



# Assessing in-service training on teaching and learning formulaic sequences

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# Our presentation

**01** Our Research Project and its aims

**02** In-service Training course's description: goals, participants, tasks and activities

**03** Formative and summative assessment of the two-module course

**04** Results and conclusions: future webinars

# RESEARCH PROJECT J033 AT FADEL, UNCO<sub>ma</sub>

**“Enseñanza y aprendizaje de secuencias formulaicas en estudiantes de ILE (Inglés como Lengua Extranjera) en escuelas primarias”**



**Investigate**

**Build a  
bridge with  
the  
community**

**Raise  
awareness**

“a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar” (Wray, 2002, p. 9)

## 2019 In-service training course's goals

- to equip participants with theoretical-practical knowledge on teaching contextualised FSs through authentic songs, legends and myths,
- engage them in a future pilot experience teaching formulaic language in their own EFL settings.

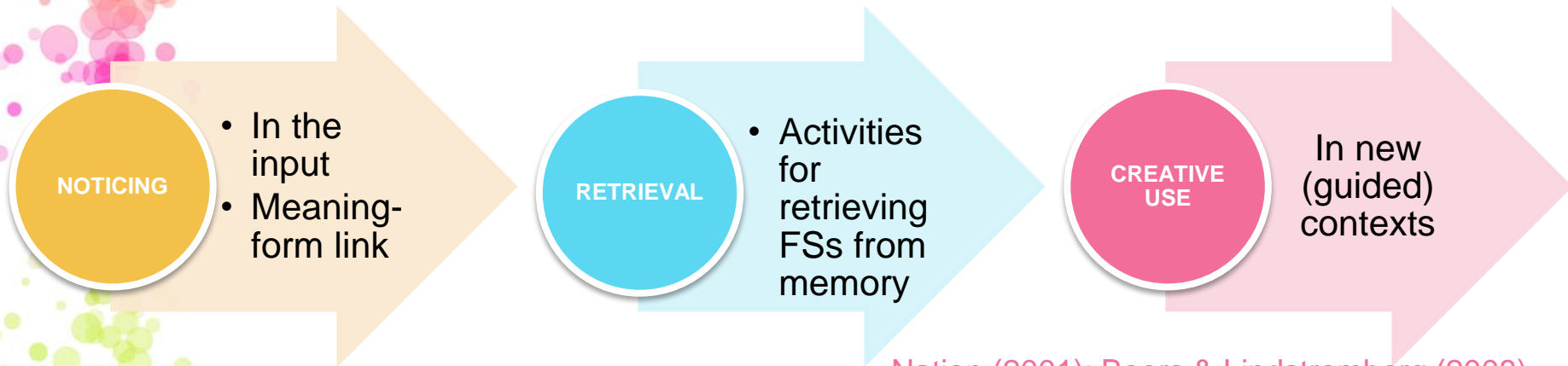
**“Theoretical Foundations and Planning:  
Teaching English through Chunks in  
Legends and Songs”**

**“Teaching, Assessing and Researching  
Chunks through Legends and Songs in  
English”**

- ✓ Participants: 11 teachers and 4 teachers-to-be (Río Negro / Neuquén)
- ✓ Two modules of 35 hours each (one meeting a month with previous readings and tasks to complete)
- ✓ Face-to-face and technologically mediated tasks (University's Moodle platform)
- ✓ Free

# Teaching how to teach FSs

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



# Types of assessment in both modules

## Formative assessment



“activities undertaken by [trainers]— and by their [participants] in assessing themselves— that provide information to be used as feedback to modify teaching and learning activities”  
(Black & Wiliam, 2010, p. 82)

+

## Summative assessment



“aims to measure, or summarize, what [a course participant] has grasped, and typically occurs at the end of a course or unit of instruction”  
(Brown, 2004, p. 6)



# Formative assessment tasks



## Design, theory, redesign

Redesign the activity based on the contents of today's meeting. If necessary, design a new task. Specify a possible context for it



## Discussion of implications of theory

Discuss L&B's recommendations (2008, pp. 15-16); relate them to our EFL teaching in context.



## SORTING

Which activities in this list promote FS NOTICING, RETRIEVAL, or CREATIVE USE?



## Comparing + presentation

Compare the possible chunks that can be exploited in songs and in legends.

# Formative assessment: results (observation)



## Relating theory and practice to their context

- ✓ up-to-date previous readings
- ✓ Easy application of theory to their context
- ✓ Adapting example tasks to their context



## Involvement



## Participation and attendance

- ✓ In monthly meetings
- ✓ In forums on the platform
- ✓ In group discussions

# Summative Assessment (Module 1)

**Aim:** To determine **whether** and to **what extent teachers** have **grasped** and **can apply** the **core contents** of this course through **three real-life tasks**

## Task 1



- For the following **legend** or **song**:
- Select 4 chunks (FSs). Describe your context** thoroughly.
  - Justify** your selection of phrases by **referring** to the **reading materials**.
  - Design 2 activities** on the basis of the song/legend and your selection of chunks (FSs). **Explain** their **objective(s)**, what **processes** you intend to develop (noticing or retrieval) and **why** you may **include** these tasks in a **teaching sequence**.

# Summative Assessment (Module 2)

## Task 2



**Simulate the teaching of a lesson on FSs as outlined in the corresponding lesson plan.**

# Summative Assessment (Module 2)

## Task 3



Write a **report** of what this second module has consisted in.

You should:

- a) **Review** the new **contents** explored in this **course** and how they **relate** to those in the **first module** of this training
- b) **Refer** to the **materials** read, citing them appropriately
- c) **Describe** the **implications** of these new contents for your **teaching** (and if applicable, to **next year's experience in schools**)

# Summative assessment: Results

Theory-based justifications

Deciding what in the theory could account for task design

Details about their context

Taking one's immediate context for granted (type of school, sts' ages & proficiency level )

Concepts in the literature

Misunderstanding and misapplication of those concepts

Expression of ideas

Using the FL for theory-based descriptions of task designs and explanations

Citation conventions

Unacknowledged quotes and quoted/original-material balance

# Summative assessment

## Results and feedback

### ✓ Input for future in-service courses

Enriching feedback

Gradual stepping stones towards  
the end-product

### ✓ A profitable evaluation process

Improved versions  
quality + expected presentation  
Participants' intake



### ✓ Constructive feedback

Questions & suggestions

Offered by trainers

✓ A process-oriented approach  
to trainees' assignment-writing process

### ✓ Resubmissions

Enriching experience for trainees;  
overcoming difficulties and achieving the  
goals set for the course

# Future courses of action



Upcoming in-service training courses for EFL teachers on teaching vocabulary from a formulaic perspective

- **Virtual mode:** Webinars
- **Shorter in time & more concise**
- **Range of short-term, skills' building pre-tasks:**  
**stepping stones for the summative assessment TASK**
- **Theory-based + more process-oriented**
- **Course implementation** (research experience?)



Do you  
HAVE any  
QUESTIONS?



# References

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# Thank you

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