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

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- ❖ 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

the
10 principles

TEACHER AND STUDENT GOAL SHARING

LEARNER AUTONOMY

HOW STUDENTS LEARN

the
10 principles

TEACHER AND STUDENT GOAL SHARING

LEARNER MOTIVATION

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)

Vygotsky

ZONE OF PROXIMAL DEVELOPMENT (ZPD)

CO-CONSTRUCTED LEARNING

Vygotsky

ZONE OF PROXIMAL DEVELOPMENT (ZPD)

CO-CONSTRUCTED LEARNING

Vygotsky

DIAGNOSTIC ASSESSMENT

ZONE OF PROXIMAL DEVELOPMENT (ZPD)

CO-CONSTRUCTED LEARNING

Vygotsky
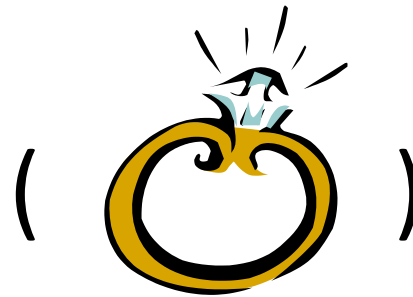
DIAGNOSTIC ASSESSMENT

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 *would* or *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)
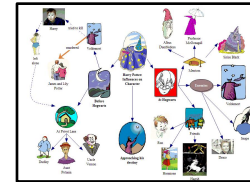27 students in 2 control group EAP classes (n=16, n=11)
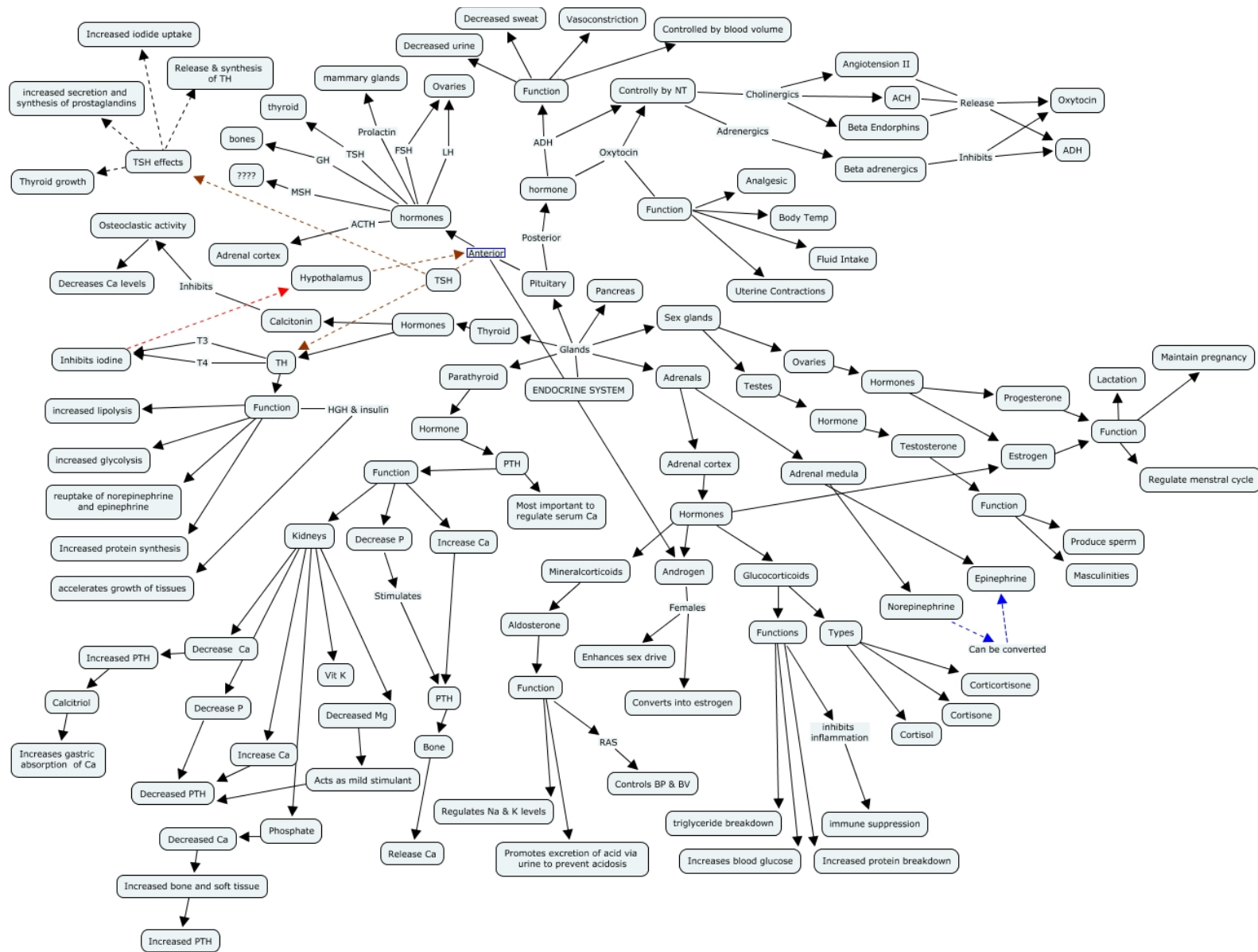3 teachers

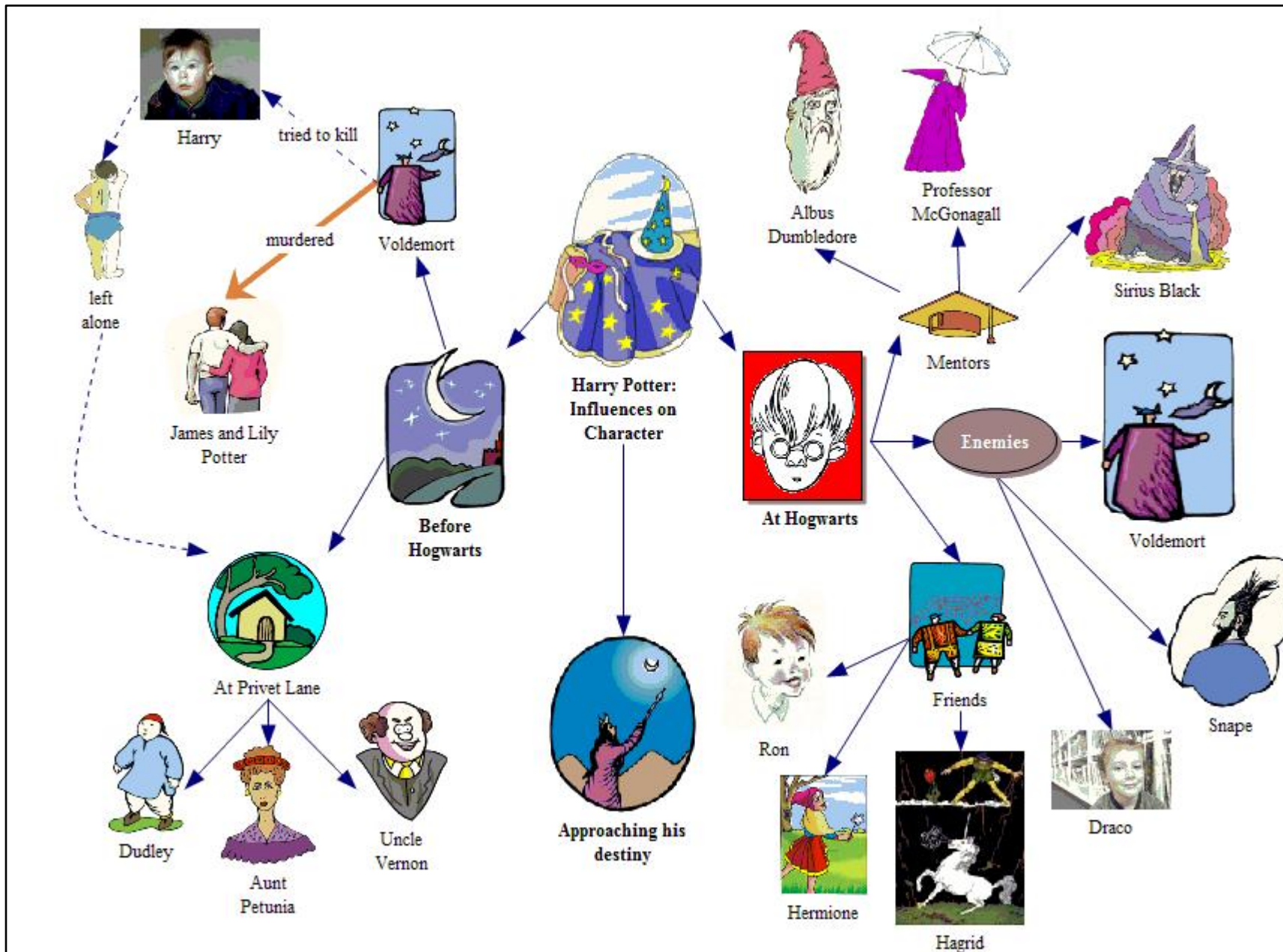# The pedagogical materials development was done through

- 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
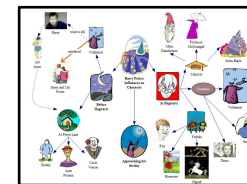- Chapelle (2001, 2005)
- James (2006)

Choosing concept mapping

Harry

tried to kill

left alone

Voldemort

murdered

James and Lily Potter

Before Hogwarts

At Privet Lane

Dudley

Aunt Petunia

Uncle Vernon

Harry Potter: Influences on Character

Approaching his destiny

At Hogwarts

Albus Dumbledore

Professor McGonagall

Mentors

Sirius Black

Enemies

Voldemort

Snape

Draco

Friends

Ron

Hermione

Hagrid

- Computer-assisted language learning (CALL)

- Concept mapping (CM) exercises

Concept Mapping Exercises

Individual (online)

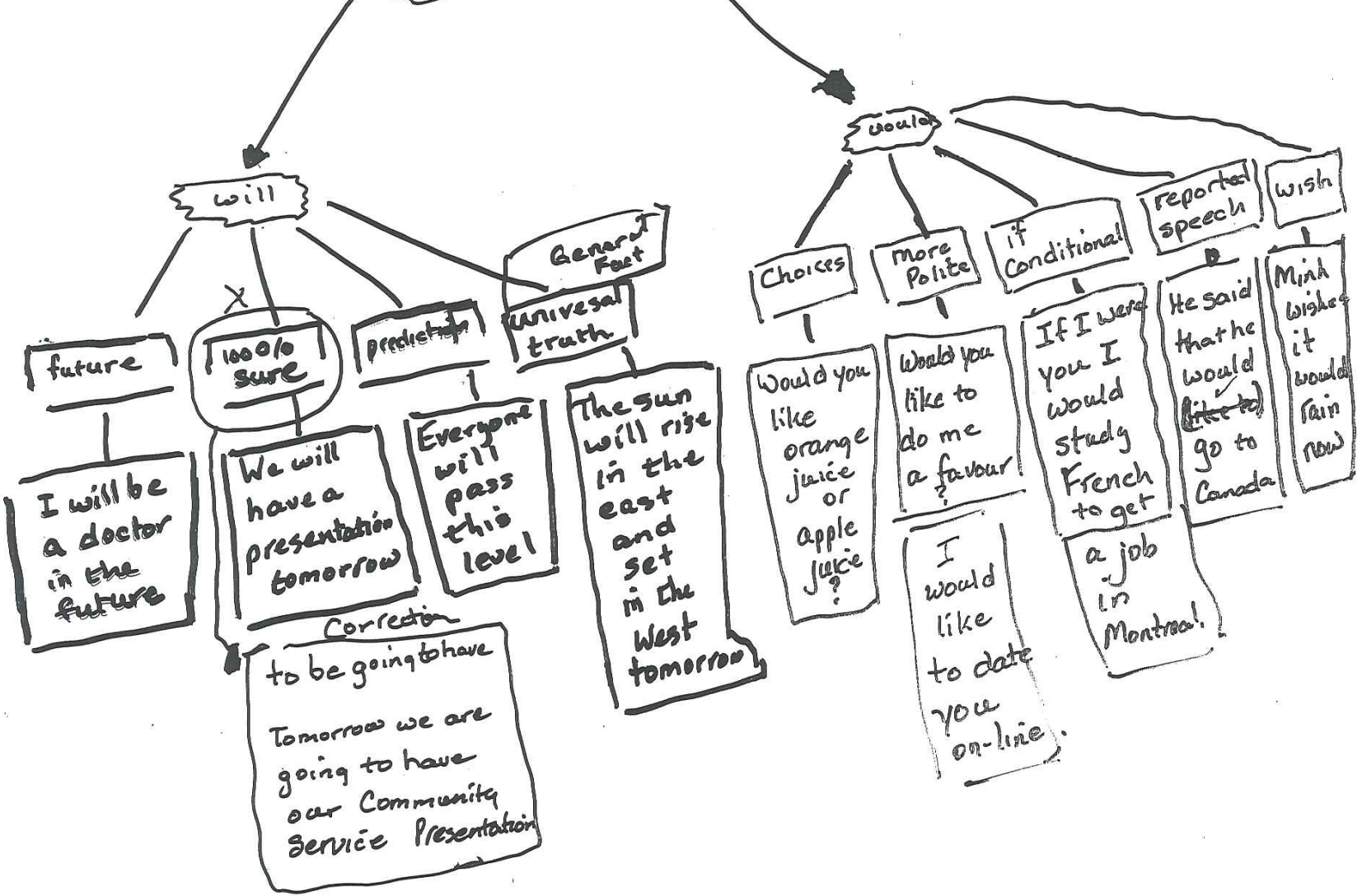Group (paper and pencil)

Teacher and class (OHP)

will and would

will
- future
- 100% sure (X)
- Prediction
- General Fact / univesal truth

would
- Choices
- more Polite
- if Conditional
- reported speech
- Wish

Rules:

Examples:

will:
- I will be a doctor in the future
- We will have a presentation tomorrow
  - Correction: to be going to have — Tomorrow we are going to have our Community Service Presentation
- Everyone will pass this level
- The sun will rise in the east and set in the West tomorrow

would:
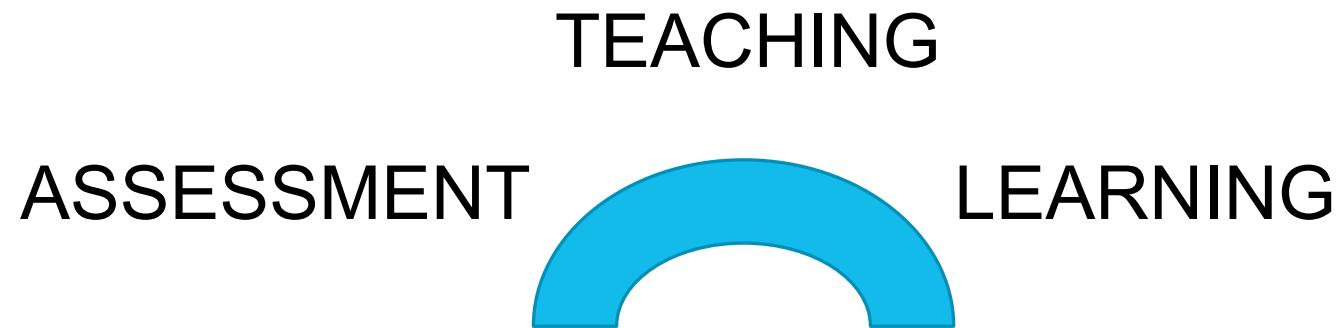- Would you like orange juice or apple juice?
- Would you like to do me a favour — I would like to date you on-line.
- If I were you I would study French to get a job in Montreal!
- He said that he would (like to) go to Canada
- Minh Wishes it would rain now

Types of assessments used and evidence of the Assessment Bridge (AB) was noted

TEACHING

ASSESSMENT   LEARNING

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

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

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