A theoretical analysis approach to AFL pedagogical materials development in an L2 classroom setting

Dr. Christian Colby-Kelly
Black and Wiliam (1998)
the 10 principles of AFL
Davison and Hamp-Lyons (2010)
Hamp-Lyons and Tavares (2011)
Fox and Harwick (2011)
Theoretical considerations in the development of new LOA/AFL pedagogical materials
the
10 principles
LEARNER AUTONOMY

the
10 principles
LEARNER AUTONOMY

HOW STUDENTS LEARN

the 10 principles
LEARNER AUTONOMY

HOW STUDENTS LEARN

TEACHER AND STUDENT GOAL SHARING

the 10 principles
LEARNER AUTONOMY

HOW STUDENTS LEARN

TEACHER AND STUDENT GOAL SHARING

LEARNER MOTIVATION

the 10 principles
LEARNER AUTONOMY

- increased learner responsibility for learning
- using feedback
- learner reflection
- self-assessments
HOW STUDENTS LEARN

- different learning styles
- learner reflection (metacognition)
- guided questioning techniques
- co-constructed exercises
- knowledge scaffolding
TEACHER AND STUDENT GOAL-SHARING

- incorporating feedback
- using feedback
- a diagnostic assessment component
- self, peer, and teacher assessments
LEARNER MOTIVATION

- using feedback successfully
- learning styles and flexibility
- learning challenges, engagement
- co-constructed exercises
✓ self, peer, and teacher assessments
✓ increased learner responsibility for learning
✓ learner reflection
✓ self-assessments
Vygotsky
ZONE OF PROXIMAL DEVELOPMENT (ZPD)

Vygotisky
ZONE OF PROXIMAL DEVELOPMENT (ZPD)

CO-CONSTRUCTED LEARNING

Vygotsky
ZONE OF PROXIMAL DEVELOPMENT (ZPD)

DIAGNOSTIC ASSESSMENT

CO-CONSTRUCTED LEARNING

Vygotsky
ZONE OF PROXIMAL DEVELOPMENT (ZPD)

CO-CONSTRUCTED LEARNING

DIAGNOSTIC ASSESSMENT

Vygotsky

DYNAMIC ASSESSMENT
The present research methodology

This was an exploratory, quasi-experimental study with an MMR instrument design and data analysis, in which AFL teacher training was given...
and pedagogical materials were developed to support the learning of the usage of \textit{would} or \textit{will} in ‘unreal contexts.’
Research question

Is there evidence that AFL practices in a second language classroom enhance the learning of a specific language feature?
Context
An advanced level course of pre-university EAP at a Canadian continuing education institution over 4 weeks of an intensive 8-week course in 2009.

Participants
28 students in 2 treatment EAP classes (n=14, n=14)
27 students in 2 control group EAP classes (n=16, n=11)
3 teachers
The pedagogical materials development was done through

- an analysis of the 10 principles of AFL
- a broad literature review of AFL applications in various disciplines
- a review and comparative study of specific AFL applications
- a focus on grounded socio-cultural learning theory
- a review and comparative study of specific AFL applications
- James (2006)
Choosing concept mapping
• Computer-assisted language learning (CALL)

• Concept mapping (CM) exercises
Concept Mapping Exercises

- **Individual (online)**
- **Group (paper and pencil)**
- **Teacher and class (OHP)**
Types of assessments used and evidence of the Assessment Bridge (AB) was noted
Qualitative and incidental

- peer assessments in concept map group work discussions (AB/feedback)
- teacher-guided questioning in class concept map discussions (AB/feedback)
Quantitative

• pre- and post-tests
  • essays
  • fill in the blanks

• online self-assessments
Research question

Is there evidence that AFL practices in a second language classroom enhance the learning of a specific language feature?
Qualitative results
All of the teachers reported that they believed their students had learned from the L2-AFL activities.

91% of the students reported that they felt the group and teacher-class concept map exercises helped them learn.
Learners were asked

Did creating a computerized concept map help you learn? In what way?
Learners’ perspectives from surveys

Yes. Helped me to know how to design a concept map. Also, helped me to devide [sic] the rules and attach examples to illustrated in a very easy way to learn.

Yes. It is very clearly to see the different between will and would we can have deep memory and next time we can easily make the correct choose.
Quantitative results
PRE-POST TESTS
% OF CORRECT FORMS IN ESSAYS

PRE-POST TESTS
% OF CORRECT FORMS IN FILL-IN-THE-BLANKS

TG1  40-17 ➔  78-69 ➔

TG2  7-20 ➔  70-79 ➔
PRE-POST TESTS
% OF CORRECT FORMS IN ESSAYS

PRE-POST TESTS
% OF CORRECT FORMS IN FILL-IN-THE-BLANKS

CG1
9-10
68-63

CG2
7-7
75-89
Conclusions
In the present research a grounded theoretical approach was used to drive the development of LOA /AFL pedagogical materials, which a majority of learners and teachers perceived to have been successful in supporting L2 learning.
I would suggest that such a grounded theoretical approach may inform on the following:

- the development of new LOA pedagogical materials
- developing CALL and concept mapping to support learning in LOA
- modifying existing LOA pedagogical materials
- the application of LOA approaches in classroom practices, and
- teacher training on LOA approaches in classroom practices
I would like to express my thanks for much help and support to Dr. Carolyn Turner, Dr. Janna Fox, Dr. Joanna White, Dr. Lise Winer, my wonderful PhD Research Committee, as well as to Drs. May Tan, Talia Isaacs, Heike Neumann, Beverly Baker, Pamela Gunning and PhD Candidate Candace Ferris, for their generous support.