

XLV FAAPI
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IN COLLABORATION WITH LAALTA



VIRTUAL EDITION

Testing the waters: assessing formulaic- sequence acquisition in primary school learners

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OUR PRESENTATION

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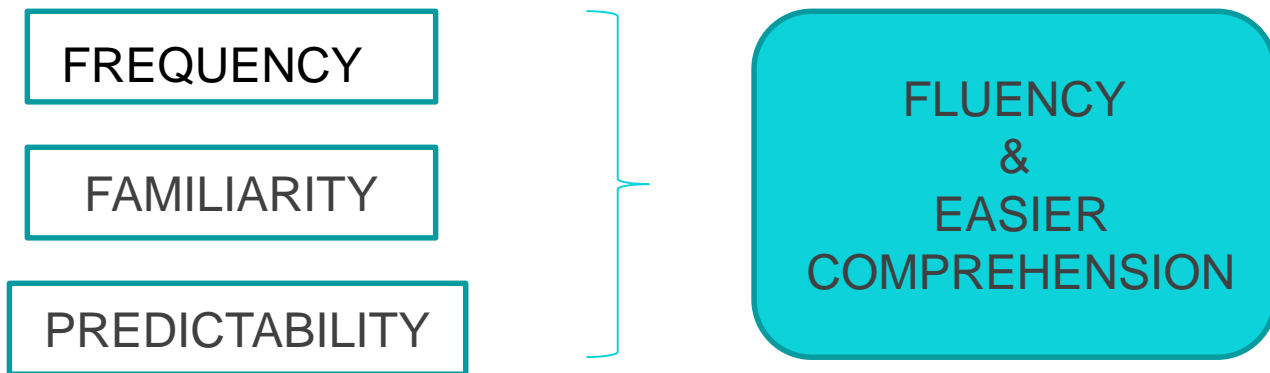
Implications about testing for EFL formulaic-sequence teaching and researching

FORMULAIC LANGUAGE IN LANGUAGE LEARNING

Studies in Corpus linguistics

- **Language is made up of formulaic language/ Formulaic Sequences (FSs)**
(Wray, 2002)
- **52% of written language** (Erman & Warren, 2000)

The nature of FSs in L1



FORMULAIC LANGUAGE IN FOREIGN LANGUAGE LEARNING

“strings of letters, words, sounds [...], contiguous or non-contiguous, of any length, size, frequency, degree of compositionality, literality/figurativeness, abstractness and complexity,[...] that necessarily **enjoy a degree of conventionality or familiarity among (typical) speakers of a language community** or group, and that hold **a strong relationship in communicating meaning** (Siyanova-Chanturia & Pellicer-Sanchez, 2019, p.5).”

→ Implications for **foreign language teaching**:

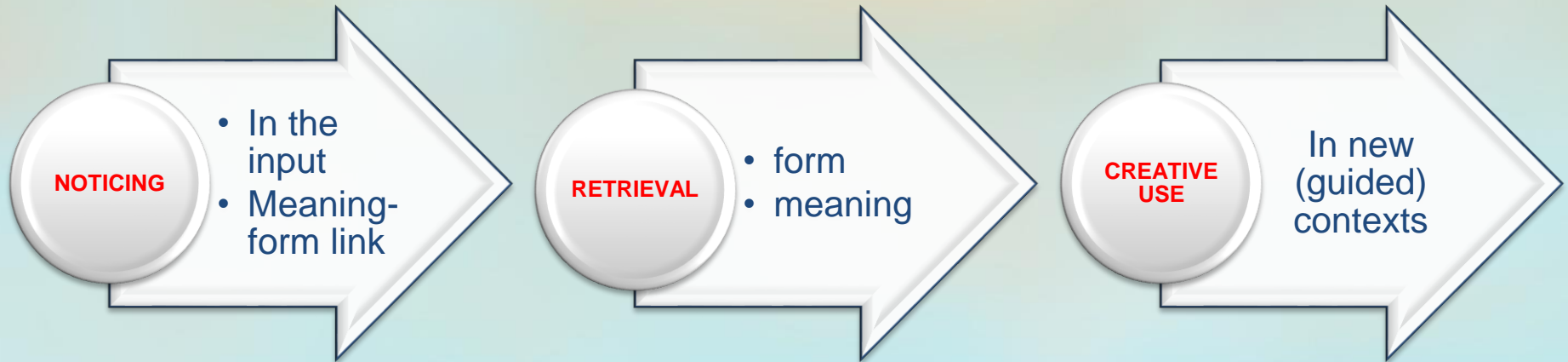
- **Awareness-raising** with respect to FS pervasiveness
- **Explicit focus** to teach them
- Selection of **pedagogically relevant FSs**
- For a certain context – context-dependent

TEACHING FSs IN EFL

- **FS-focused instruction** in the classroom (Boers & Lindstromberg, 2012; Wood, 2015)

FREQUENCY of encounters - SALIENCY in the input - INPUT (seeded with FSs) - MULTIMODALITY IN THE INPUT (oral and written)

(Lindstromberg & Boers, 2008; Pellicer-Sánchez & Boers, 2019)



Nation (2001)'s and Lindstromberg & Boers (2008)

OUR STUDY: FS ACQUISITION IN PRIMARY SCHOOLS

(2023)

Context

Two or three courses
In state primary schools (Río Negro)
Participants' ages: 11-13
Proficiency level: beginner (A1)



Treatment (teaching)

Explicit instruction (Focus on Form)
Tailor-made materials: songs and legends
Procedure
(1) Exposure to frequent FSs in the input.
(2) Noticing-retrieval-creative use.

Data collection

A longitudinal study
Tests
Learners' production in written tasks
Ls' diary entries on their learning process
Teachers' diary entries

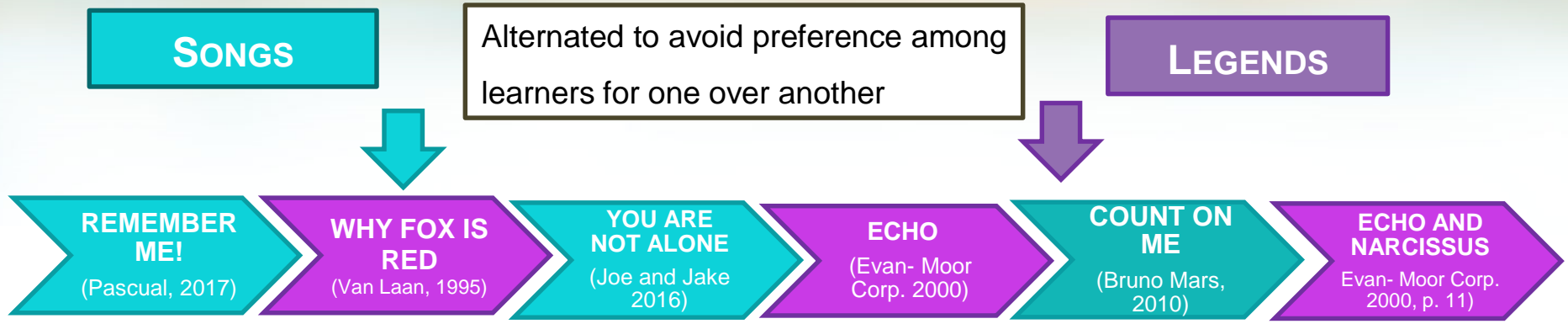


Test design

Achievement tests
Cross-sectional, tailor-made design.
6 Written-mode tests (one after each legend and song)
Quasi-longitudinal testing of (previously tested) FSs

Aim: To investigate the impact of FS-focused teaching through songs and legends on FS learning rates in A1 level students.

SONGS AND LEGENDS



Multimodal input
It caters for different learning styles;
It can increase FSs' detection: **prosodic features**; and
It gives more opportunities for learner uptake.

Motivation
Child-friendly and appealing topics.
Students can identify with the topics in them.
Easy access and topic relevance to students' ages.
Students' everyday life: family life, adventure, friendship.

Interdisciplinary work
Spanish and English curricula.
Better comprehension of the texts.
Prediction of chains of events & types of characters; and
Association of macrostructure discourse moves in the L1 to those in the L2.

TEST DESIGN PRINCIPLES

Gyllstad & Schmitt (2019)

02 DEFINING CONSTRUCTS

Receptive and productive knowledge of FSs.

FSs taught in teaching sessions will be tested

Testing tasks:

Similar in format to those in treatment sessions.

Tasks within the tests:

- 1) Production activities
- 2) Recognition activities

04 TEST ITEM SELECTION

Context sensitive: Students' level of proficiency.

Customized number of FSs tested: A number of items that can be handled by students in all testing occasions.

Higher practicality at the expense of validity.

03 SELECTING FSs

The FSs both in the lesson plans and those to be tested were selected, if they were pedagogically relevant, based on (1) their frequency in dictionaries, *Google*, COCA, and/or (2) degree of idiomaticity (an idiomatic meaning and entry in general dictionaries).

01 DEVELOPING TESTS FOR PARTICULAR PURPOSES

To measure receptive and productive knowledge of selected FSs in the songs and legends in the treatment sessions in A1 level.

To test FSs **immediately** after each song or legend.

Delayed post-tests: To test previously tested FSs.

TEST CHARACTERISTICS

Test items and tasks

- ✓ Partially contextualised test items (emulating treatment tasks)
- ✓ From more complex (production) to less complex/ more guided (recognition)

Choice of items

- ✓ Practicality: the last three tests can only measure 12-15 focused FSs at a time
- ✓ Reliable measure of the number of FSs **each learner in this context** knows (receptively and productively) at different times.


What results can be linked to

- ✓ Treatment
- ✓ Type of knowledge they have of each FS
- ✓ A1 proficiency level

DEFINING CONSTRUCTS

TEST PURPOSE, TYPE OF LEARNER AND SKILLS MEASURED

Adapted from Schmitt (2010, p. 86)

		FSS KNOWLEDGE TESTED & TASK TYPES	
		PRODUCTION	RECOGNITION
TO TEST	Assessed through tasks that involve creative language use during treatment sessions		Picture matching (RMI)
MEANING		Fill in the blanks activities (PFc) Write FSSs (PW)	Arranging FSSs (RMFS) Matching parts (RMFS).
FORM			

TESTING OCCASIONS AND WHAT THEY ASSESS

RMFS. RECOGNITION.
MATCHING FSs

RMI. RECOGNITION.
PICTURE MATCHING

	TEST 1		TEST 2		TEST 3		TEST 4		TEST 5		TEST 6	
	PRODUCTION	RECOGNITION	PRODUCTION	RECOGNITION	PRODUCTION	RECOGNITION	PRODUCTION	RECOGNITION	PRODUCTION	RECOGNITION	PRODUCTION	RECOGNITION
say goodbye	PW			RMI	PW	RMFS	PW			RMI		RMI
make you cry	PFc	RMFS	PFc					RMFS	PW	RMI	PFc	RMI
remember me	PFc	RMI		RMFS	PW		PFc			RMFS		RMI
I'm with you	PW	RMFS	PFc		PW		PW	MFS	PFc	RMI		RMI
close your eyes	PW	RMI		RMFS	PFc	RMI	PW			RMS		RMFS
travel far	PFc	RMI	PFc	RMI	PW		PFc	RMI	PW			RMI
Looking for something to eat			PFc	RMI	PW		PW	RMFS	PFc	RMI	PW	RMFS
Ran after			PW	RMFS	PFc		PFc	RMI	PW	RMFS	PW	RMI
Go to sleep			PW	RMI	PW	RMFS	PFc	RMFS	PW	RMI	PFc	RMFS
Turned red all over			PFc	RMFS	PFc	RMI	PW	RMI	PFc	RMFS	PW	RMFS
And to this day			PW	RMFS	PFc			RMI	PW	RMFS	PFc	RMFS
When you're not around					PW			RMI			PW	
you've been waiting for			PW. PRODUCTION. WRITE FS		PW	RMI	PFc				PW	RMI
you're not alone					PW			RMFS			PW	
we're in this together						RMFS	PFc		PFc			RMFS
I'll be here for you					PFc			RMI			PFc	
All that you want					PFc	RMFS		RMFS	PW		PFc	RMFS
all I need to know					PFc						PFc	
was irritated by the noise							PFc	RMI		RMFS	PFc	RMI
Pointed her finger at							PFc	RMFS	PW		PW	RMI
From now on							PFc	RMI	PW		PFc	RMI
What other people say to you								RMFS		RMI		RMFS
Couldn't make a sound							PFc		PW		PW	

PFc. PRODUCTION.
FILL IN THE BLANKS

TEST SAMPLE TASKS: RECEPTIVE KNOWLEDGE

The ability to recognise a FS or know its meaning or have expectations about patterns it co-occurs with.

**RMFS: RECOGNITION
MATCH FORM OF FSS**

ACTIVITY C: Link phrases to images. There is an EXTRA image.

A. Remember me

B. Travel far

C. Close your eyes



1.



2.



3.



4.

ACTIVITY 4: Link the words to form a phrase.

1	<u>make</u>	<u>their</u>	<u>cry</u>
	<u>have</u>	<u>you</u>	blue

2	I	<u>climb</u>	<u>with</u>	<u>you</u>
	<u>her</u>	am	<u>remember</u>	me

3	<u>Remember</u>	guitar
	<u>cry</u>	me


RMI: RECOGNITION MATCH IMAGES

TEST SAMPLE TASKS: PRODUCTIVE KNOWLEGE

The ability to supply or recall all or part of the L2 sequence.

PW
WRITE FSS

2



Blank writing area

ACTIVITY B: Complete. Circle the image with NO phrase.

- 1. Though I have to _____ far.
- 2. _____ me.
- 3. Don't let it make you _____.



PFC
FILL IN THE BLANKS

CRITERIA FOR SCORING FS LEARNING: RESEARCH PURPOSES

Recognition tasks - receptive knowledge

Form: all component words linked/matched correctly

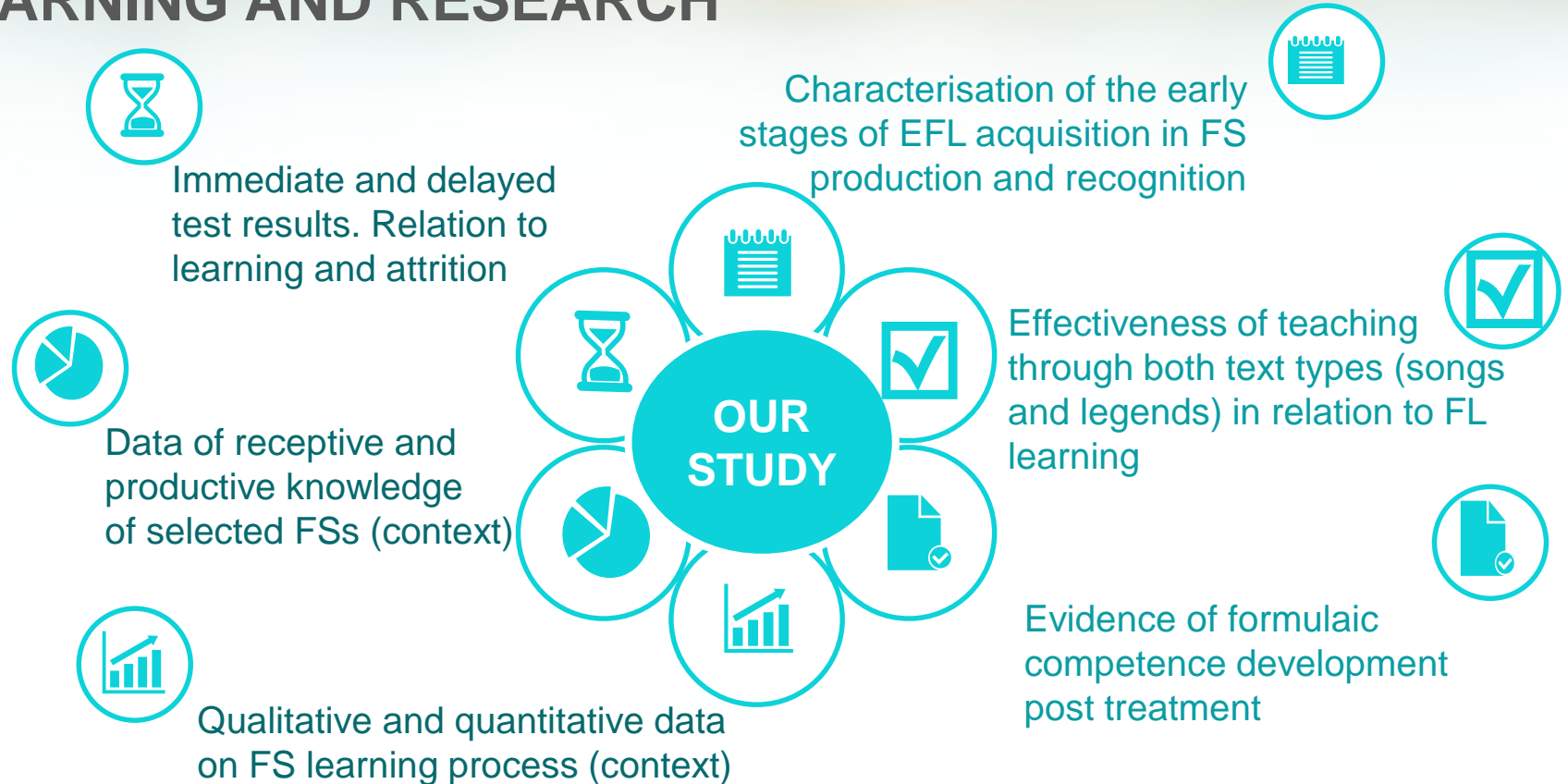
Meaning: correct image-FS matching

Production tasks - productive knowledge

- ✓ **Spelling** should not affect scores at this stage (Little EFL knowledge)
- ✓ **Constituent words** should be intelligible
- ✓ **Number of constituent words** is equivalent to that of target FS
- ✓ **Content words/key words** should be present

CORRECT	All conditions above are met	1 score
ATTEMPTED	a) One missing word b) Wrong choice for ONE constituent word	0.5 score
NO ANSWER/INCORRECT		0

IMPLICATIONS OF TEST RESULTS FOR EFL TEACHING, LEARNING AND RESEARCH



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Thank you!

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