



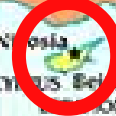
**Roundtable on LOA in Language Classrooms
and Large-Scale Contexts**
Teachers College, Columbia University, New York
October 10-12, 2014

Unplanned LOA in EFL classrooms: Findings from an empirical study

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**University
of Cyprus**





Πανεπιστήμιο Κύπρου University of Cyprus

1992 - 7048 students , 8 faculties ,
22 departments & 11 research units.

<http://ucy.ac.cy/en/>



Content

Placing
Informal-assessment

Validity

Listening

Speaking

Reading

Grades

Grammar

Integrated

Receptive LTA

Peer-assessment

Vocabulary

Aspects

Productive

Skills

Ready-made-tests

Classroom-Tests

LANGUAGE-ASSESSMENT-LITERACY

Self-assessment Concepts

Portfolio

Statistics

Culture

Writing
Purposes

Reliability

ELP

Feedback

Certificates

Microlinguistic

Classroom-focused

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

Vogt, K. & Tzagari, D. (2014, forthcoming) 'Assessment literacy of foreign language teachers: findings of a European study'. *Language Assessment Quarterly*.

Component	Training		LTA practices
	Received	Needed	
1. Classroom-focused LTA (12 questions)	1.1 a)	1.2 a)	Preparing classroom tests
	1.1 b)	1.2 b)	Ready-made tests from textbook packages
	1.1 c)	1.2 c)	Giving feedback based on assessment
	1.1 d)	1.2 d)	Self- or peer-assessment
	1.1 e)	1.2 e)	Informal assessment
	1.1 f)	1.2 f)	ELP or Portfolio
2. Purposes of testing (8 questions)	2.1 a)	2.2 a)	Giving grades
	2.1 b)	2.2 b)	Finding out what needs to be taught/learned
	2.1 c)	2.2 c)	Placing students onto programs etc
	2.1 d)	2.2 d)	Awarding final certificates
3. Content and concepts of LTA (16 questions)	3.1.1 a)	3.2.1 a)	Receptive skills (reading/listening)
	3.1.1 b)	3.2.1 b)	Productive skills (speaking/writing)
	3.1.1 c)	3.2.1 c)	Microlinguistic aspects (grammar/vocabulary)
	3.1.1 d)	3.2.1 d)	Integrated language skills
	3.1.1 e)	3.2.1 e)	Aspects of culture
	3.1.2	3.2.2	Reliability
	3.1.3	3.2.3	Validity
	3.1.4	3.2.4	Using statistics

LAL training levels in other aspects

		Training Received (%)		Training Needed (%)	
Self-/Peer-assessment	None	38.8	None	19.0	
	Basic	41.2	Basic	39.5	
	Advanced	20.0	Advanced	41.4	
Informal assessment	None	38.9	None	20.9	
	Basic	38.7	Basic	34.4	
	Advanced	22.4	Advanced	44.7	
ELP or Portfolio	None	51.9	None	14.0	
	Basic	35.8	Basic	37.5	
	Advanced	12.3	Advanced	48.5	
Giving feedback on assessments	None	29.3	None	24.7	
	Basic	40.5	Basic	34.3	
	Advanced	30.2	Advanced	41.0	

classroom-based interventions IRF autonomy response interaction AWE assessments

assessment

self-assessment component level/specificity LOLA intake/uptake

feedback diagnostic self-regulation systemic Afl L2 constructive DLLP CBLA

peer-assessment approach questioning interactive initiation utility theories oriented

formative scaffolding technology learning-oriented classroom

of literacy progressions AoL CBLA SBA

planned/unplanned instructional dynamic teacher-made

What is LOA?

“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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feedback diagnostic self-regulation systemic Afl L2 constructive DLLP

learning formative scaffolding

approach questioning L O A

interactive initiation utility theories oriented

technology SBA

unplanned

learning-oriented classroom

teacher-made



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

- Tsagari, D. & G. Michaeloudes. 2012. Formative assessment practices in private language schools in Cyprus. In D. Tsagari (ed.), *Research on English as a Foreign Language in Cyprus (Vol. II)* 246-265. Nicosia: University of Nicosia Press.
- Tsagari, D. and G. Michaeloudes (under review) 'Provision of feedback in exam classes in Cyprus'. In Y. Bayyurt & N. Sifakis (eds.) *English Language Education Policies and Practices: A Mediterranean Perspective*. Multilingual Matters.

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

Teacher	Lessons	Minutes (In total)
T-KA	4	240
T-XK	3	180
T-XR	3	180
T-MSK	4	240
T-CMC	4	240
T-MS	4	240
T-ET	3	180

Focus

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

Initiation

- **Questions**
- Recasts,
- Turn allocation,
- Wait time, etc

Questions

Question type	Description
Open	More than one possible answer
Closed	Only one expected answer
Display	Teachers know the answer
Referential	Teachers do not know the answer

Feedback

Feedback type	Description
Descriptive	feedback based on their current achievement to specify attainment or improvement and to construct achievement or plan the way forward.
Evaluative (corrective)	judgment of learners' responses by approving or disapproving, and rewarding or punishing them.



P-Docs P16: ET1 Tran: Quotes 1:52 She is sh Codes CA (2025-0) Memos

128 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.

129 Student-George: Ακόμα κάτι όμορφο.

130 Teacher: Ακόμα κάτι;

131 Student-girl: υπέροχο.

132 Teacher: ωραίο, υπέροχο, wonderful. Very good! Ok.

133 Student-boy: Κυρία!

134 Teacher: Yes, Elena μου.

135 Student-Elena: Είπε το ειρωνικά.

136 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;

137 Students in chorus: Yes.

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

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

140 Teacher: Ο ο ο ο! You can say it in English.

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

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

143 Student-Anastasia: New baby.

FDEG
 FPOS
 RS
 CC FDEB FIB FNEG
 CA RS
 CES FDEG FPOS
 CA IRPL
 CP IS
 CA RS
 CES FPOS
 FDEG
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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!

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

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T-Initiation

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'?

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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?
- 6 S3: Which children play video games? John and Tom.
- 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.

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.....

Excerpt 3.

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)

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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.

T1: **Bravo!** ‘My father’ [το πρόσωπο] *the subject*, ‘sometimes’ [η λέξη μας] *our word*, ‘works’ [το ρήμα μας] *our verb*, ‘in London’. [Το τρία ποιός θα μου το κάνει τώρα;] *Who is going to do three for me? S1?*

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. [Καταλάβετε 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)
- **Feedback: 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

However....

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.

Thank you!
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