

Promoting oral skills through learner agency

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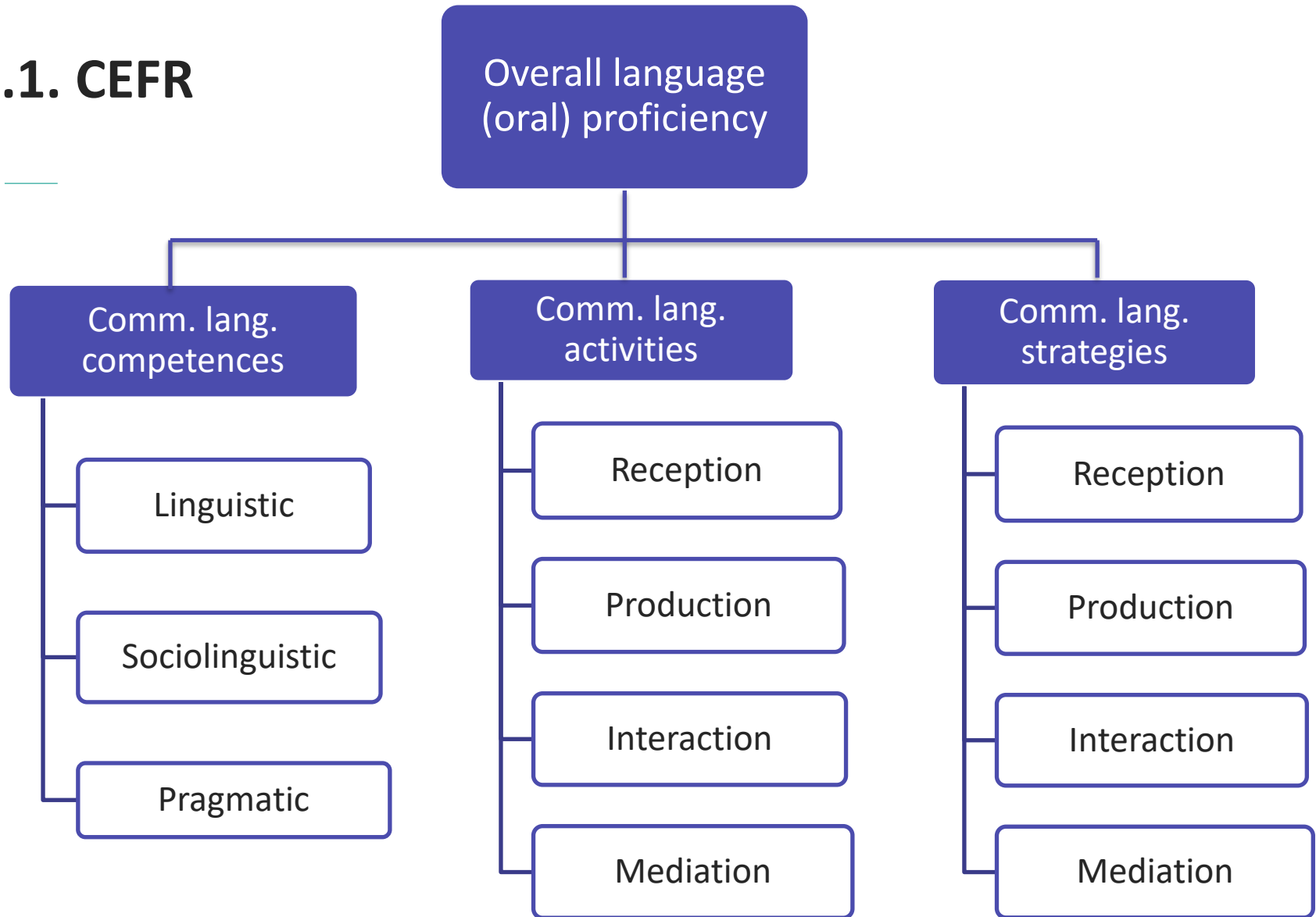
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Outline

- Conceptualizations of oral proficiency
- Agency and collaboration in (language) teaching and learning
- Formative assessment
- Self-regulated learning (SRL)
- Presentation and discussion of a concrete example

1.1. CEFR



1.1. (cont.)

QUALITATIVE FEATURES OF SPOKEN LANGUAGE (EXPANDED WITH PHONOLOGY)

	Range	Accuracy	Fluency	Interaction	Coherence	Phonology
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express themselves spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave their contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of their message are clear and precise. Intelligibility is not affected in any way by features of accent that may be retained from other language(s).
C1	Has a good command of a broad range of language allowing them to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what they want to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface their remarks in order to get or to keep the floor and to relate their own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices.	Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility at all.

1.4 Oral communication (foreign languages) Sweden

Kunskapskrav för betyget A i slutet av årskurs 9

I muntliga och skriftliga framställningar av olika slag kan eleven **formulera sig** enkelt, relativt tydligt och relativt sammanhängande. För att förtydliga och variera sin kommunikation kan eleven **bearbeta och göra enkla förbättringar** av egna framställningar. I muntlig och skriftlig interaktion kan eleven uttrycka sig enkelt och tydligt med ord, fraser och meningar samt i någon mån **anpassat till syfte, mottagare och situation**. Dessutom kan eleven välja och använda sig av flera olika **strategier** som löser problem i och förbättrar interaktionen.

(Skolverket, 2011a)

2. Agency

*The CEFR presents the language user as a ‘**social agent**’, acting in the social world and exerting agency in the learning process. This implies a real **paradigm shift** in both course planning and teaching, promoting learner engagement and autonomy.*

(Council of Europe, 2018, p. 26)



2. (cont.)

- Ability to identify goals and evaluate whether one has reached the goals (Taylor, 1977)
- Linked to autonomy (Council of Europe; Ryan, 1994)
- Popularly associated with notions of 'taking ownership of own learning' and 'voice' (Harrington et. al. 2019)
- Promoted in the CEFR (Council of Europe, 2018. p. 27)
- Emphasized as important in the learning sciences (Sawyer, 2014), in Assessment for Learning (Broadfoot et al. 1999), and in national curricula (Gyllander Torkildsen & Erickson, 2016, Vurderingsforskriften, 2020)

3. Formative assessment

An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than decisions they would have made in the absence of that evidence.

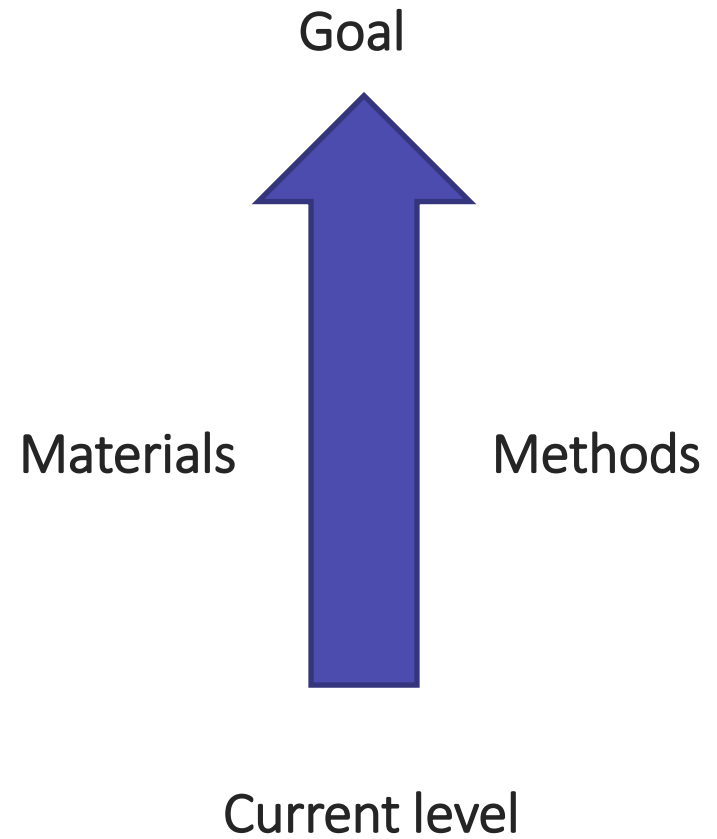
(William, 2018, p. 48)



3.1 Theoretical basis

Ramaprasad's (1983) three key processes in teaching and learning:

- *Establishing where the learners are in their learning*
- *Establishing where the learners are going*
- *Establishing how the learners are going to get there*



3.2 Key strategies in formative assessment

1. Clarifying, sharing and understanding learning intentions and success criteria
2. Elicit evidence of learning
3. Providing feedback that moves learning forward
4. Activating learners as instructional resources for one another
5. Activating learners as owners of their own learning

(William, 2018, p. 52)

3.3 Formative assessment and self-regulation

Formative assessment and feedback should [...] empower students to become self-regulated learners (Carless, 2006)



4. Self-regulated learning (SRL)

4.1 Conceptualizations

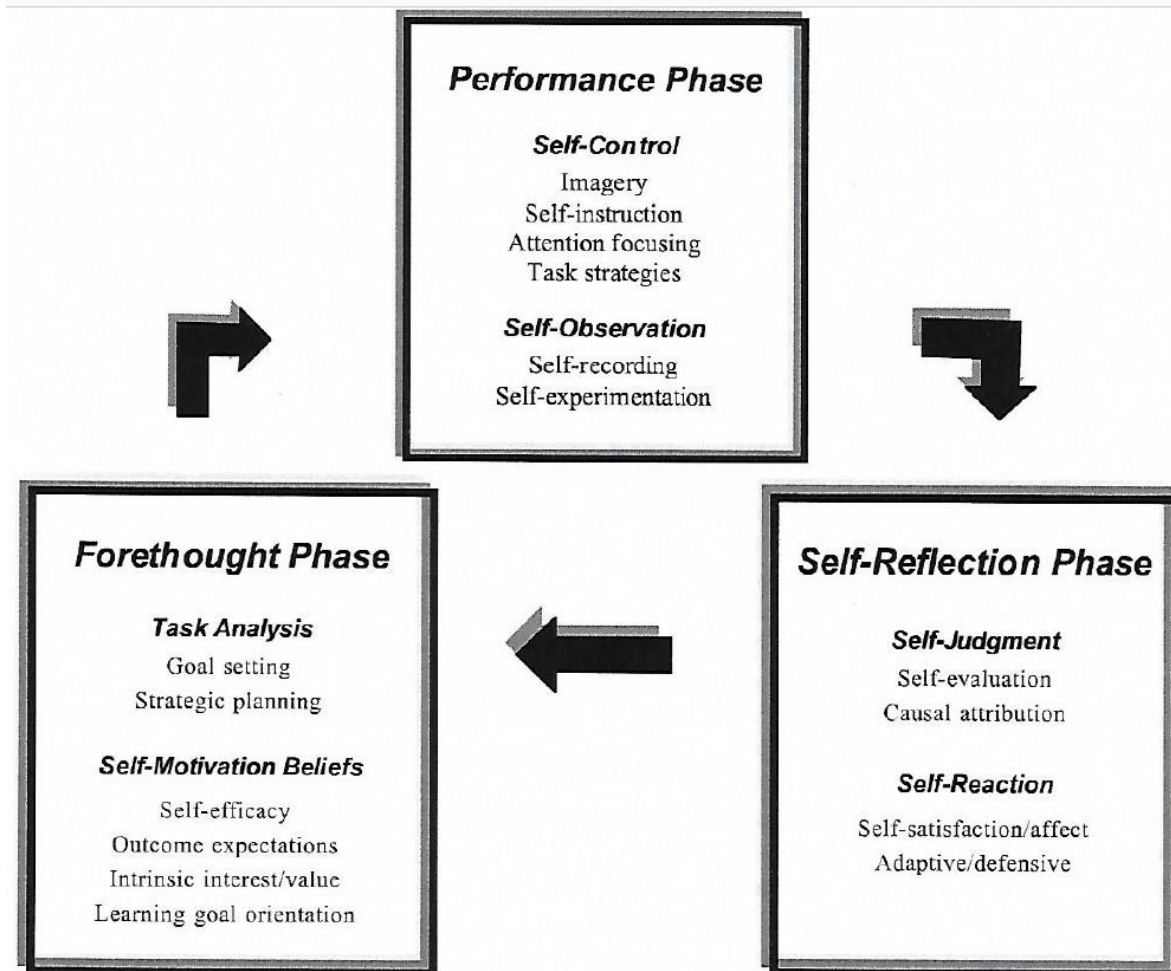
...self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.

(Zimmerman 2000, p. 14)

Self-regulated learning (SRL) includes the cognitive, metacognitive, behavioral, motivational, and emotional/affective aspects of learning.

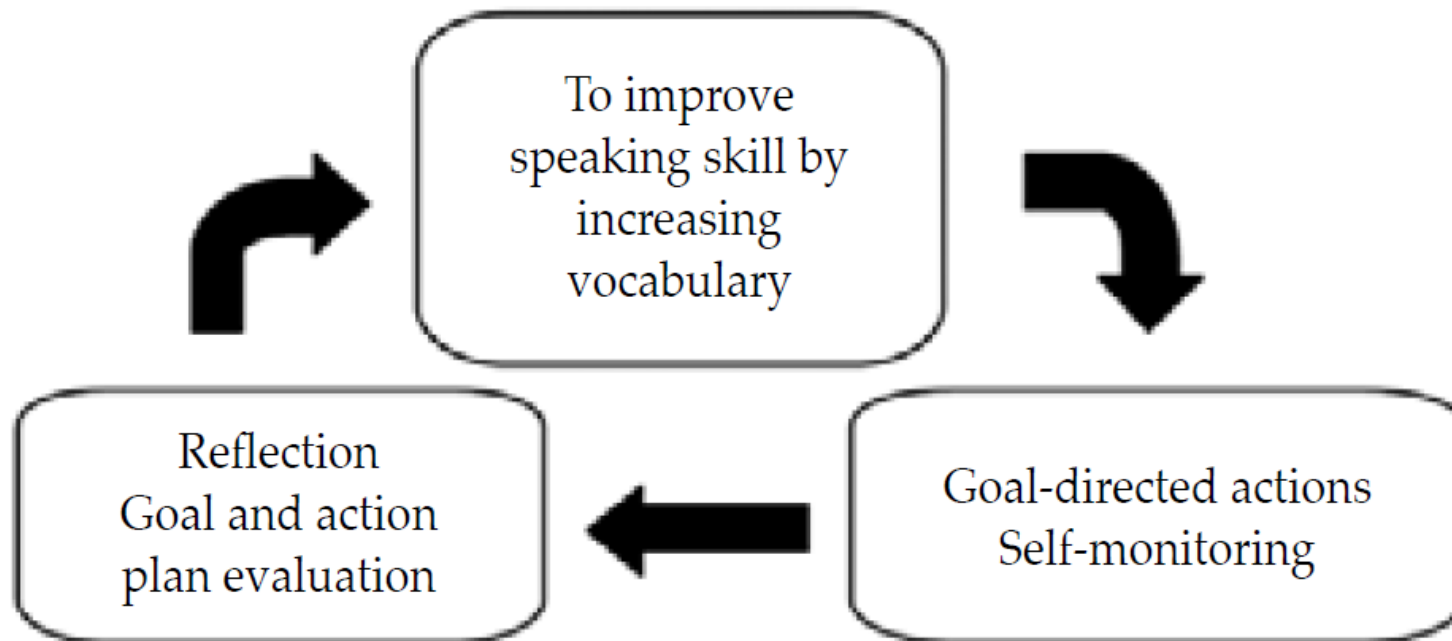
(Panadero, 2017, p. 1)

4.2 Zimmermann's SRL model



(Zimmerman, 2002)

4.3 SLR – example



5. Feedback: Two paradigms

Transmission-oriented

«any of the numerous procedures that are used to tell a learner if an instructional response is right or wrong»

(Kulhavy, 1977)

→ focus on the provision of information or comments to students

Learning-oriented

→ focus on interaction, student sense-making and outputs in terms of future student action

(Winstone & Carless, 2020)

5.1 A model for feedback

1. Feedback on the task level

→ To what extent has the student understood the task? How well is the task performed?

2. Feedback on the process level

→ To what extent does the student understand the processes underlying task completion and which strategies that he or she needs to employ to do the task?

3. Feedback on the self-regulation level

→ To what extent is the student able to monitor and regulate his or her work with the task?

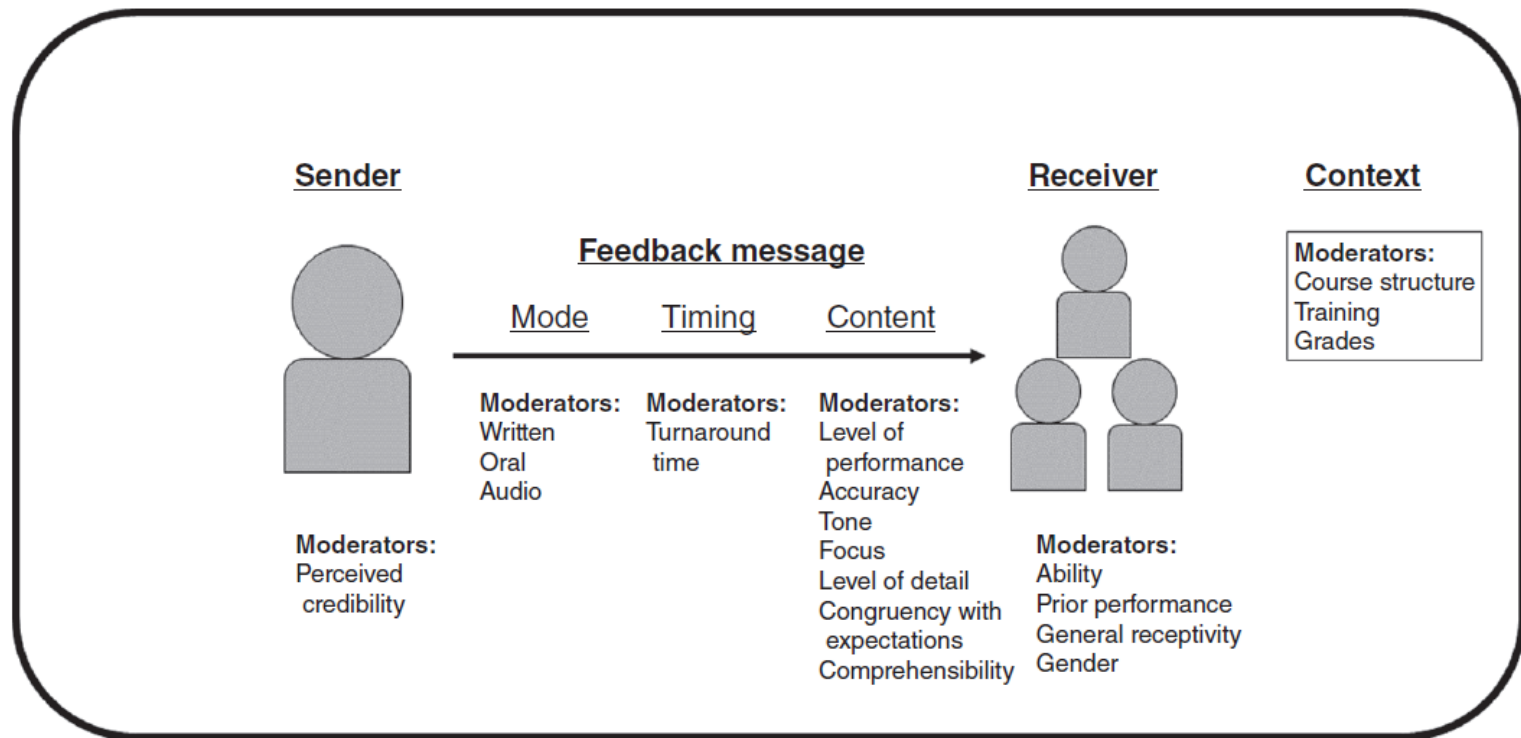
4. Feedback on the self-level

→ *Well done! Excellent, Ann!*

5.2 Problematic aspects of feedback

- The usefulness of feedback has been questioned (Sadler, 2010; Winstone & Careless, 2020)
- What are the conditions for successful feedback?

Factors influencing the usefulness and effectiveness of feedback



6. Self-assessment

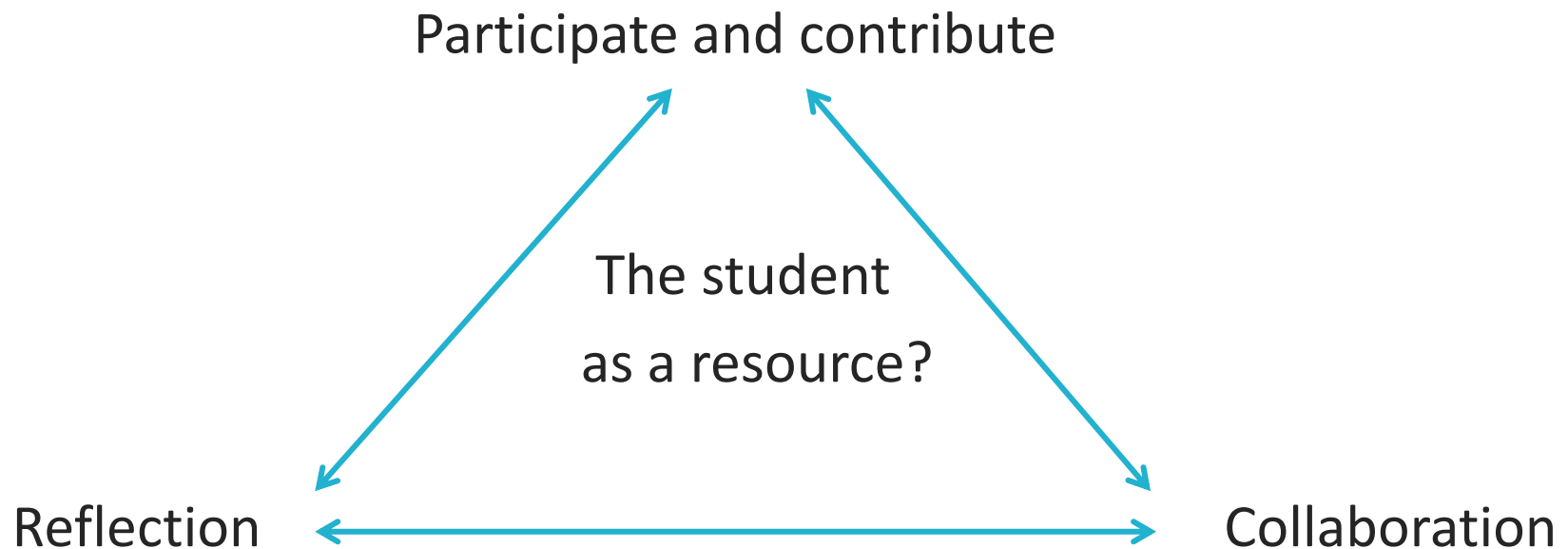
«a descriptive and evaluative act carried out by the student concerning his or her own work and academic abilities»

(Brown & Harris 2013, p. 368)

«a wide variety of mechanisms and techniques through which students describe (i.e. assess) and possibly assign merit or worth to (i.e., evaluate) the qualities of their own learning processes and products»

(Panadero, Brown & Strijbos, 2016, p. 804)

7. Collaborative learning: Students as resources



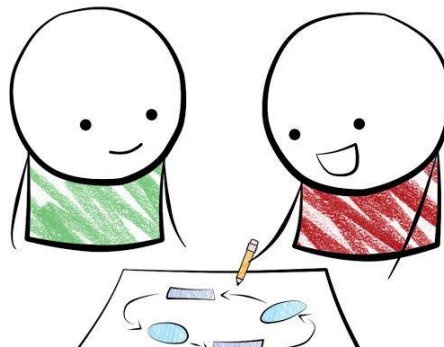
Jensen (2016)

8. Peer-assessment

8.1 Conceptualization

an arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status

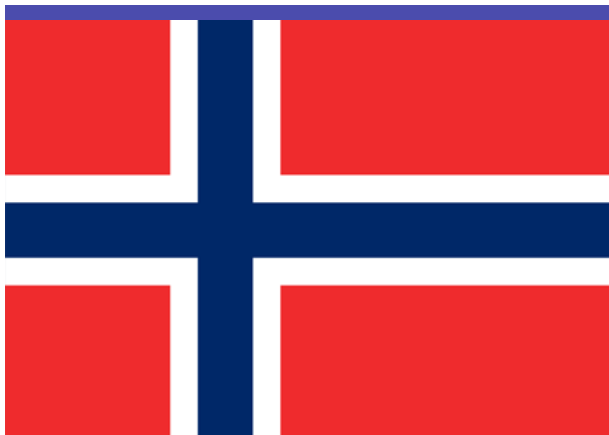
(Topping 1998, p. 250)



8.2 Types of peer-assisted learning

- **Peer tutoring:** One peer acts as tutor, the other as tutee
- **Peer modeling:** A peer provides a “competent exemplar of desirable learning behavior”
- **Peer monitoring:** A peer observes and checks whether their partners are engaged in appropriate and effective learning processes
- **Peer assessment:** “an arrangement for peers to consider the level, value or worth of the work, products or outcomes of the learning of others”

(Topping and Ehly, 2001, pp. 115-119)



I underveisvurderingen i fag skal elever, lærlinger, lære kandidater og praksisbrevkandidater

1. delta i vurderingen av eget arbeid og reflektere over egen læring og faglige utvikling
2. forstå hva de skal lære og hva som blir forventet av dem
3. få vite hva de mestrer
4. få råd om hvordan de kan arbeide videre for å øke kompetansen sin.

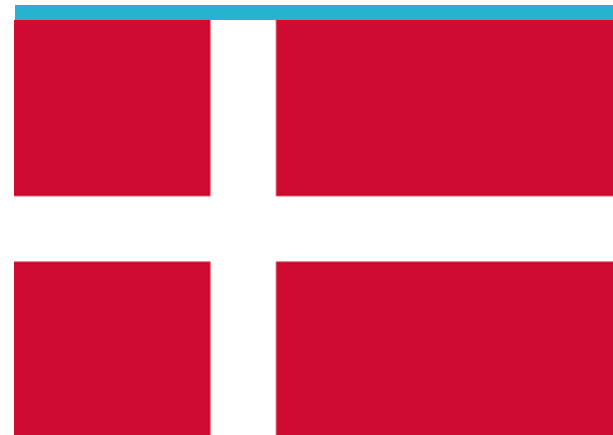
(Utdanningsdirektoratet, 2020)



Skolans mål är att varje elev

- utvecklar ett **allt större ansvar** för sina studier, och
- utvecklar förmågan att **själv bedöma** sina resultat och ställa **egen och andras bedömning** i relation till de egna arbetsprestationerna och förutsättningarna.

(Skolverket 2011b)



Mål, status og opfølgning

1. Måldelen skal indeholde de **individuelle mål** for den enkelte elevs læring. Udgangspunktet er Fælles Mål.
2. Statusdelen skal vise **elevens fremskridt i forhold til målene**.
3. Opfølgningsdelen skal beskrive, **hvordan og hvornår der skal følges op på målene**. Både eleven og læreren skal følge op på målene, og forældrene kan også være med i opfølgningen.

Eleven skal i samarbejde med læreren **sætte mål for egen læring** for hver periode. Når man udvælger de **konkrete mål**, bliver det tydeligt for eleven, hvad der skal arbejdes med i den kommende periode.

(Børne- og undervisningsministeriet, 2021)

8. Formative assessment & SLR in different modes

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1 Clarifying learning intentions and criteria for success	2 Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	3 Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	4 Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	5 Activating students as the owners of their own learning	

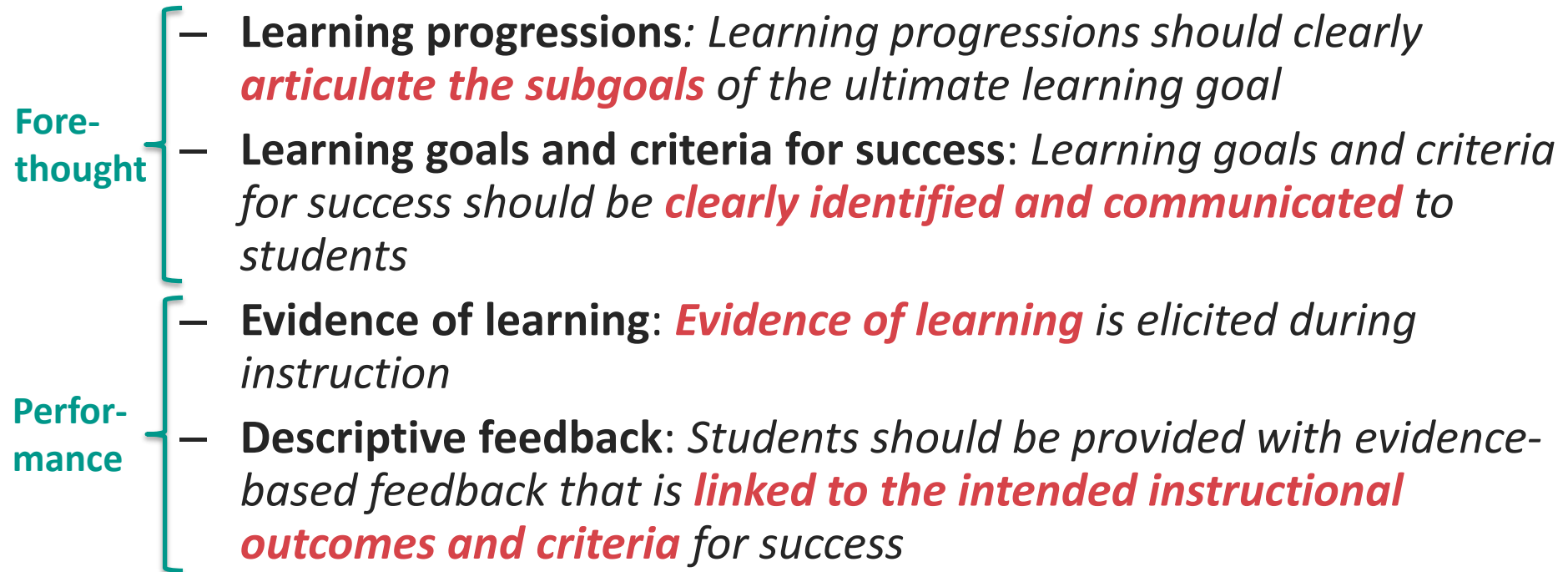
(Black & Wiliam, 2009. p. 8)

9. Interface between SRL and formative assessment

- Fore-thought
- **Learning progressions:** *Learning progressions should clearly **articulate the subgoals** of the ultimate learning goal*
 - **Learning goals and criteria for success:** *Learning goals and criteria for success should be **clearly identified and communicated** to students*
 - **Evidence of learning:** *Evidence of learning is elicited during instruction*
 - **Descriptive feedback:** *Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success*

(CCSSO Standards, cited in Panadero, Andrade & Brookhart, 2018, p. 15)

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9. (cont.)

- Self-Reflection
- **Self- and peer assessments:** *Both self- and peer assessments are important for providing students and opportunity to **think metacognitively** about their learning*
 - **Collaboration:** *A classroom culture in which teachers and students are **partners in learning** should be established*

(CCSSO Standards, cited in Panadero, Andrade & Brookhart, 2018, pp. 15-16)

10. Research findings

- Self and peer assessment may help improve:
 - learners' performance (Bergggren, 2019; Chang & Lin, 2020)
 - learners' metalinguistic skills and identify gaps in their learning (Paquet, & Downs, 2018)
 - positive perceptions of learning (Chang & Lin)
- Peer assessment concerning oral skills found to be useful when:
 - students discuss peformance and criteria (Colognesi et al. 2020; Leenknecht & Prins, 2018)

11. Raising awareness – A long-term enterprise

- Clarification of goal: e.g. «Learn the days of the week»
- Clarification of task: e.g. sing «The-days-of-the-week song» (<https://www.youtube.com/watch?v=mXMofxtDPUQ>)
- Work with task
- Reflective summing up: What was the goal? What did we do? Have we reached the goal? Did you like the task? (Was the task useful for reaching the goal? What kind of other tasks could be useful?)



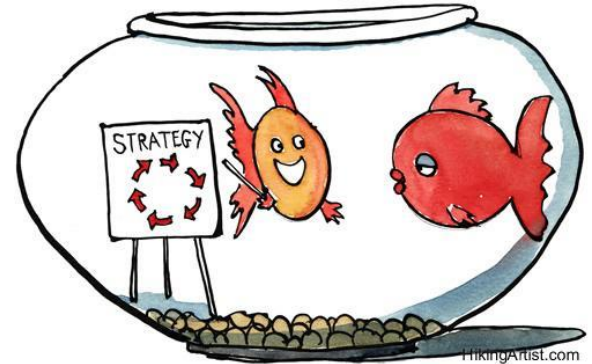
10. Communication strategies (CS)

- Strategies learners use in order to solve communication problems
(Bialystok, 1990)
- Typically include a consciousness component
 - awareness of the problem
 - intentionality
 - awareness of strategic language use
(Dörnyei & Scott, 1997)
- The latter point links to *metacognition*: «awareness of and reflections about one's knowledge, experiences, emotions and learning»
(Haukås, 2018, p. 13)

10.1 Oral communicative strategies (CEFR)

- Reception strategies (p. 60)
 - Identifying cues and inferring (spoken, signed and written) gramm, context & lex. cues
- **Production strategies** (pp. 68-70)
 - Planning; compensating; monitoring and repair
- Interaction strategies (pp. 87-89)
 - Turn-taking; co-operating; asking for clarification
- Mediation strategies (pp. 117-121)
 - Strategies to explain a new concept; strategies to simplify text
(Council of Europe, 2020)

10.2 Production CSs



- **Reduction strategies**

- Topic avoidance
- Message abandonment

- **Achievement strategies**

- Approximation (e.g. *deer* instead of *moose*)
- Circumlocution (e.g. *It is a big brown animal with horns*)
- Semantic word coinage (e.g. *mini-lobster* for *crayfish*)
- Superordination (e.g. *bird* for *sparrow*)
- Use of fillers / stalling strategies (e.g. *well, let me think, er...*)

11. Examples of a CS lesson plan (lower secondary level)

Explain in English/French/Italian etc. what you see here:



(Based on Bøhn & Myklevold, 2018)

11.1 Forethought phase

- *What do you do when you don't know a word or how to explain?*
- *Are there ways of communicating if you don't know how to?*
- *Describe how you go about explaining the words in the game «Guess the word»*



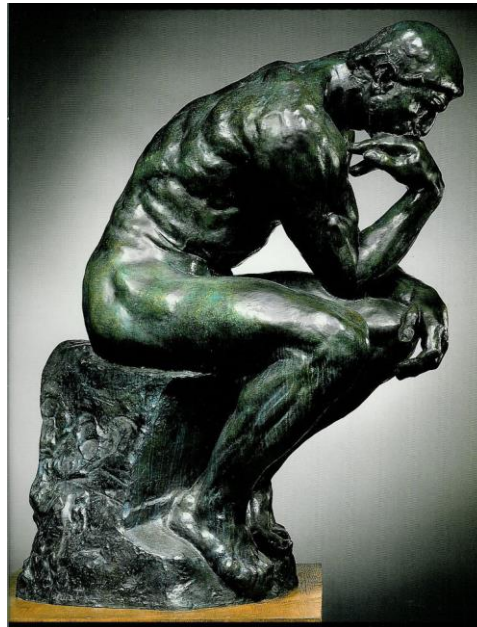
11.1.1 Sharing learning intentions (goals)

To learn techniques/strategies for communicating when I get stuck.



11.1.2 Making sense of the learning goal

What does it mean to «get stuck»? What does «techniques/strategies for communicating» mean?



11.1.3 Students reflect on criteria (Wait until after 1st lesson?)

- *What characterizes good use of communication strategies?*
- *In what ways may communication strategies help the speaker?*

Level Criterion	Basic	Intermediate	Proficient
Buy yourself time			
Rephrase			
Use general words			

11.1.4 Presentation of CSs (by teacher)

- **Buying yourself time:**

- *Er...*
- *Um....*
- *Well...*
- *How can I put this...*
- *Let me think...*
- *It seems that...*



11.1.4 (cont.)

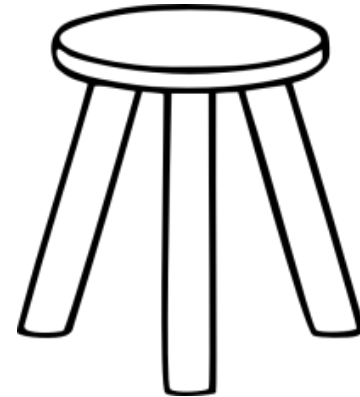
- **Rephrasing:**

- *It is something you can use for...*
- *It may be applied to/for...*
- *It is made of...*
- *It is similar to...*
- *It is something which / someone who...*
- *It is a condition ("tilstand") which causes...*
- *It is a process which/where*
- *It is bigger/smaller/longer/shorter/taller/smaller etc. than...*
- *It has the same size as...*



11.4.1 (cont.)

- **Choosing a similar word**
- *Chair* rather than *stool*
- *Stone* rather than *brick*
- *Mouse* rather than *rat*
- etc.



11.4.1 (cont.)

- Using an «all-purpose word»
- *Thing*
- *Stuff*
- *Make*
- *Do*



11.4.1 (cont.) H.

- **Using a more general word**
- *Animal*
- *Vehicle*
- *Machine*
- *Tool*
- *Device*
- *Gadget*
- *Process*
- *Condition*



11.2 Performance phase

– Practice using the communication strategies:

How can you explain the following words in English?

a. Grevling



b. Lyktestolpe



b. Gressklipper



d. Søknadspapirer



11.3 Self-reflection phase (self- & peer assessment)

- What was the goal?
- Which strategies did I use?
- Which ones were easy/difficult to use?
- Which ones were helpful/unhelpful?
- Which ones do I have to practice more?
- How do I need to practice them?
- Can you think of other strategies that could be helpful?

11.4 Peer assessment

(A discussion of criteria may be needed before this stage)

- Which strategies could be useful in doing this task?
- Which strategies did your partner use?
- Which word did your partner find the most difficult to explain?
- Did your partner use any other strategies than the one we have talked about today?
- Mention two things that you think your partner should focus on in order to improve further

12. Conclusion

- Agency understood as important in several curricula
- However, several conditions that must be met in order for self-regulation and formative assessment to be successful; many factors affecting learning
- Modelling?
- More studies needed (young learners, different psychological and social factors, Nordic school context, language levels etc.)

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