



**Pacific Tertiary
Education Forum**
ENHANCING LEARNER SUCCESS

Reading and writing skills in English for Academic Purposes: How to support Pasifika students at tertiary levels

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Rock or water thinkers...

Rock thinkers say: If only we could...

Water thinkers say: Don't give up a stuff about rocks...!

Water thinkers see the gaps and go for it.

Guy Claxton

Pasifika students

- 6% of New Zealanders
- Success in tertiary education ---less than 10%
- Cultural differences
- Different learning expectations & strategies
- Being hassled for their traditions & hide cultural behaviors
- Left ignored and not engaged

(Benseman, et al., 2007; Coxton, 2002; Ferqusen, 2008)

Importance of reading and writing in tertiary education

- A tool for gaining proficiency in English
- A tool for social & cultural familiarity
- A basis for acquiring discipline knowledge
- Obtaining and reproducing technical information

The simple view of reading

- Interaction between decoding skills and linguistic comprehension leads to reading comprehension
- Decoding: deriving a representation from printed input; access to the mental lexicon, and retrieval of semantic information on the word level
- Linguistic skills: utilizing lexical information to derive sentence and discourse interpretations

(Gough, & Tunmer, 1986)

Linguistic skills

- Linguistic skills:
- Lower level: vocabulary & grammar
- Higher level: inferencing, comprehension monitoring, and text structure knowledge

Or meta-cognition (i.e., awareness of processing skills when performing a task)

(Hogan, et al., 2011; Fernandez-Duque, et al., 2000)

The simple model of writing

- Interaction between composition and translation:
- Composition: Linguistic skills support generating new ideas
- Translation: transcription skills including orthographic & spelling knowledge allow language to be encoded in written text

- Similar to reading comprehension which is determined by decoding and linguistic skills

Activation

Executive functions:

- Cautious attention & planning which is regulated by long-term memory
- Reviewing & revising which is regulated by short-term memory

(Berninger et al., 2002; Jones, & Berninger, 2016)

Predictors of reading in academic context

- Metacognitive & syntactic awareness (Nergis, 2013)
- Breadth of vocabulary (Kameli, & Alyami, 2013)
- Depth of vocabulary (Mehrpour, et al., 2011)
- Learning strategies (Shamsuzzaman, et al., 2015; Al Asmari, & Ismail, 2012)
- Cognitive & metacognitive strategies (Chand, 2014)

Predictors of writing in L2 academic context

- Vocabulary knowledge (Shamsuzzaman, et al., 2015)
- Confidence & self-efficacy (Erkan & Saban, 2011; Woodrow, 2011)
- Syntactic knowledge (Latif, 2007)
- Writing strategies such as planning, translation, restructuring and backtracking (Hogan, et al., 2011)
- Cognitive & metacognitive strategies (Chand, 2014)
- Meta-memory (Magno, 2008)
- L1 writing skills (Cumming, 1989)

Implications

- Enhancing Pasifika students social engagement to enhance their cultural familiarity
- Facilitating social integration
- Facilitating educational continuity
- Including metacognitive instructions in corrective feedbacks
- Forming new learning strategies & educational expectations

Implications

- Ameliorating their self confidence and self-efficacy
- Make them autonomous learners

(Wylie, et al., 2006; Sato, & Loewen, 2018)

*Thank you for your
listening!*

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