



# TYCA NE 2016

## Hartford, CT

BMCC Teaching Academy:  
From Pre-writing Group  
Work to Essay Writing

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Borough of  
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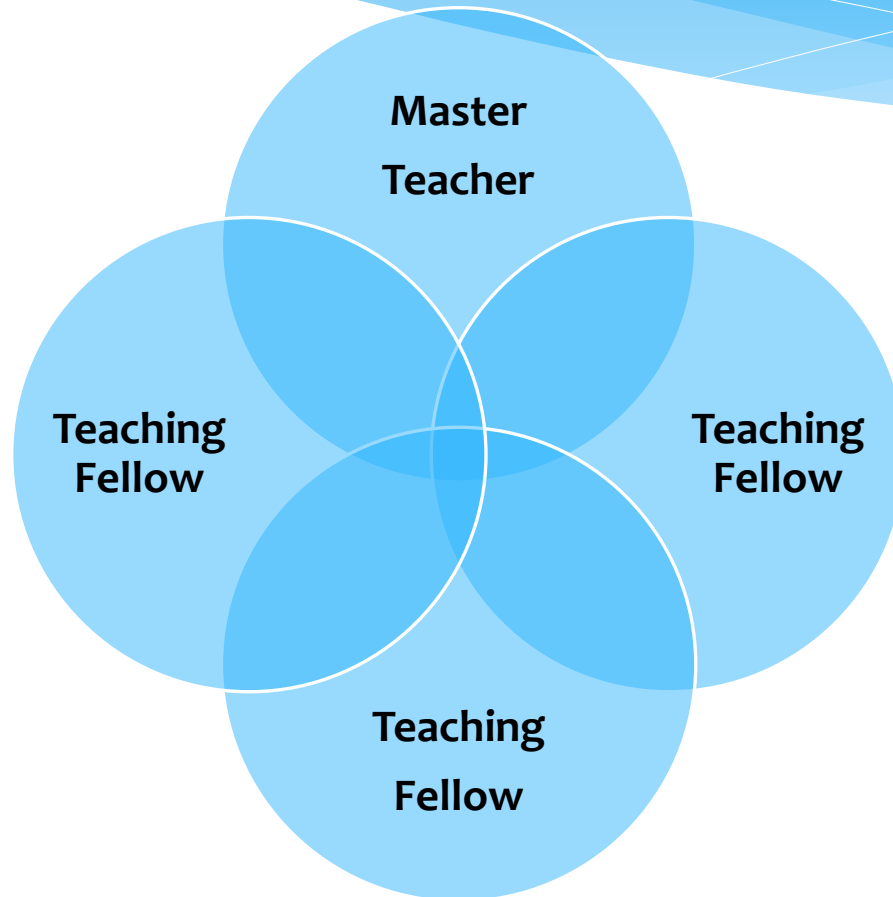
Community College

10/14/16

# Teaching Academy: overview

1. Four-semester program
2. Cross-disciplinary groups
  - \* One Master Teachers (tenured)
  - \* Up to four Teaching Fellows ( untenured)
3. Focus on
  - \* Reflective teaching (peer observation, non-judgmental feedback, experimentation, written reflection)
  - \* Responsive, effective classroom practices
  - \* Scholarship of teaching and learning (SoTL)
4. Culminating SoTL research project

# Participants: Groups



# Overview of semesters

**Semester 1:** Peer observation and feedback, readings, shared reflections

**Semester 2:** Peer observation and feedback + **video**, readings, shared reflections

**Semester 3:** Planning/piloting a SoTL research project

**Semester 4:** Carrying out a SoTL research project

The 2016 Cohort is currently in S2. The 2015 Cohort is in S4.

# Students' Perceptions toward Group Work Activities - Research Questions

- \* How do developmental writing students feel about working in groups that require them to think critically?
- \* How can the class instructor help developmental writing students to feel more positive about working in groups?
- \* Do students who practice group work score better in the final CATW exam?

# Group Work (more than 2 or 3)

- \* Instructor initiated topic
- \* Student generated (produced) input (content)
- \* (Example: writing a summary (CATW), make a presentation on interview questions, brainstorm experiences/ analyze /categorize the incident with group members)
- \* **Having Our Say** – reading split-page journals
- \* Student-centered pedagogical approach
- \* Meaningful student interaction
- \* Culturally and linguistically diverse groups practice speaking and listening, reading and writing
- \* Challenge ideas, raise questions, negotiation of meaning
- \* Enables cognitive development/ wide range of critical thinking tasks

# Hypothesis

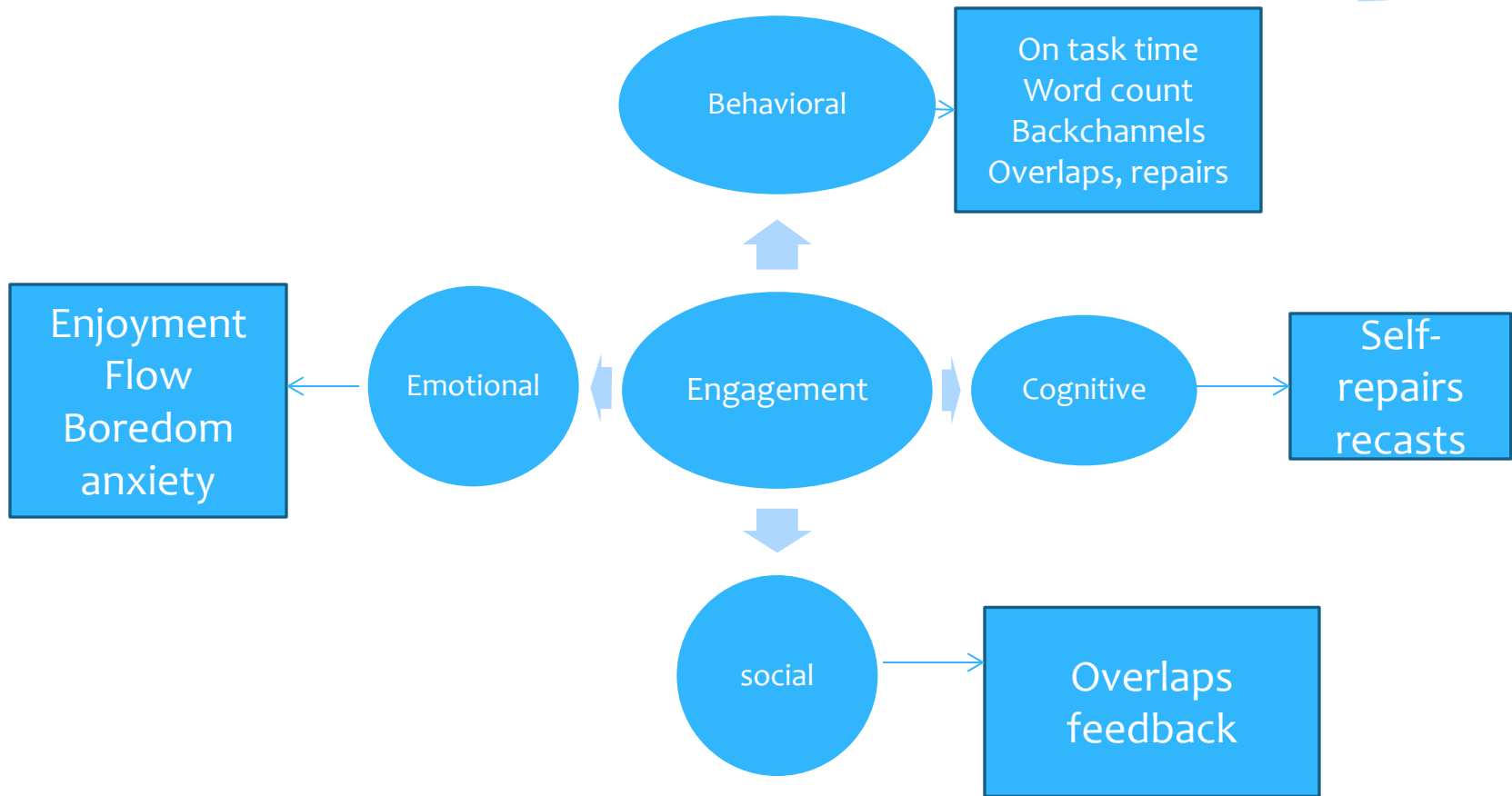
- \* Based on my observations those students who collaborate and involve in group work have a positive attitude toward class, class members, and learning in general. Group work maximizes in class communication and exchange of ideas in a low stressed environment.

# Literature Review

- \* “All for one and one for all: Peer Writing Groups in the Developmental Writing Classroom” (Glazer, 2009)
- \* cooperative group work – peer writing groups will change attitudinal changes towards writing and to class in general.
- \* There is not much difference between control and experimental group
- \* - positive influence of cooperative work
- \* Experimental group’s essay were judged superior
- \* Better retention and attendance

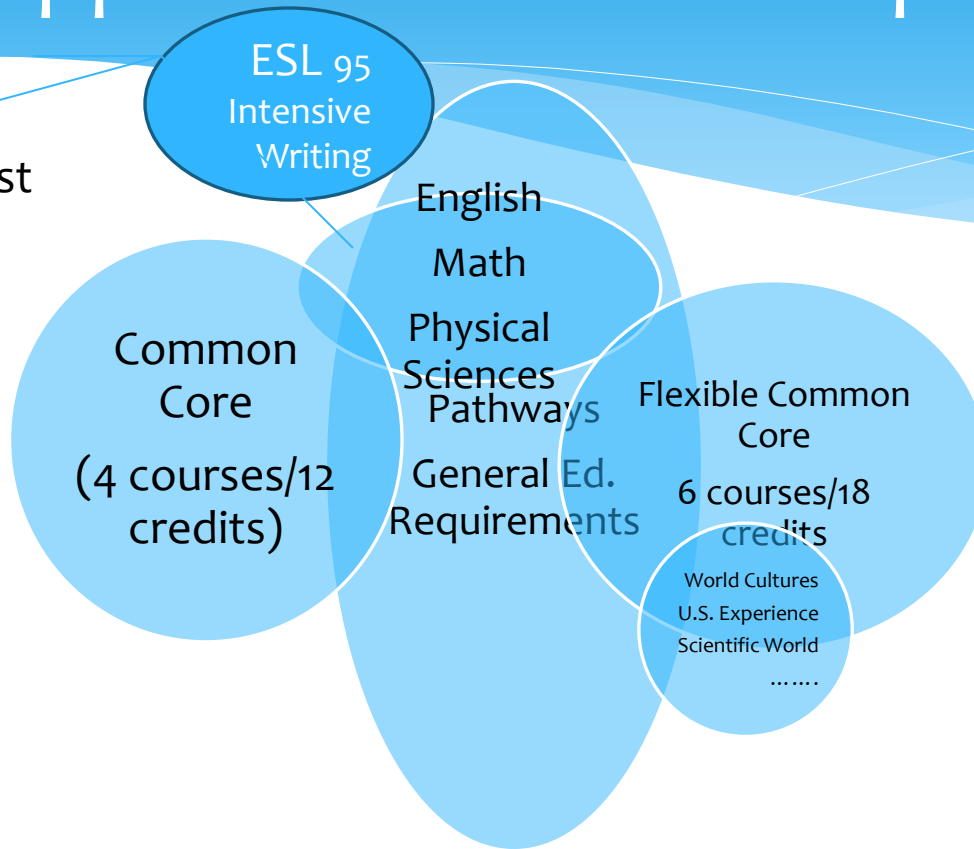


Several Way of Looking at Data in Group Work(4 dimensions of engagement) Philp, J. & Duchesne, S. (2016)



# Institutional and Course Context: ESL 95 - Support for Global Competence

CATW  
Essay Test



# Sample Population

- \* 26 Students / 14 female ss, 12 male ss
- \* Immigrants and international students, one self-reported born in the U.S.
- \* Primary language spoken at home other than English
- \* Age – 17- 23
- \* Class meets for 100 minutes three times a week
- \* “remedial” “6 hrs, 0 credits” “often carry a stigma- Underprepared students”

# “CULTIVATING GLOBAL COMPETENCIES IN A DIVERSE WORLD”

## NEH-Funded Faculty Development and Curriculum Enhancement Program at BMCC

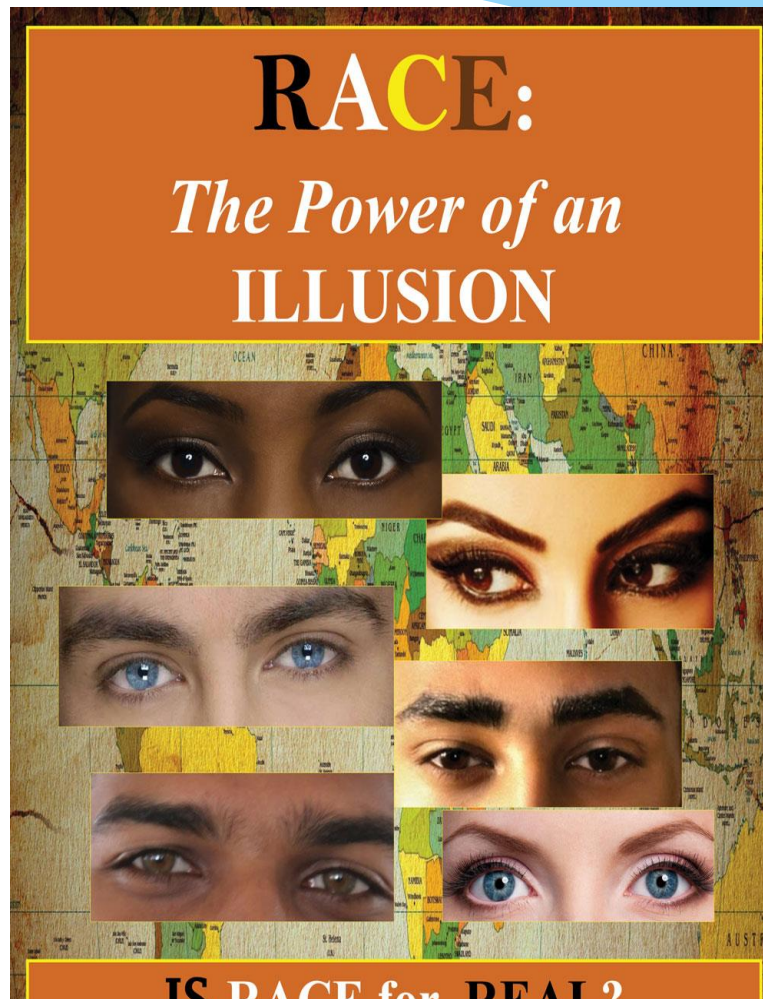
- \* *Globalize the curriculum in humanities, social sciences, math, and science courses*
- \* *Prepare competent students to achieve success in an increasingly global world*
- \* *Engage students critically with conflicting issues and ask them to respond creatively and analytically.*
- \* *Gain deeper understanding and critical analysis of issues will empower students and they can act wisely and skillfully for the common good of society*

# 4 Global Competencies

- \* **Cultural Understanding** - influence of history, economy, politics, geography, religion, gender, race, ethnicity, and other factors on his or her identities and the identities of others
- \* **Responsible Global Citizenship** - Develops a personal sense of ethics, service, and civic responsibility informing decision-making with regards to diverse issues
- \* **Effective Intercultural Communication** – Recognizes the influence of cultural norms, customs, and traditions on communication, and uses this knowledge to enhance interactions in diverse contexts
- \* **Integrated Reasoning** - Understands how one's place in the world is related to historical, geopolitical, and intellectual trends which are influenced by geographic, socio-cultural, economic, and ecological conditions

# Cultural Understanding (Assignment #1) Definition Essay

- \* Pictures (What is race? What is ethnicity?) Race is not based on Biology but it is rather an idea



# “Race is a four-letter word”

## **An Understanding of Race**

- \* Not a biological construct or a physical state of being
- \* a form of identity
- \* “Race is a Four-Letter Word.” Teja Arboleda is multicultural- his mother is “German Danish” and his father is “African American/Native American and Filipino Chinese,” (120)

# Activity – Interview

- \* How would you define race? What does it mean to you?
- \* How many races do you think there are? What are they? How do you decide which race someone belongs to?
- \* Look around the room or around your community. Who do you think is likely to be most similar to you, biologically or genetically? Why? Where do your ideas about race come from? What are the sources of your information? (from M. Zaman, Anthropology professor at BMCC)



# Serena Williams, Toni Morrison, Colin Powell

\* Videos



# Group Activity - Someone's right was *violated*

(students give an example they're familiar with)

**Where**

School cafeteria  
At work  
At a cafeteria

**Who**

Special needs student  
African American  
Hispanic  
Muslim  
Gay student

**Outcome**

Suspension  
Dropped out of school

# Someone's right was violated

## Why ?

Putting someone down  
makes me better

Unaware and ignorant  
Funny

Lack of willingness  
to take risks meeting  
new people

## Harm

Isolating

Justifies violence-  
escalates

Denies the value of  
individual difference

Confusion about fitting in

Creates subcultures

Harms self-esteem

## Solutions

Intentional  
education strategies

Speaking up – not  
tolerating slangs,  
jokes & put-downs

Responses-  
reflections

# Student Group Work Attitude Survey

(enjoyment, community building, learning, sharing info....)

1.I like working in groups in my ESL class

2.Discussing topics with my classmates in groups helps me feel part of a community

3.I can express my ideas freely in my group while in the ESL classroom

4.Discussing topics and answering questions in groups helps me to develop my ideas on the writing topic

5.Communicating with my classmates in the ESL class group activities motivates me to write my essays

6.Working in groups in the ESL classroom keeps me engaged in the topic

7. I feel I have more ideas to start writing my essay when we discuss topics in groups

8.I believe I learn from other classmates in the group work

9.I believe my classmates value what I say in the group

10. When I share what we discussed with other groups, I feel that my ideas are acknowledged

11. When I share my ideas and examples with my group, they are interested in what I want to say

12. I enjoy working in groups in the ESL class

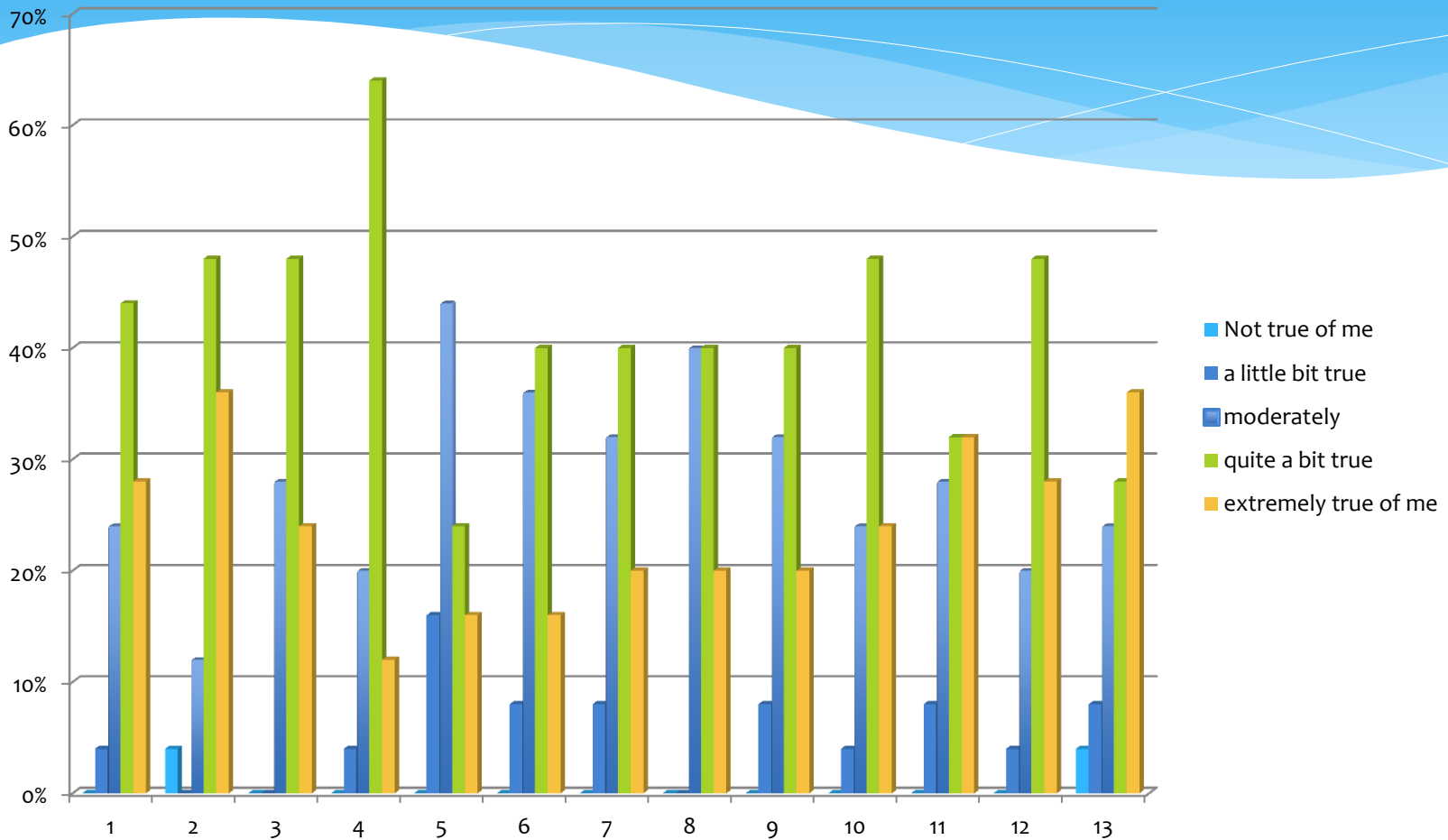
13. I would like to work in groups again in my ESL classes

## **Students Attitudes Toward Group Work – ESL 95**

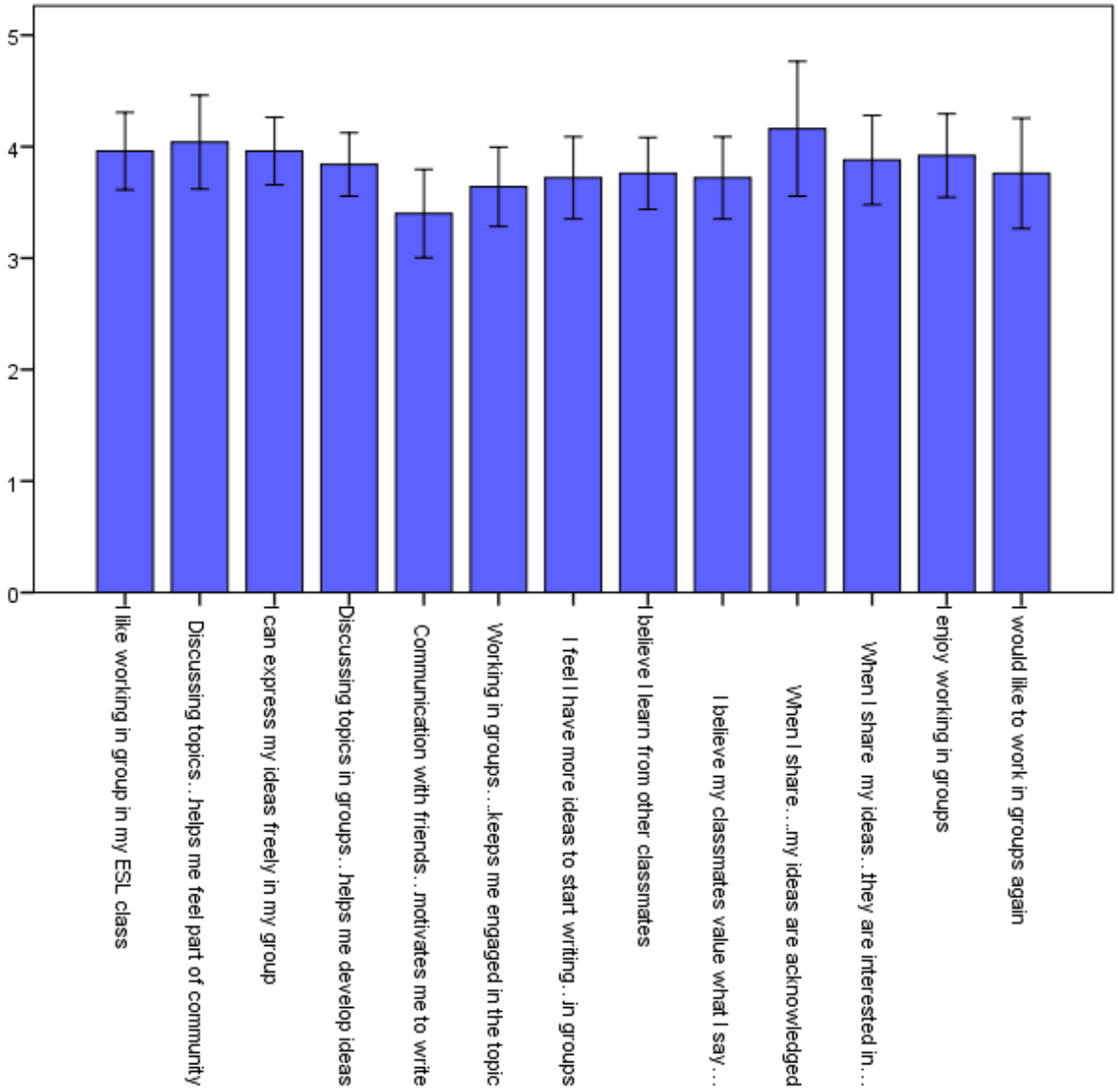
### **Beginning of Fall Semester 2016**

Questions	Total	Not true of me	a little bit true	moderately	quite a bit true	extremely true of me	Total
Q1	25	0%	4%	24%	44%	28%	100%
Q2	25	4%	0%	12%	48%	36%	100%
Q3	25	0%	0%	28%	48%	24%	100%
Q4	25	0%	4%	20%	64%	12%	100%
Q5	25	0%	16%	44%	24%	16%	100%
Q6	25	0%	8%	36%	40%	16%	100%
Q7	25	0%	8%	32%	40%	20%	100%
Q8	25	0%	0%	40%	40%	20%	100%
Q9	25	0%	8%	32%	40%	20%	100%
Q10	25	0%	4%	24%	48%	24%	100%
Q11	25	0%	8%	28%	32%	32%	100%
Q12	25	0%	4%	20%	48%	28%	100%
Q13	25	4%	8%	24%	28%	36%	100%

# Survey Results



Mean Level of Agreement



Error bars: 95% CI

# Students' Comments

## Supporting

- \* Working in groups is really helpful and useful
- \* My opinion is that I like when we work in groups because there are many different ideas that helps us to develop a topic. We also try to make connections by giving personal thoughts.
- \* This is a very good teaching method for the class which develops interest for the topic which is to studied and every student gets a chance to express their opinion.

## Not supporting

- \* Sometimes working in groups will waste time. I don't think it will help me. I like writing an essay every week to push me focus on my CATW. That will help me find out what problem I have.



# Students' Comments

- \* Working in groups in my ESL classroom helps me to improve my writing skills.
- \* *I like the group whom I worked with last time (interview topic) we discussed the topic and tried to make connections by giving our personal thoughts or point of view.*
- \* *People need to give more opinions and not want for others to speak and then agree with it. I think group discussion needs some agreements and some disagreements in order to achieve.*
- \* **It is convenient for getting knowledge!**

# Semi Structure Interview

- \* I like group work because I don't want to be alone.
- \* We learn to discuss different opinions.
- \* Establish social relations – They ask what kind of food they eat in their country- What is a typical meal?
- \* Negotiation of meaning - “Sometimes we have conflict because I want to put that sentence; others might not want that sentence. I think we need to be a little tolerant. I like what other people say, and I think we can fix a little bit.”

# References

- \* Beaumont, J. (2010). A Sequence of Critical Thinking Tasks. *TESOL Journal*, 1(4), 427-448.
- \* Freeman, D. (2006). A Framework for Teacher Learning and Development. In *TESOL Symposium on English Teacher Development in EFL Context*. Retrieved October 3, 2016, from <http://www.tesol.org/docs/default-source/new-resource-library/symposium-on-English-teacher-development-in-efl-5.pdf?sfvrsn=0>
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- \* Leki, I. (2001). “A narrow thinking system”: Nonnative-English-speaking students in group projects across the curriculum. *TESOL Quarterly*, 35(1), 39-67.
- \* Philp, J. & Duchesne, S. (2016). Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics*, 36, 50-72.