Unplanned LOA in EFL classrooms: Findings from an empirical study

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Department of English Studies

Roundtable on LOA in Language Classrooms and Large-Scale Contexts
Teachers College, Columbia University, New York
October 10-12, 2014
1992 - 7048 students, 8 faculties, 22 departments & 11 research units.
http://ucy.ac.cy/en/

**Focus**
- To investigate the level of LAL of FL teachers across Europe

**Aim**
- To explore levels of training needed and received, teachers’ compensation strategies & local LAL needs

**Data**
- Cyprus-FYROM-Germany-Greece-Italy-Poland-Turkey
- 853 Teacher Questionnaires (Hasselgreen et al 2004)
- 63 Teacher Interviews: Greece-Germany-Cyprus (Guiding questions)
- 2009-2010

**Analysis**
- SPSS
- Atlas.ti
<table>
<thead>
<tr>
<th>Component</th>
<th>Training Received</th>
<th>Training Needed</th>
<th>LTA practices</th>
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</thead>
<tbody>
<tr>
<td>1. Classroom-focused LTA (12 questions)</td>
<td>1.1 a)</td>
<td>1.2 a)</td>
<td>Preparing classroom tests</td>
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<tr>
<td></td>
<td>1.1 b)</td>
<td>1.2 b)</td>
<td>Ready-made tests from textbook packages</td>
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<td></td>
<td>1.1 c)</td>
<td>1.2 c)</td>
<td>Giving feedback based on assessment</td>
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<td>1.1 d)</td>
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<td>Self- or peer-assessment</td>
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<td>1.1 f)</td>
<td>1.2 f)</td>
<td>ELP or Portfolio</td>
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<tr>
<td>2. Purposes of testing (8 questions)</td>
<td>2.1 a)</td>
<td>2.2 a)</td>
<td>Giving grades</td>
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<td></td>
<td>2.1 b)</td>
<td>2.2 b)</td>
<td>Finding out what needs to be taught/learned</td>
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<td></td>
<td>2.1 c)</td>
<td>2.2 c)</td>
<td>Placing students onto programs etc</td>
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<td></td>
<td>2.1 d)</td>
<td>2.2 d)</td>
<td>Awarding final certificates</td>
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<td>3. Content and concepts of LTA (16 questions)</td>
<td>3.1.1 a)</td>
<td>3.2.1 a)</td>
<td>Receptive skills (reading/listening)</td>
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<td>3.1.1 b)</td>
<td>3.2.1 b)</td>
<td>Productive skills (speaking/writing)</td>
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<td>Microlinguistic aspects (grammar/vocabulary)</td>
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<td>3.1.1 d)</td>
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<td>Integrated language skills</td>
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<td>3.1.1 e)</td>
<td>3.2.1 e)</td>
<td>Aspects of culture</td>
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<td>3.1.2</td>
<td>3.2.2</td>
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<td>3.2.3</td>
<td>Validity</td>
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<td>3.1.4</td>
<td>3.2.4</td>
<td>Using statistics</td>
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<td>Training Received (%)</td>
<td>Training Needed (%)</td>
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“An LOA approach highlights learning goals, performance evaluation and feedback, and the role they play in developing individual learning progressions. In fact, an assessment cannot really be considered “learning-oriented” until evidence is available to demonstrate that feedback or other assistance related to a learning goal has led in some way to L2 system change”

Turner, C.E. & Purpura, J.E. (forthcoming)
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What is ‘unplanned’ assessment?

“any actions, interactions or artifacts (planned or unplanned, deliberate or unconscious, explicit or embedded) which have the potential to provide information on the qualities of a learner’s (or group of learners’) performance”

Hill, K. & T. McNamara (2011:397)
What is ‘unplanned’ assessment?

“Most unplanned or spontaneous elicitations are teacher-initiated, and engineered to evaluate a student’s and group of students’ state of KAS, with the goal of helping them notice, understand, remember, analyze, internalize, and use learning targets”

Turner, C.E. & Purpura, J.E. (forthcoming)
Focus

• What is the nature of the embedded, spontaneous, unplanned assessments -- especially with feedback (evaluation + assistance)?

• To what extent does the assessment feedback promote or inhibit processing & learning?
Sources


The Cypriot Educational System at a glance

- Tertiary & Vocational Education
- ‘Lyceum’ Senior High School (15-18 years)
- ‘Gymnasium’ Junior High School (12-15 years)
- ‘Dimotiko’ Primary School (6-12 years)
- Private Language Schools - ‘Frontistiria’
Participants

- Young EFL learners (8-13 years old)
- Seven private language schools in Cyprus
- 25 hours of observations in total

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Lessons</th>
<th>Minutes (In total)</th>
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<tr>
<td>T-KA</td>
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<tr>
<td>T-XK</td>
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<td>180</td>
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</table>
Focus

• Classroom interaction

• Initiation – Response – Feedback
  (‘IRF pattern’ - Sinclair and Coulthard, 1975)
Initiation

• Questions
• Recasts,
• Turn allocation,
• Wait time, etc
<table>
<thead>
<tr>
<th>Question type</th>
<th>Description</th>
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<tbody>
<tr>
<td>Open</td>
<td>More than one possible answer</td>
</tr>
<tr>
<td>Closed</td>
<td>Only one expected answer</td>
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<tr>
<td>Display</td>
<td>Teachers know the answer</td>
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<tr>
<td>Referential</td>
<td>Teachers do not know the answer</td>
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<tr>
<td>Feedback type</td>
<td>Description</td>
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<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Descriptive</td>
<td>feedback based on their current achievement to specify attainment or improvement and to construct achievement or plan the way forward.</td>
</tr>
<tr>
<td>Evaluative (corrective)</td>
<td>judgment of learners’ responses by approving or disapproving, and rewarding or punishing them.</td>
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</table>
Teacher: A! Peter says this. Ohhh good! So, Peter says this. Very good! Why? Is he happy to say this? What does he mean? Who would like to tell me? What does the phrase mean? (Many students raise their hands.) A? George.

Student-George: Ακόμα κάτι όμορφο.

Teacher: Ακόμα κάτι;

Student-girl: υπέροχο.

Teacher: οραίο, υπέροχο, wonderful. Very good! Ok.

Student-boy: Κυπία!

Teacher: Yes, Elena mou.

Student-Elena: Είπε το ειρωνικά.

Teacher: A, wait! So he doesn’t really mean it. Why not? (Short pause) So, this is not something good. It’s not something positive, is it something negative? Αρνητικό;

Students in chorus: Yes.

Teacher: Another Something Wonderful, γιατί; Wonderful is ωραίο, υπέροχο. Γιατί να μεν πει ο Peter Ακόμα Κάτι υπέροχο; (Students raise their hands.) Why? Why there is sarcasm? σαρκασμός, ειρωνεία. Why do you think there is such aamii…(Short pause) a feeling in it? Γιατί; Elena.

Student-Elena: Επειδή μπορεί να είναι....

Teacher: O o o o! You can say it in English.

Student-Elena: Εεε...because εεε...he has something like Tootsie.

Teacher: Right. What was the first wonderful thing, wonderful thing, that happened in the family? Anastasia

Student-Anastasia: New baby.
Excerpt 1. Beginning of the lesson (Y/L)
1 T-KA: ... (So), so, today we are going to talk about our friends. Do you have a lot of friends? Student 1?
2 S1: ...
3 T-KA: Student 1? Have you got a lot of friends?
4 S1: ...
5 T-KA: Have you got a lot of friends? (What does it mean) ‘have you got a lot of friends’?
6 S1: (Do you have a lot of friends)?
7 T-KA: (What are you going to say)?
8 S1: Yes, I have!
9 T-KA: Yes, I have. Do you have a best friend?
10 S1: [student nods]
11 T-KA: Yes. Right! What’s her name?
12 S1: ...
13 T-KA: What’s her name?
14 S1: ...
15 T-KA: What’s her name? Her name ... (What is the name of your best friend)?
16 S1: Ioanna.
17 T-KA: Ioanna! Very good! Excellent! Student 2, have you got a best friend?
Excerpt 1. Beginning of the lesson (Y/L)
18 S2: Yes, I have.
19 T-KA: Excellent! What’s her name?
20 S2: Her name is Vicky.
21 T-KA: Very good. Is she tall or short? [teacher demonstrates ‘tall’/’short’]
22 S2: She is short.
23 T-KA: She is short! Has she got brown hair or black hair?
24 S2: … she has got … brown hair.
25 T-KA: Brown hair! Excellent! Very good! Is she pretty? She is pretty?
26 S2: Yes!
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2 S1: ... S-Response

3 T-KA: Student 1? Have you got a lot of friends? T-Feedback

4 S1: ...

5 T-KA: Have you got a lot of friends? (What does it mean) ‘have you got a lot of friends’? T-Feedback

6 S1: (Do you have a lot of friends)? S-Response

7 T-KA: (What are you going to say)? T-Initiation

8 S1: Yes, I have! S-Response

9 T-KA: Yes, I have. Do you have a best friend? T-Feedback

10 S1: [student nods] S-Response

11 T-KA: Yes. Right! What’s her name? T-Feedback

12 S1: ... S-Response

13 T-KA: What’s her name? T-Feedback

14 S1: ... S-Response

15 T-KA: What’s her name? Her name ... (What is the name of your best friend)? T-Feedback

16 S1: Ioanna. S-Response

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25 T-KA: Brown hair! Excellent! Very good! Is she pretty? She is pretty?

26 S2: Yes!

27 T-KA: Yes, she is very pretty! Excellent! Now, Student 3, have you got a best friend?
Excerpt 2.

1 T-KA: ... Let’s go now to Exercise 2, Exercise 2. Come on, Student 1 ... (tell me the first one).

2 S1: Which children go to the same school together? Tom and John.

3 T-KA: Tom and John. Excellent! Student 2 .... B.

4 S2: Who is good at maths? John.

5 T-KA: John. Very good! C ... Student 3?


7 T-KA: John and Tom (right)? John and Tom. D .... Student 4.

8 S4: Who is slim? Fay and John.

9 T-KA: Fay and John. Excellent! E .... Student 5.
1 T-KA: ... Let’s go now to Exercise 2, Exercise 2. Come on, Student 1 ... (tell me the first one).
2 S1: Which children go to the same school together? Tom and John.
3 T-KA: Tom and John. Excellent!  Student 2 .... B.
4 S2: Who is good at maths? John.
5 T-KA: John. Very good! C ... Student 3?
7 T-KA: John and Tom (right)? John and Tom. D .... Student 4.
8 S4: Who is slim? Fay and John.
9 T-KA: Fay and John. Excellent! E .... Student 5.

......
1 S1: In the afternoon.
2 T-CMC: Bravo! In the morning. In the afternoon. In the evening. (But if we say) ... night, (what are we going to use)? (Yes) Student 2 ...
3 S2: At night.
4 T-CMC: Bravo! At night. (When do we also use) ‘at’? Student 3?
5 S3: (When) ... (for example ... at Christmas) .... (the hours)....
6 T-CMC: Bravo! (We say) at Christmas.
7 S3: ..... (the hours) ...
8 T-CMC: Bravo! At five o'clock for example. Yes. What else?
9 S4: (At Easter) ....
1 S1: In the afternoon.

2 T-CMC: Bravo! In the morning. In the afternoon. In the evening. (But if we say) ... night, (what are we going to use)? (Yes) Student 2 ...

3 S2: At night.

4 T-CMC: Bravo! At night. (When do we also use) ‘at’? Student 3?

5 S3: (When) ... (for example ... at Christmas) .... (the hours)....

6 T-CMC: Bravo! (We say) at Christmas.

7 S3: .. (the hours) ...

8 T-CMC: Bravo! At five o'clock for example. Yes. What else?

9 S4: (At Easter) ....
Extract 4.
S1: My father sometimes works in London.
S1: People usually travel in the summer.
T1: Excellent! Very good S1! Very good! ‘People’ [το πρόσωπο] the subject, ‘usually’ [συνήθως] usually, ‘travel’ [ταξιδεύουν] travel, ‘in the summer’. [Το four, να κάνουμε ακόμη ένα, ποιός θα μου κάνει το four? S2;] Four, let’s do one more. Who is going to do four for me? Penny?
S2: Jane never eats fish.
Teacher 1: Μπράβο! ‘Jane’ [το πρόσωπο] the subject, ‘never’ [ποτέ] never, ‘eats’ [το ρήμα μας] our verb, fish. [Καταλάβατε πως έπρεπε να γίνει αυτή η άσκηση; Σίγουρα δεν έχουμε άλλες απορίες; Μπράβο! Μα’σαστε καταπληκτικοί!] Do you understand how you get to do this exercise? Are you sure you don’t have any questions? Bravo! You are amazing!
Features of feedback most likely to contribute to learning

- Avoidance of ritualistic, highly structured exchange patterns
- Open and, as far possible, genuine questions
- Questions at higher cognitive levels than requiring simple recall or mechanical response
- Probing to ask further questions to encourage sustained and extended dialogue
- Allowing and encouraging pupils to take initiative
- Uptake of points raised by pupils
- Generally – aiming for pupils to do most of the talking and to show what they know

(Hasselgreen, 2012)
Summary of results

In the current context LOA:

• is an individual process situation in contextual and collaborative learning within unplanned assessment spaces
• is based on a layered set of interactions
• is based on a teacher-centred orientation to teaching
• exhibited excessive use of IRF that conditioned learning
Research implications

Further research in synergy between teaching, learning and assessment in language classrooms, e.g.:

- In-depth analysis of ‘unplanned’ assessment discourse
- Follow-up interviews with teachers
Research implications

Further research in the nature of the interface between teaching, learning and assessment in language classrooms, e.g., Classroom interaction:

- **Initiation: Teachers** (Seedhouse, 1996; Smith and Higgins, 2006)
- **Initiation: Students** (Ackers & Hardman, 2001)
- **Responses** (Mohr & Mohr, 2007; Emanuelsson & Sahlstrom, 2008)
- **Freedback: Correct answers** (Tunstall & Gipps, 1996; Hattie & Timperley, 2007; Hill & McNamara, 2012; Lyster & Randa, 1997)
- **Implicit/Explicit Feedback: Incorrect answers** (Lyster & Randa, 1997; Mackey, 2010; Revez, 2008)
- **Uptake** (Lyster & Randa, 1997; Revez, 2011)
Pedagogical recommendations

To promote LOA:

• Formal LTA/LOA courses in University programmes
• Pre-/in-service LTA/LOA training courses
• Assessment booklets/Self-access materials
• Technology (internet, online tutorials)
• Teacher assessment teams (collaboratively)
• Teacher publications and presentations/forums/panels in LTA/LOA
LTA/LOA training courses need to:
• capitalise on teachers’ existing experience and practices,
• take into account results of assessment needs analysis,
• recognise and deal with the reality and constraints influencing teachers' assessment practices,
• encourage an action-research orientation to professional development,
• combine theories with practice in the classroom,
• involve policy and decision makers,
• involve teachers in collaborative assessment development projects, and
• involve students in assessment.
assessments

learning-oriented

CBLA

formative feedback

intake/uptake classroom-based IRF

DLLP LOLA

scaffolding level/specificity autonomy

learning-oriented

CLIL

constructive technology SBA questioning diagnostic

teacher-made L2

theories progressions

scenario-based AWE AoL

AFL

initiation

interactive planned/unplanned

self-assessment

dynamic instructional systemic

self-regulation

oriented

assessments

AWE AoL