


Bridging the gap from non-academic to academic writing using **Academic Reading Circles**:

The findings of a semester-long exploratory study
with second-year pre-service English teachers



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English **teacher trainees'** language skill development



Challenges in developing academic language skills

BICS-CALP

- **dealing with**
 - “cognitively demanding + context reduced”
 - **texts**
- (Reiss, 2005, p. 14)

Skillset

- academic **language + specialized subject matter**
- (Krashen & Brown, 2007, p. 1)

FLCA

- communication **apprehension**
- **fear of negative evaluation,**
- **test anxiety**
- (Horwitz et al., 1986)

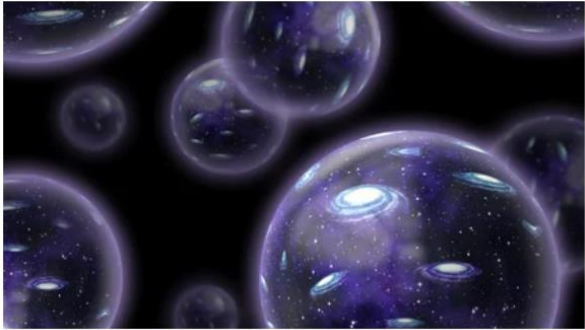
Academic Reading Circles (Seburn, 2015)

„developing skills for the **intensive, deep comprehension** needed to use ideas from the text intelligently in their **output**” (p. 10)



ARC using the *Scientific American*

SCI AM

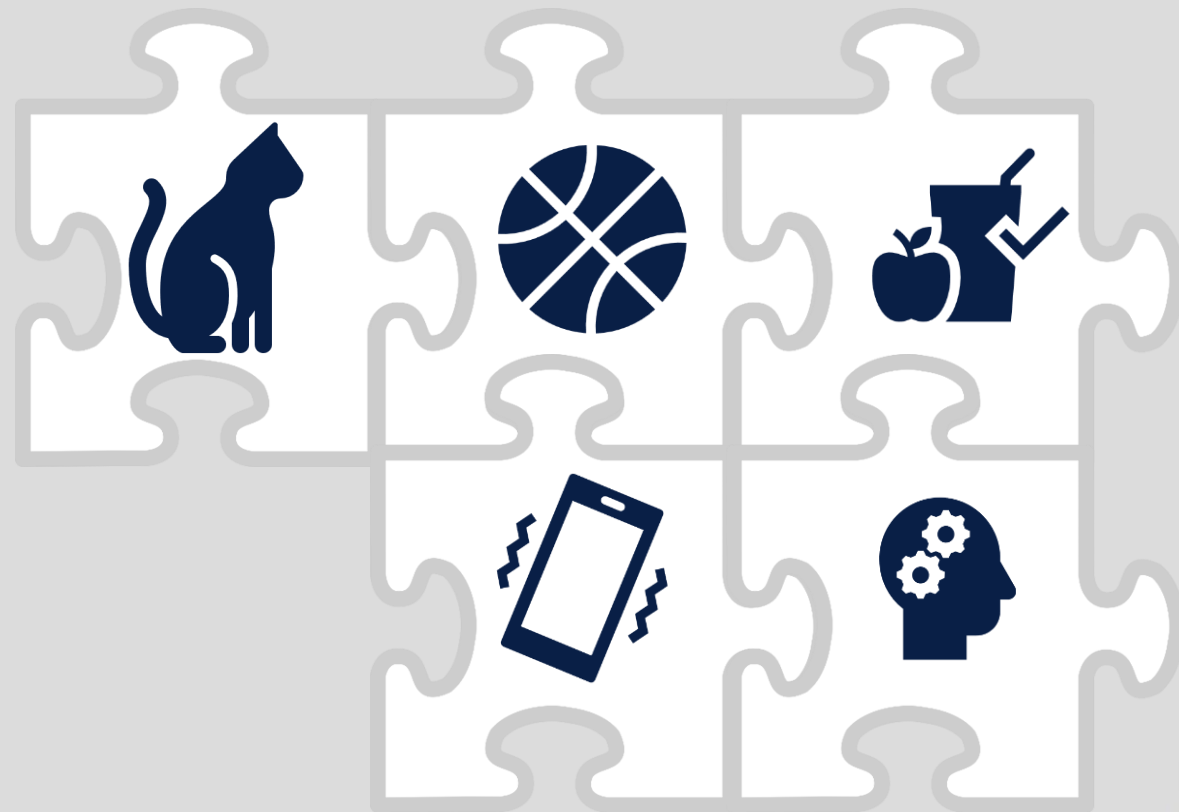


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AI Could Help Find a Solution for String Theory

String theory could provide a theory of everything for our universe—but it entails 10^{500} (more than a centillion) possible solutions. AI models could help to find the right one

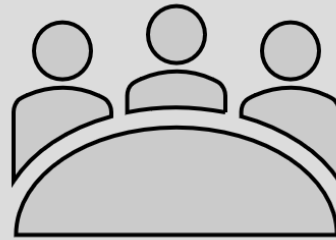
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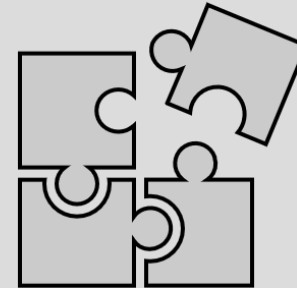
Flipped-classroom and positive interdependence in **ARC** (Seburn, 2015)



reading,
note taking



discussion



ideas

Study

Academic Writing in English

N=24 (2nd year, 20.75 years)
2023-2024 fall semester

RQ1: What issues in academic language skills development can ARC address?

RQ2: How did the students assess their exposure to ARC?

RQ3: What changes are needed for ARC to be more feasible as a 2nd year academic skills scaffolding tool?

general

- writing skills development

cognitive

- critical reading
- note taking, mind map

ARC

- 5 group tasks
- 5 genres

assessment

- 25 Likert-scale items
- 4 open-ended questions



RQ1: What issues in academic language skills development can ARC address?

Academic development (n=13)

- general (8)
- reading skills (3)
- writing skills (2)

Language development (n=8)

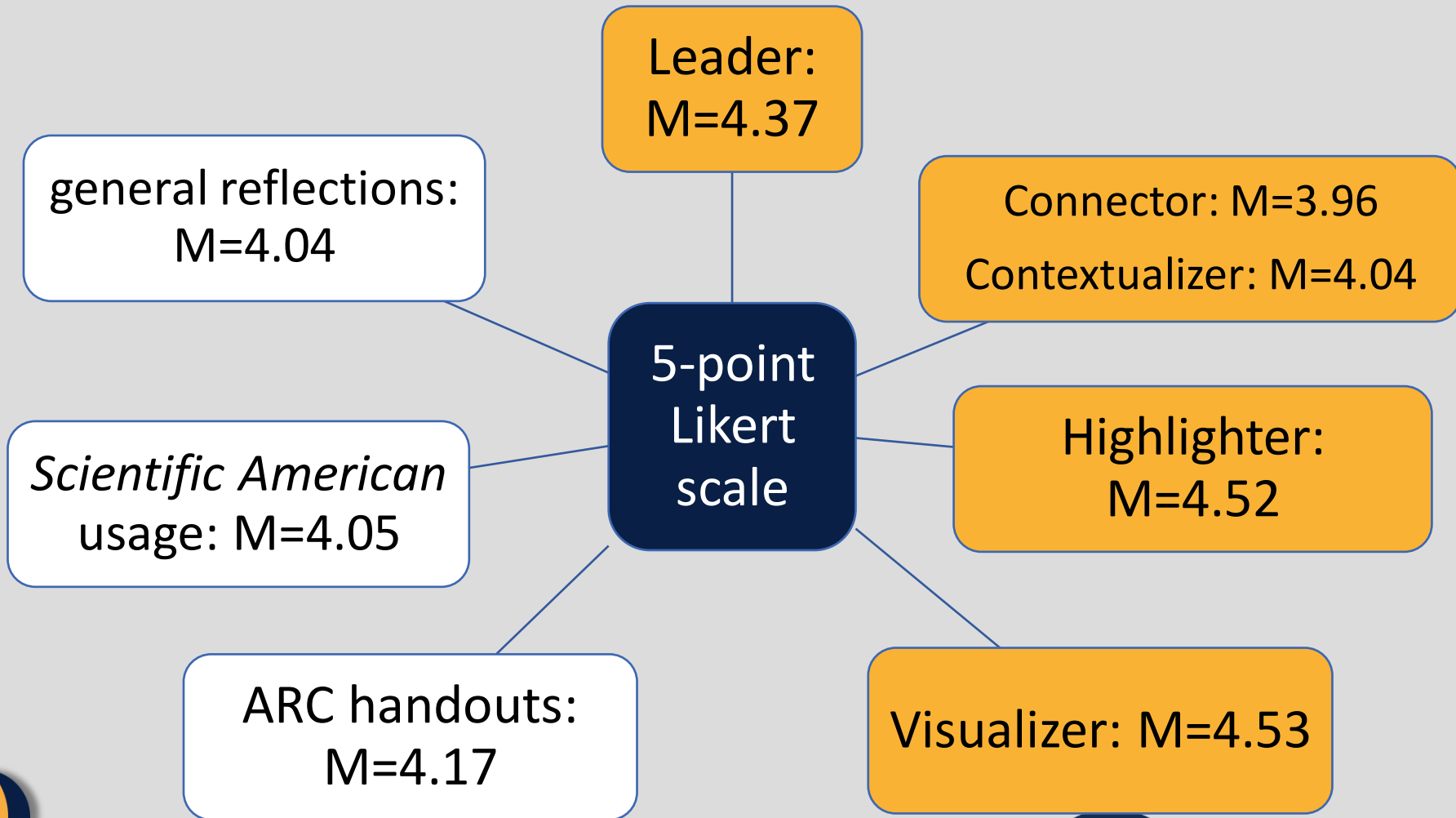
- vocabulary (4)
- speaking skills (3)
- improving language skills (1)

ARC benefits (n=29)

- group-based learning (20)
- topics (6)
- less FLA (3)



RQ2: How did the students assess their exposure to ARC?



RQ3: What changes are needed for ARC to be more feasible as a 2nd year academic skills scaffolding tool?

further scaffolding needed

combining roles
AW training using interactive materials

ARC limitations (n=28)

- workload (n=11)
- roles (n=11)
- Students' recommendations (n=6)



Thank you for your attention.

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References

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