analyze anonymous essays
- ▶ Integrate reading and listening as source material

# Managing Expectations

- ▶ Study group and peer tutorial presentation
  - Purpose
  - Design
  - Student responsibilities
- ▶ Identify relevance



# Program Components

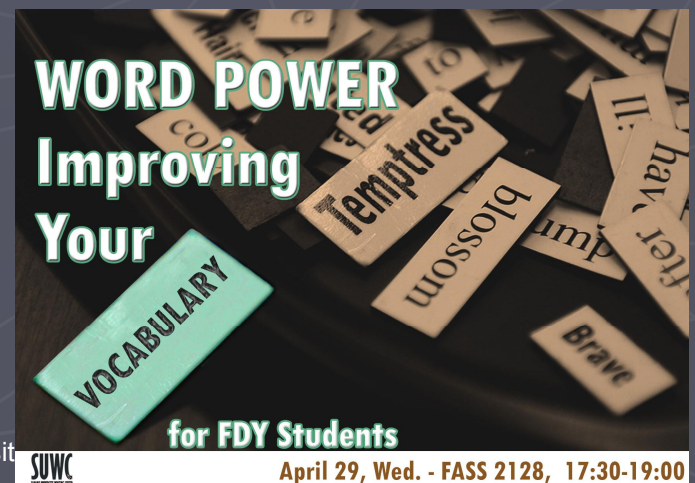
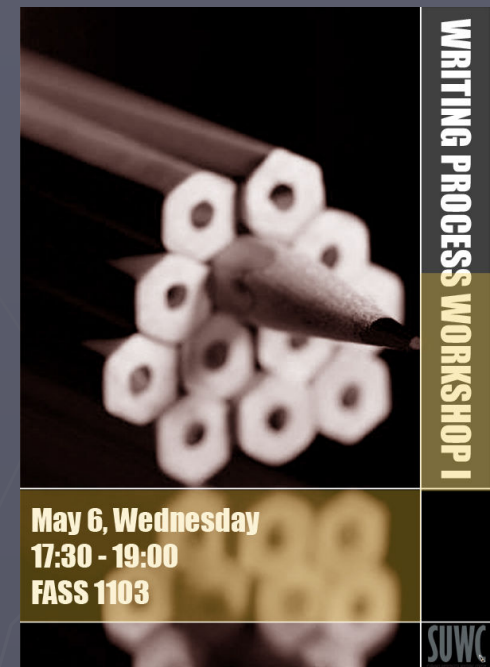


# Mobile Workshops

- ▶ Developed and held at the request of an instructor or level
- ▶ Sample workshops
  - Introduction to Paraphrasing
  - Synthesizing Reading
  - Taking Lecture Notes

# Workshops

- ▶ Developed for a general FDY audience
- ▶ Sample workshops
  - Writing Process
  - Word Power:  
Improving Your Vocabulary



# Evaluation

## ▶ Surveys

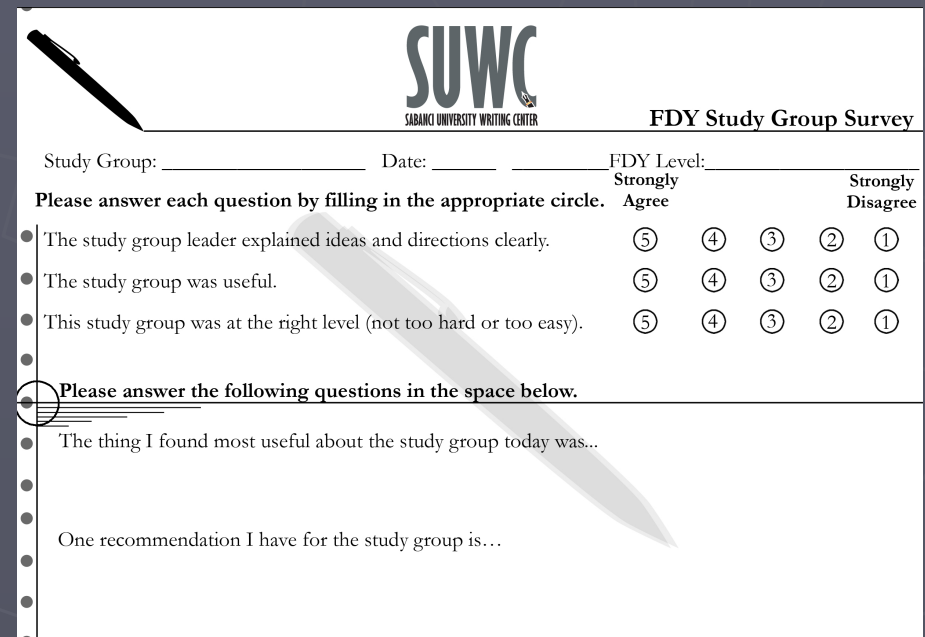
- Likert Scale
- Open Response

## ▶ Interview

- Expands on survey

## ▶ Conversations

## ▶ Text Survey



The image shows a survey form titled "FDY Study Group Survey" from the Sabanci University Writing Center (SUWC). The form includes fields for "Study Group:", "Date:", and "FDY Level:". Below these fields, there are three Likert scale questions with a 5-point scale from "Strongly Agree" (5) to "Strongly Disagree" (1). The questions are: "The study group leader explained ideas and directions clearly.", "The study group was useful.", and "This study group was at the right level (not too hard or too easy).". Below the Likert scale questions, there is a section for open-ended responses with the heading "Please answer the following questions in the space below." and two questions: "The thing I found most useful about the study group today was..." and "One recommendation I have for the study group is...".

**SUWC**  
SABANCI UNIVERSITY WRITING CENTER

**FDY Study Group Survey**

Study Group: \_\_\_\_\_ Date: \_\_\_\_\_ FDY Level: \_\_\_\_\_

Please answer each question by filling in the appropriate circle.

	Strongly Agree				Strongly Disagree
• The study group leader explained ideas and directions clearly.	⑤	④	③	②	①
• The study group was useful.	⑤	④	③	②	①
• This study group was at the right level (not too hard or too easy).	⑤	④	③	②	①

• Please answer the following questions in the space below.

• The thing I found most useful about the study group today was...

• One recommendation I have for the study group is...

# Future Directions

- ▶ Increase tutor training
- ▶ Evaluate strategy maintenance
- ▶ Develop further collaboration



# Selected References

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