

How could universities better train efficient communicators?

Benefits of metacognition

considering that

“Discourse competence concerns the ability to design texts, including generic aspects like ‘Thematic development’, ‘Coherence and cohesion’ as well as, in an interaction, co-operative principles and ‘Turntaking’ ” (Council of Europe, 2020: 138)

Context

1

This research addresses academic literacy needs with a special focus on action research in higher education; indeed, it includes a diagnostic study with a small sample of first-year undergraduates at the University of Andorra who followed an 8-week didactic intervention on expository and argumentative texts.



2

Main Research Question

What impact does strategic instruction on learning strategies and reflection have on learners’ discourse competence through teacher and peer feedback and self-assessment?

Theoretical Framework

3

- Hallyday's (1985) Systemic Functional Linguistics
- Hyland's (2004) genre pedagogy
- Council of Europe's CEFR (2001,2018,2020)
- Larsen-Freeman et al.'s (2021) Self-agency



4

Didactic Implementation

Blended Learning instruction to develop a range of writing strategies, acquire self- & peer-assessment skills, and enhance individual and collective agency

5

On the ground findings

Hyland, 2005; White & Bruning, 2005; Nebraska Department of Education Rubric for Persuasive Writing, 2010; Bax's *TextInspector*, 2012; Bruning et al., 2013

Student	Final Score	Ideas/ Content /5	Organization /5	Voice/Word choice /5	Sentence fluency/ Conventions /5	Brainstorming	Outlining	Use of variety of markers
7	91	4	4	3,25	3	✓	✓	Emphatic Hedge Logical connectives Sequencing Person markers Relational markers

High transactional – Low transmissional beliefs configuration
Highest scores on two highly loaded self-efficacy items: Ideation & Self-regulation