

Symposium: "Does pedagogy have any impact on oral and writing competencies?"

10th IAIMTE Conference, June 3-5, 2015,
Odense, Denmark

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This symposium focuses on written-based skills (reading and writing) and on oral-based skills (listening and speaking), and on their relationship in L1 or L2 or both. The pedagogy of oral and writing competencies in multimedial and multimodal contexts (Elbow, 2012) has a great impact on interrelationship of opportunities to learn because of support the right pedagogical codes (Bernstein, 1984). All these skills have to be acquired up to a certain ability to manage and solve real communication problems in the complex modern society in 21st century. This is shown in educational settings by the concepts of literacy, in schools by OECD definitions in worldwide PISA testing (OECD, 2001). Nevertheless, we need more research, especially to explain how to get better results in all literate skills (Graham & Harris, 2014) and meta-analyses (Hattie, 2009) in order to bridge the gap between research and praxis.

Mother tongue and culture are acquired together through participating in significant activities, which are language mediated (Snow, 1984; Tomasello, 2003). Therefore the main role of school is to strengthen students' language knowledge as well as their communicational competencies, spoken and written (Blum-Kulka, 2008).

Today, teaching good writing emphasizes not only skills, but also styles and genres. Teachers and educators provide their students with tools for examining the different qualities of the language, helping them to adjust their language to a specific purpose and, most of all, to express their own voice. Language education points out the mutual relationship between speaking and writing and seeks the social-cultural source of the unique voice of each one of us.

The participants will present topics, such as cognitive abilities that improve writing competence; assessment in the service of improving literacies; pedagogical and technological activities that enhance competencies; and, the writer's voice and academic writing. We will discuss how pedagogy impacts literacy and the ways by which the findings or results of our studies may be translated to pedagogical language practice in specific mother tongues.

Setting

The symposium includes two sessions of ninety minutes each: "language skills in practices" and "effectiveness in language learning". Each of the four presenters will talk fifteen minutes, followed by a general discussion. Maybe, at the end we shall participate in "on-hands" workshop. The program flow see below in **Fehler! Verweisquelle konnte nicht gefunden werden.**

References:

- Bernstein, B. & Diaz, M. (1984). *Towards a theory of pedagogic discourse*. University of London: Institute of Education.
- Blum-Kulka, S. (2008). Developing Curriculum in L1 and L2. In: N. Nevo, & E. Olshtain, (Eds.) *Hebrew in the globalization era*. Jerusalem: Magnes
- Elbow, P. (2012). *Vernacular eloquence. What Speech Can Bring to Writing*. Oxford: University Press.
- Graham, S. & Harris, K. (2014). Conducting high quality writing intervention research: Twelve recommendations. *Journal of Writing Research*, 6(2), 89-123.
- Hattie, J. (2009). *Visible learning. A Synthesis of over 800 meta-analyses relating to achievement*. London/New York: Rotledge.
- OECD (2001). *Knowledge and skills for life*. Paris: OECD.
- Snow, C. E. (1984). Parent-child interaction and the development of communicative ability. In: R. Schiefelbusch, & J. Pickar (Eds.), *Communicative competence: Acquisition and intervention* (pp. 69-107). Baltimore: University Park Press.
- Tomasello, M. (2003). *Constructing a language*. Cambridge, MA: Harvard University Press.

Workflow of the symposium "Does pedagogy have any impact on oral and writing competencies?"

Introduction: presentation of theme and work forms

language skills in praxises

- Baez, Suarez, Gonzales & Romero
- Chimira & Sarigala
- Haskel-Shaham
- Yagelski & Wilder

Discussant: Gert Rijlaarsdam

Discussion

- **effectiveness in language learning**
- Grabowski, Becker-Mrotzek, Brinkhaus & Knopp
- Phillip
- Peled-Elhanan
- Kouki & Alisaari

Discussant: Robert Yagelski

Discussion

Name	Country	Title
Part I		language skills in practice
Baez, Suarez, Gonzales, Romero	Bogotá-Colombia, South Africa	The rubrics role in the construction of knowledge through argumentative and expository texts
Chimirala, Sarigala	India	Does anticipatory listening impact oral presentation tasks?
Haskel-Shaham, Yellin	Israel	Developing writing skills through online course based on PBL
Yagelski, Wilder	USA	Integrating Research, Assessment, and Practice to Improve First-Year College Writing
Part II		effectiveness in language learning
Grabowski, Becker-Mrotzek, Brinkhaus, Knopp	Germany	What cognitive abilities contribute to writing competence: A research strategy from correlation to intervention
Philipp	Switzerland	Do the WRITE THING! Meta-Analytical Evidence for Pedagogical Impacts on Writing Competencies
Peled-Elhanan	Israel	The impact of pedagogy on writing
Kouki, Alisaari	Finland	The concept of voice in learning academic L2 writing by e-mail