Intervene to improve written composition in secondary school: designing a psycholinguistic intervention program

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CIIPME
CONICET

Why text production?

Double interest ➡ **Psycholinguistics**

- **Writing vs. orality**: the first has been relegated.

> "Language and writing are two distinct systems of signs; the second exists for the sole purpose of representing the first. The linguistic object is not both the written and the spoken forms of words; the spoken forms alone constitute the object.
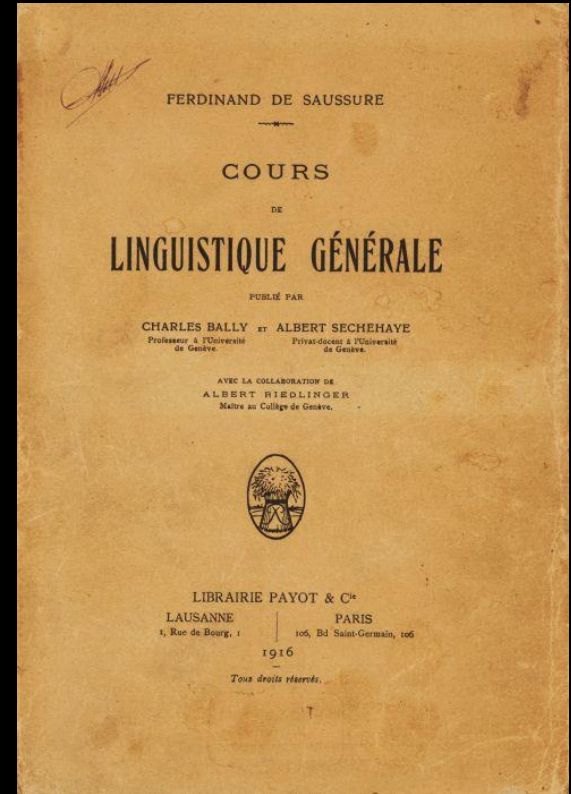
Why text production?

Double interest ➡ **Psycholinguistics**

- **Disparity** between studies devoted to **reading** and **writing** ⇔ Methodological issues.

- Difficulties affecting **low-level** processes are more studied than those involving **high-order** processes.

- Not enough research on the **development** of textual production skills and **intervention programs** aimed at improving them.
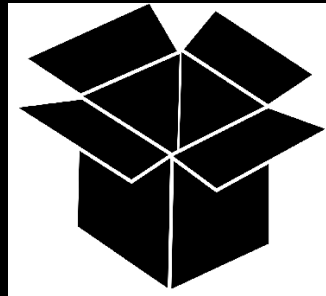
Intervention studies

✔️ **Evidence of the positive effect of explicit instruction**

> (De Simone et al., 2015; García and Arias Gundín, 2004; Graham and Perin, 2007; Graham, 2008; Graham et al., 2015; Graham and Harris, 2018; Rietdijk et al., 2017; Serrano and Tamayo, 2015, among others)

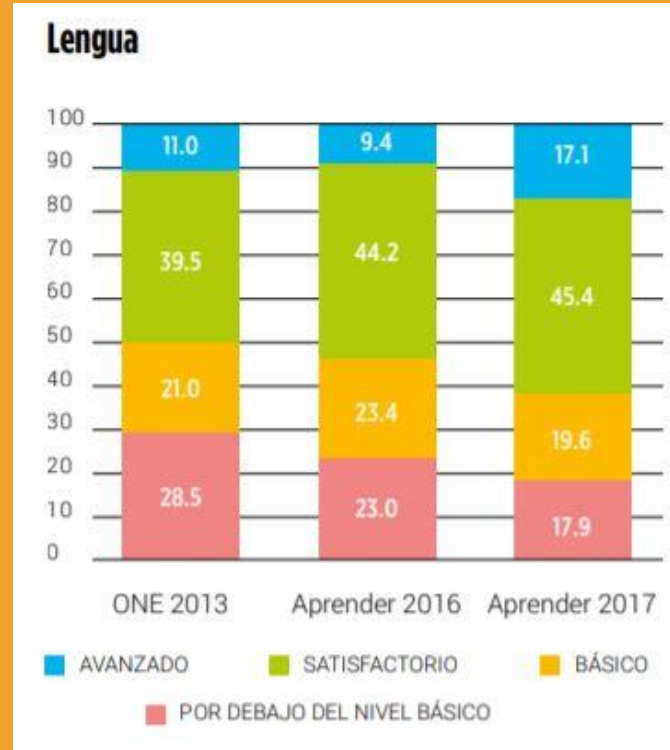❌ **The intervention is rarely offered in a complete and detailed manner**

> (Rijlaarsdam et al., 2017)

Why text production?

Double interest ➡ **Education**

- **No text production tasks** in the ONE (2010, 2013) and Aprender tests (2016, 2017)

What about text production in secondary school?

Why text production?
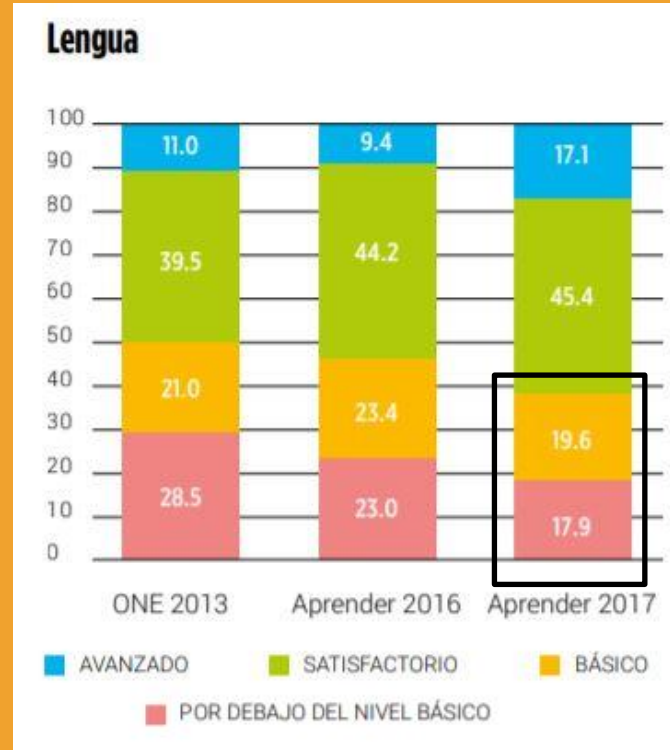
What about text production in secondary school?

Double interest ➡ **Education**

- **No text production** tasks in the ONE (2010, 2013) and Aprender tests (2016, 2017)

Lengua

	ONE 2013	Aprender 2016	Aprender 2017
AVANZADO	11.0	9.4	17.1
SATISFACTORIO	39.5	44.2	45.4
BÁSICO	21.0	23.4	19.6
POR DEBAJO DEL NIVEL BÁSICO	28.5	23.0	17.9

Why text production?

What about text production in secondary school?

Double interest ➡ Education

- **Difficulties related to the high-order processes** involved in the production of texts by students at different levels of the educational system

  González &Martín, 2006; MacArthur *et al.*, 2016; Rogers & Graham, 2008; Wakely *et al.*, 2006; Zabaleta, 2014.

- **Instrumental value of writing:** checking the learning of contents or knowledge ➡ **hidden curriculum**

  Alvarado & Silvestri, 2003; Navarro & Revel Chion, 2013; Jackson, 2001

- **Explicit teaching and instruction**

 Abusamra & Joanette, 2012; Gonzalez & Martin, 2006; Graham & Perin, 2007; Kellogg, 2008

Writing a text: what does it involve?

- **Multidimensional** character → multiple cognitive and linguistic processes (McCutchen *et al.*, 2008).

- **Cultural linguistic skill** → **it must be taught** (Abusamra & Joanette, 2012)

- **Complex** skill, which is **learnt throughout life** (Bazerman, 2013).

- **Sociocultural**, situated **practice** (Bazerman, 2016).

- **Rethorical** and **epistemic** dimension (Navarro & Revel Chion, 2013).
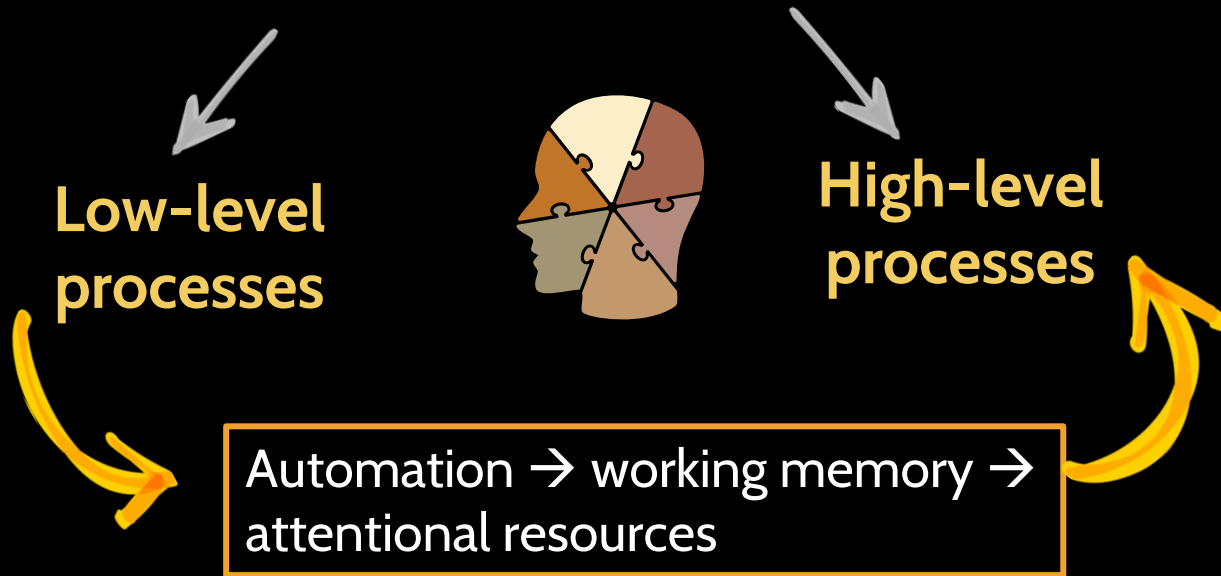
This study:

Effects of an intervention program to improve text production in secondary school: a psycholinguistic approach

Hayes & Flower's model (1980)
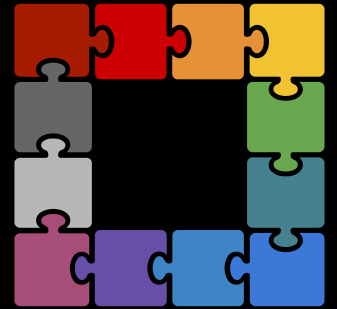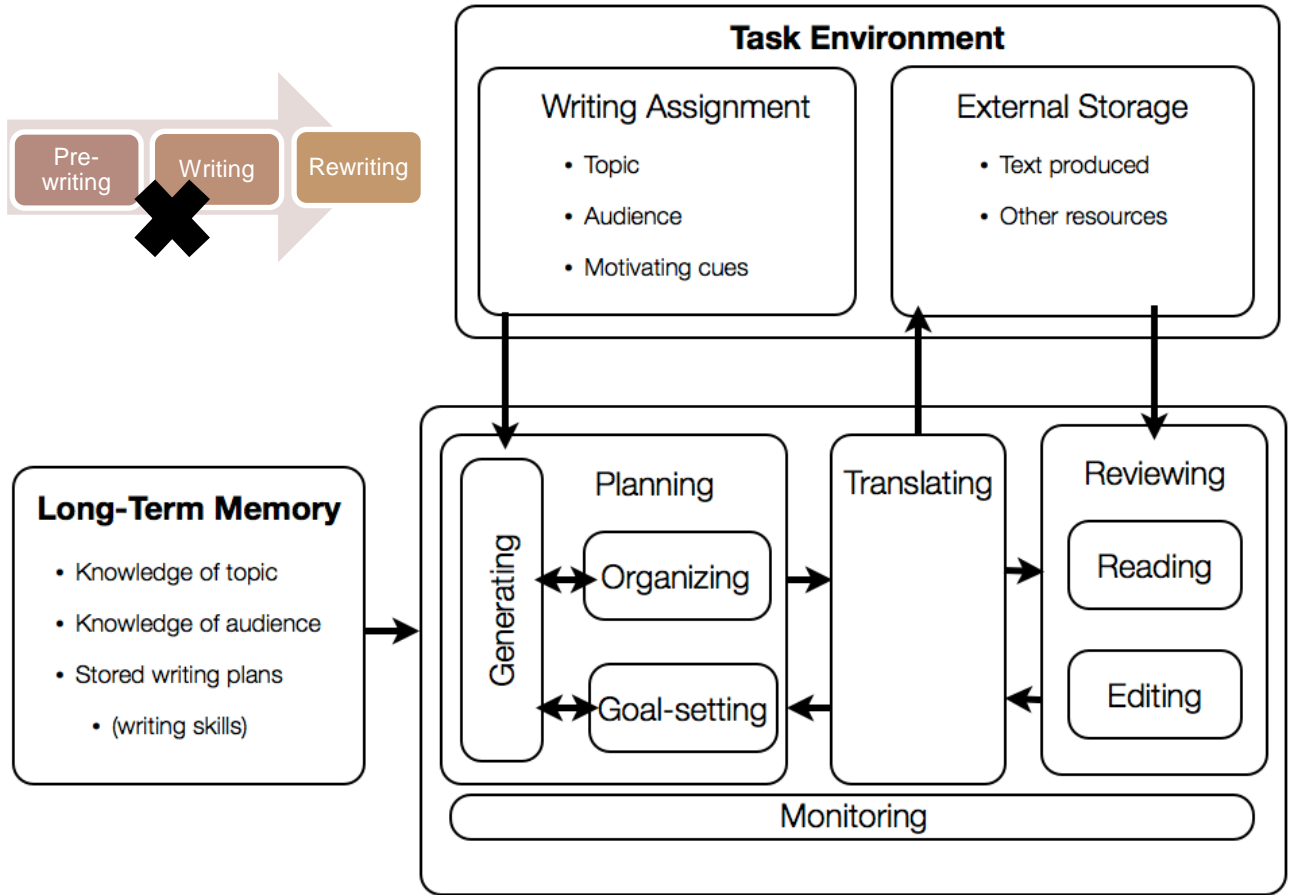
Hayes & Flower's model (1980)

Task Environment

Writing Assignment
- Topic
- Audience
- Motivating cues

External Storage
- Text produced
- Other resources

Long-Term Memory
- Knowledge of topic
- Knowledge of audience
- Stored writing plans
  - (writing skills)

Planning

Generating

Organizing

Goal-setting

Translating

Reviewing

Reading

Editing

Monitoring

Hayes & Flower's model (1980)

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Multi-component reading comprehension model (Abusamra *et al.*, 2014)

CONTENT

Characters, times and events

Events and sequences

Vocabulary

ELABORATION

Syntactic structure

Cohesion

Inferences

Text hierarchy

Mental models

METACOGNITION

Text sensitivity

Text flexibility
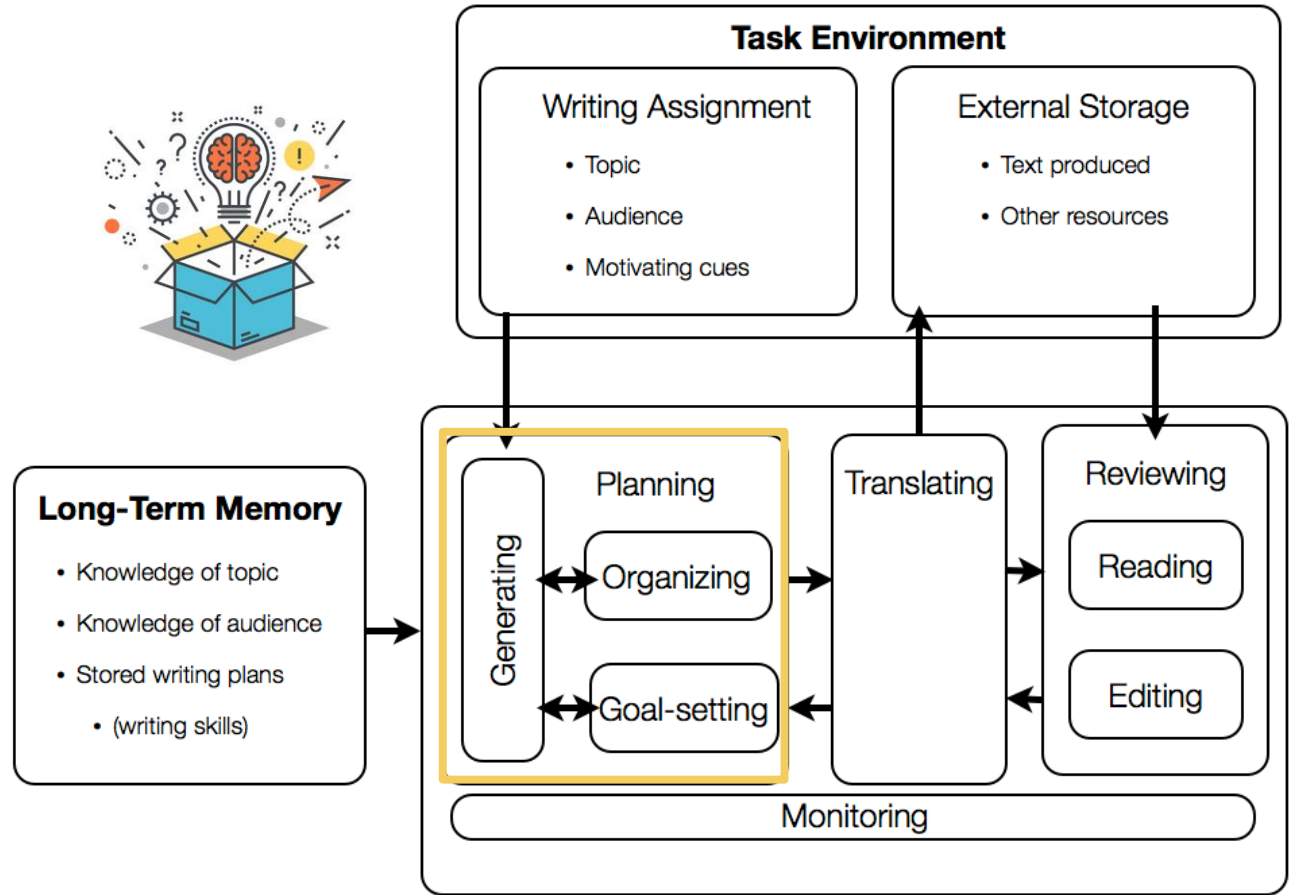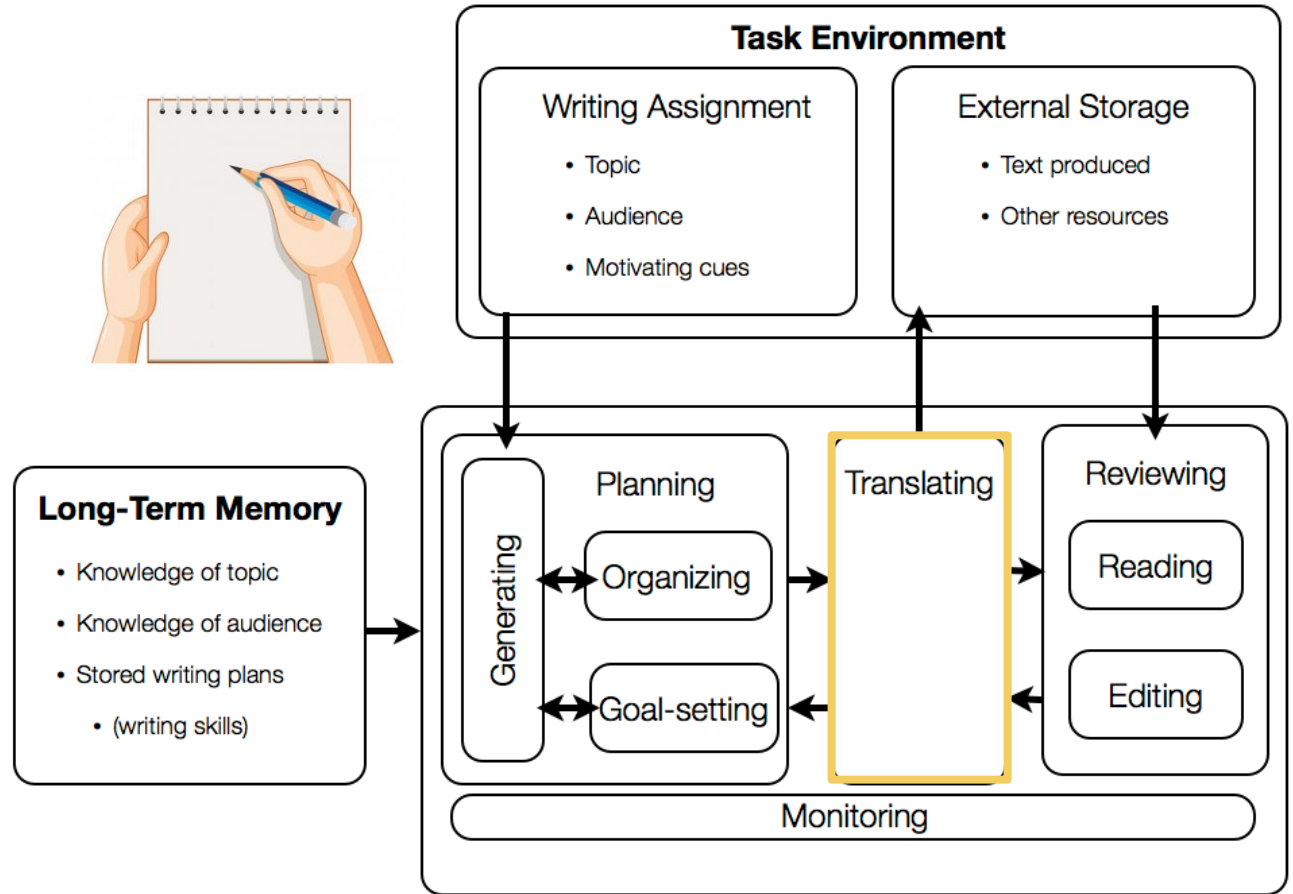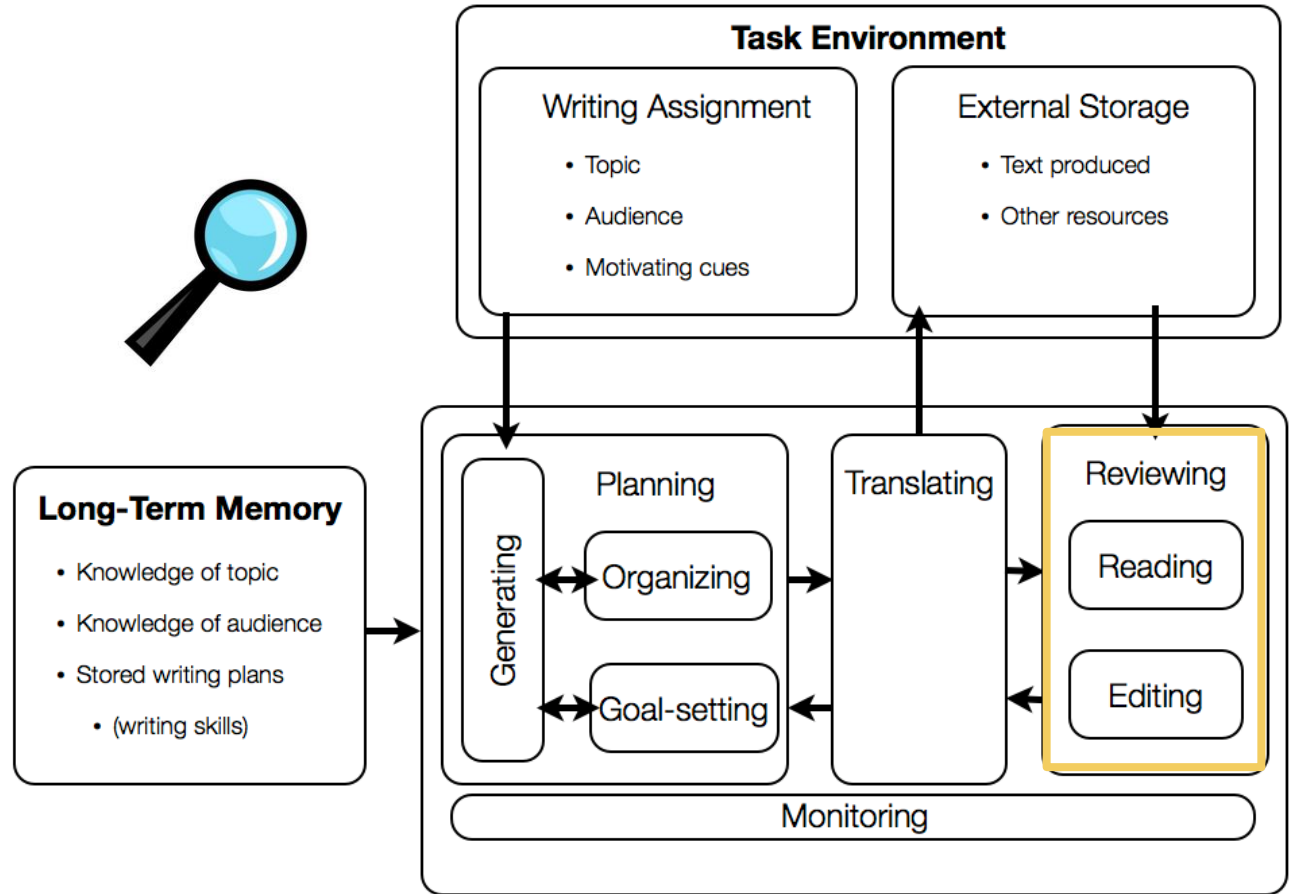
Errors and inconsistencies

Multi-component reading comprehension model (Abusamra *et al.*, **2014)**

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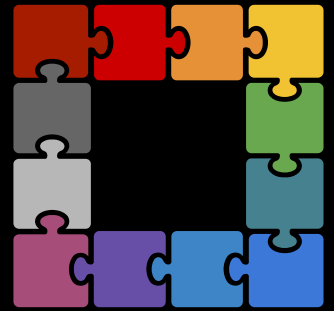
Cohesion

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Text sensitivity

Text flexibility

Errors and inconsisten-cies

Designing the program and the tasks

Participants and procedure

Participants

- 2nd year students (N=50).
- Secondary school in Buenos Aires.
- Inclusion criteria: (i) native Spanish speakers; (ii) no history of sensory/learning disorders; (iii) non-repeaters.
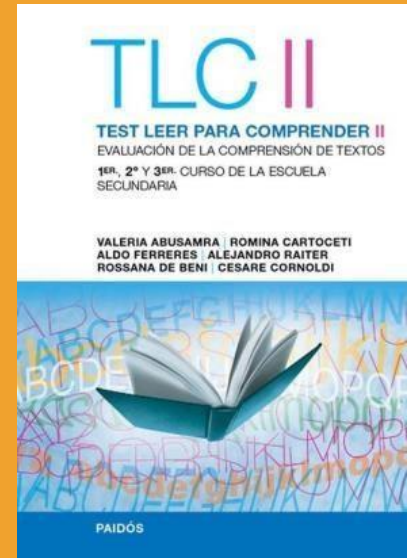
Procedure

- EG (N=25) and CG (N=25)
- EG → intervention program.
- School subject: Language and Literature.
- Duration: 30 sessions of 80' (1 per week) → 1 year
- Pre- and post-intervention evaluation.

Comprehension tasks

(TLC-II, Abusamra *et al.*, 2014)

1. A **narrative** screening test
2. An **informative** screening test
3. **Three areas** of the multicomponent model
   - 3.1. Cohesion
   - 3.2. Text hierarchy
   - 3.3. Text sensitivity

TLC II

TEST LEER PARA COMPRENDER II
EVALUACIÓN DE LA COMPRENSIÓN DE TEXTOS
1ER., 2° Y 3ER. CURSO DE LA ESCUELA SECUNDARIA

VALERIA ABUSAMRA | ROMINA CARTOCETI
ALDO FERRERES | ALEJANDRO RAITER
ROSSANA DE BENI | CESARE CORNOLDI

PAIDÓS

Production tasks

(*ad hoc*)

1. Photograph **description** test
2. **Storytelling** from vignettes test
3. Production of an **argumentative text**

Assessment:

- length of text (=number of written words)
- qualitative index (=punctuation marks + vocabulary + suitability regarding the instructions + text structure + morphosyntax)

(BEEsc, Abusamra et al., 2020)

BEEsc
BATERÍA PARA LA EVALUACIÓN DE LA ESCRITURA

VALERIA ABUSAMRA

AGUSTINA MIRANDA | ROMINA CARTOCETI
MICAELA DIFALCIS | ANNA RE | CESARE CORNOLDI
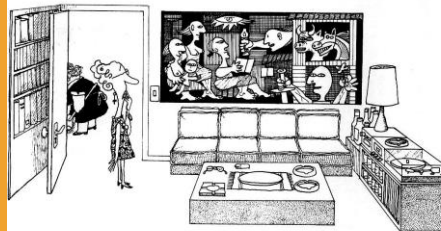
PAIDÓS

The program

Sequence inside a session:

Orality → Writing → Orality

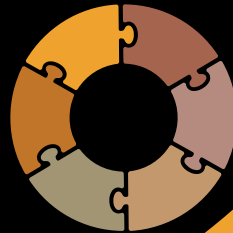**Structure of the program**: didactic sequences to develop different skills simultaneously.

Conclusions

- Text production as cultural, complex and multidimensional linguistic skill.

- Understand the processes > develop (1) evaluation instruments and (2) theoretically-based intervention proposals.

- Educational practices based on evidence.

Thank you!

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