

# **Best? No!...Emerging Practices: Self-Help**

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# Common Strands in This Presentation

1. How do we motivate students to 'own' a language? To take responsibility for learning a language?
2. How do we as teachers design a program so students can succeed at standardized tests?
3. Technology can help.

# Subject Population: Who are the Learners and what are they doing?

I. *Junior, senior, & graduate students* applying to graduate schools in and out of Turkey, and must take

**standardized tests such as GMAT, GRE, & Ib-TOEFL.**

II. *Teachers* who need to

**'manage student expectations'** in the process **transfer** classroom methods to 'test' teaching **use technology.**

# Student Learner Orientation: Frustration!

- Higher Scores in
  - **Verbal Section** of the Graduate Record Exam (GRE)
    - FENS, 300/800; FASS, 400/800
  - **Speaking Section** for the Internet Based Test of English as a Foreign Language (Ib-TOEFL)
    - FENS, 15/30; FASS, 20/30
  - **Writing Sections** for both exams
    - GRE: 3 or 4/6; TOEFL, 15-20/30

## Teacher Learner Orientation: Frustration!

- My students do poorly!
- It must be me! I'm not a good teacher.
- It must be them. They're lazy.

## Revisit the situation: Skills Transfer

### Students

- “sahip çıksan” to create an authentic voice

### Teachers

- Language arts philosophy in exam prep

# Learner Autonomy: Raising Awareness

How admissions committees perceive test scores in the selection process (GRE differs from LES)

- Ibt-TOEFL Speaking score as a criterion in teaching assistant (TA) selection
- GRE as a predictor of success in graduate school
- Strong TOEFL can counteract weak GRE
- Current economic crisis
  - Decreasing aid
  - Increasing number of applicants

# How it starts: Learning Dialogues

## Students,

- through peer blogs at prospective universities and test prep sites, actual & virtual web seminars, teleconferencing, alumni network, consulate & school reps.

## Teachers,

- through institutional liaisons with the University Career Development Office, admissions conferences, international exchange programs, counseling, grant, and scholarship offices.



## 2. Program Design for Career and Academic Program (CAP)

Under discussion today:

- General Services
- Online Tutorials (GRE/Ib-TOEFL Clinic)
- Oral Fluency (Ib-TOEFL)

# 1.1 Creating Student Learner Autonomy: Independent Learning

- CAP Communications
  - Summer Calendar of Activities
  - Timely Reminders
  - Updates on any Test Changes
- Lending Library
  - “*TAM*” GRE and “Light” GRE
  - GRE Word Cards
  - Books
  - CD’s practice tests

## 1.2. Learner Autonomy: Online GRE/TOEFL Clinic Tutorials

- **Pre-test Material**
  - 1. TOEFL Writing FAQs
  - 2. TOEFL/ GRE Writing Tips
  - 3. Language Errors Common to Turkish Writers
- **Simulated Test**
  - Graded feedback on 4 essays
- **Post-test Material & face to face visits**
  - 1. Samples of a range of scored essays with feedback
  - 2. List of areas to work on at Interactive site from awe@ Finnish Virtual University, academic writing in English. <http://sana.tkk.fi/awe/index.html>
  - 3. Deconstructed strong essay

**NEW TREATMENT AT  
TOEFL, GRE & GMAT  
CLINIC!**

**TOEFL** Workshops

**17:30 - 19:30**



## 1.3.Learner Autonomy: Oral Fluency

1. One Hour Weekly Conversation Group: “We Need to Talk” - Early Spring
2. Culminating Ib-TOEFL Speaking Workshop - Fall
3. Tutorials with Audacity sound program – Fall

WE NEED  
TO  
TALK!

MONDAY 16:00 FASS 2128, DON'T BE LATE

**SPEAKING GROUP FOR GRADS  
STARTING FROM MONDAY, MARCH 16  
MEETING BETWEEN 16:00 - 17:30 IN FASS 2128**

SUWC's Graduate Program is now launching an 8-week pilot speaking workshop series for graduate students interested in increasing their speaking proficiency in English.

The focus of the workshop series is on English conversation in academic discourse settings, with some attention to presentation skills. Thus, English pronunciation, stress, and inflection as well as vocabulary acquisition will be the target of the workshop. Participants will be taped at times, and the

# 1. One Hour Weekly Speaking Group

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- Some of the “We Need to Talk” Activities
  - Paired Groups (spontaneity & autonomy)
  - Script Reading (inflection & autonomy)
  - Presentations on Academic Topics (filmed)

## 2. Ib-TOEFL Workshop

Purpose: Overview of test

Run once fall semester, close to the test date

Materials:

Power point slides, audio cds, voice recordings, handouts

Activities

Listen to samples of SU student TOEFL responses

Complete a sample TOEFL test in pairs with scoring guide



## Sample Workshop Slide: Ib-TOEFL Speaking Test Practice

- Warm-Up 1. Quick Responses
- Warm-Up 2. Generate Vocabulary
- Independent Speaking Test: One speaker, one listener. Peer Review
  - Rotate roles and pass cards to the next pair on your left. Last pair in the room gives to first pair.
  - Grade your partner's speech from 0 - 4 with the review paper.
  - Do not look at the cards until we start.
  - Everyone has 15 seconds to prepare/45 seconds to talk. We'll talk in unison, so spread around the room.
  - We will tell you when to start and stop.

## 1.3. Individual Tutorials with Audacity

- Tutorials online and in person
- TOEFL Response Practices, BUT also
- Skills such as:
  - Inflection
  - Varying sentence patterns
  - Building longer sentences with adjectives, adverbs
  - Controlling Pauses
  - Intonation Patterns
  - Varying verb tenses
  - Problematic sounds for Turkish Speakers – V/W/TH

# Tutorial Activity: Controlling Pauses

- Rubber Band Training
- Replay sound files
- Email sound files
- Vocabulary lists on poster boards around the room

## 2.1 Teacher/Learner X transfer of Skills: Evaluating Speech and Writing

- Speech and writing, when evaluated as academic communication, have some parallels.
  - Form-- working within a constraint
  - Content--unified, logical whole
  - Genres—narration, persuasion, exposition
  - Rhetorical techniques—comparison contrast, examples
  - Presence or absence of an main idea
  - Development of said idea – examples, citations
  - Authentic voice, not overreliance on experts
  - Language – strong verbs, description

## 2.2. Activities Involving Skills Transfer

1. 'Borrowed' writing pedagogies for encouraging oral fluency in Audacity tutorials. (Previous slides)
2. To create collaborative experiences absent in journal writing, reading, peer revision and editing,
  1. Paired discourse as a speaking activity in speaking group and workshops (cards). (Previous slides)
  2. Group writing of an introductory GRE essay paragraph in GRE Writing Workshops.
3. Freshman Composition and Literature pedagogies in GRE/TOEFL Workshops and GRE/TOEFL Clinic.

# Description Writing + Description Speaking (Independent) = Problem of Organization

- Gulden, Independent “I think a good friend should be friendly and who is, who can be near you every time, who can help in your bad situations and who can think about you very much and a good friend can be also in your good days as well.”
  - Gulden, Integrated “First of all, hero means that someone admired something and there are types of heroes.”
  - Ovunc 2 and 3 – practice makes perfect

## Successful X Transfer: Writing to Speaking when 'owning' the piece

- Alim, Favorite Pet:

"I'd would like to have a bird, especially a special one who can be taught to speak in my house."

- Ucar, Favorite Pet:

"From my point of view, I think the best pet that a child can grow up is a bird.... Despite these things, besides these things, not only its good for a child, to have some responsibility. "

"

## 2.3. X Transfer Writing Strategies: GRE/TOEFL Speaking and Writing

- Used models from Brooklyn and Queens College, CUNY, Freshman Composition courses:
  - “Nestorian Order”
  - “Tell Me a Story”
  - “Many Reasons, One Reason”
  - “Strawman”
  - “Turning Point”

Bruffe, Ken., *The Least You Should Know About English*.  
Schor, Sandra and , RHBJ



# Future strands

- Turkey's unusual position vis-à-vis internet use in developing countries. How virtual literacy needs to be exploited.
- How does the absence of student experiences in peer review and editing in the classroom affect digital collaborations?
- How do speaking strategies differ from composing ones?
- Does digital literacy in the first language transfer over to the second? And if so, how? I.e., Facebook
- Does digital fluency correspond to academic fluency?

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# More X Transfers: Writing to Speaking and Writing

- Materials from thesis group
  - Reporting verbs for the paraphrase and summary activities of Integrated Speaking (and Writing)
  - Models from Freshman Writing Courses to Ib-TOEFL Speaking (and Writing and GRE Writing). (Handouts)

#### 4. FASS & FENS High Frequency Reporting Verbs

Biology	describe	find	report	show	suggest	observe
Physics	develop	report	study	find	expand	
Electrical Engineering	propose	use	describe	show	publish	develop
Marketing	describe	argue	find	demonstrate	propose	show
Applied Linguistics	suggest	argue	show	explain	find	point out
Sociology	argue	suggest	describe	note	analyze	discuss
Philosophy	say	suggest	argue	claim	point out	hold/ think
Overall	suggest	argue	find	show	describe	report

# Academic Reporting Verbs Used in Summary/Paraphrase

Reiterate	➤ <i>Tekrarlamak</i>	Temper	➤ <i>Ölçülü hale getirmek</i>
Renounce	➤ <i>Feraget etmek / Vazgeçmek</i>	Taint	➤ <i>Leke sürmek</i>
Replicate	➤ <i>Kopyalamak / Aynısını yapmak</i>	Thwart	➤ <i>Bozmak / Engel olmak</i>
Retract	➤ <i>Caymak / Geri almak</i>	Transcend	➤ <i>Aşmak / Üstün olmak</i>
Rescind	➤ <i>Feshetmek / Yürürlükten kaldırmak</i>	Truncate	➤ <i>Budamak / Kesmek</i>
Retort	➤ <i>Karşılık vermek (cevap)</i>	Validate	➤ <i>Geçerli kılmak / Doğrulamak</i>
Revile	➤ <i>Kötülemek / Yermek</i>		➤ <i>Açığa vurmak</i>
Revoke	➤ <i>Çevirmek / İptal etmek / Geri almak</i>	Vent	➤ <i>Çekişmek / Rekabet etmek</i>
Substantiate	➤ <i>Desteklemek / Gerçekleştirmek</i>	Vie	➤ <i>Feragat etmek / Tabi tutmamak</i>
Supplant	➤ <i>Alt etmek / Yerini almak</i>	Waive	
Suppress	➤ <i>Bastırmak</i>		
Surmise	➤ <i>Sanısına kapılmak</i>		
Sustain	➤ <i>Devam etmek</i>		

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