

“I've been wondering about what my role is”

Teacher interpretation and use of assessment information to
guide instructional practices

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We invite the audience to share their ideas as to:

- 1) what they see in the data concerning **teacher understanding of learner DA performance** and what it means regarding learner L2 reading development;
- 2) comments on research efforts to **mediate teacher understanding** of DA and **connection of DA outcomes to subsequent instruction**; and
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DD-LANG (Dynamic Diagnostic Language Assessment) Project

Research to advance the **theoretical, empirical and practical basis** of foreign language (L2) assessment supporting learning

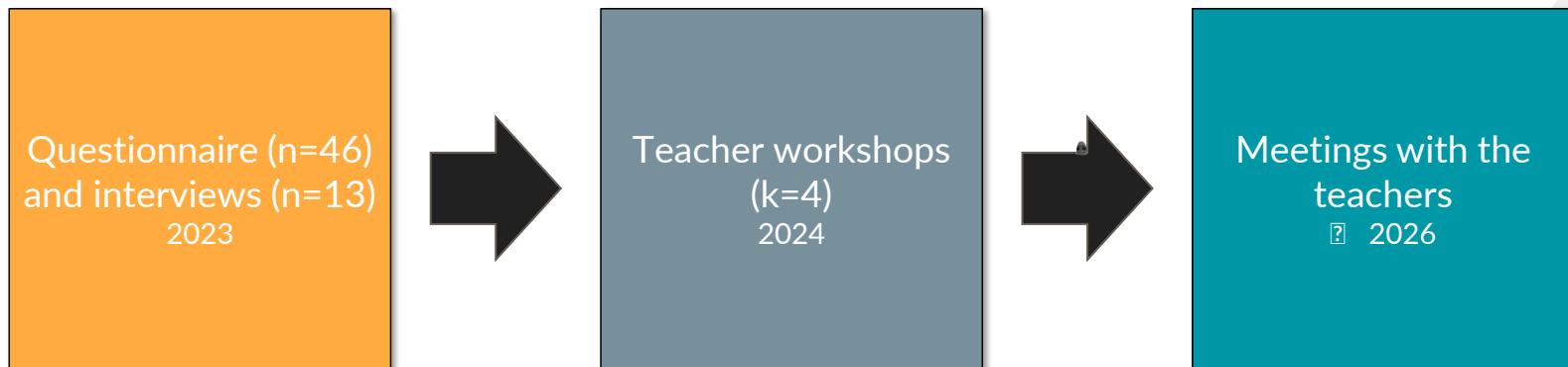
- funded by the **Research Council of Finland** and University of Jyväskylä
Sept.1. 2022 – Aug. 31. 2026
- focuses on **reading** and writing in English as a foreign language in upper secondary schools in Finland (16–18 -year-olds) during preparation for national Matriculation Exam (ME)

2 major goals:

- 1) Elaborating assessment framework to support teaching & learning by integrating **dynamic** and **diagnostic L2 assessment**
- 2) **Combining online dynamic-diagnostic assessment and classroom assessment, teaching, and learning**

Our praxis with teachers

- **7 upper secondary schools** in 4 cities in Finland, EFL classes
- **EFL teachers (n = 14)**
 - 14 - 24 years of teaching experience



Introducing Dynamic Assessment in the workshops (Spring 2024)

Matt: [explaining mediation in DA] ... with dynamic assessment, it's saying that what if we **take some of this teaching and allow it to occur during the assessment** ... It's **very systematic** in order, because if it's not systematic, then you don't know what kind of information you're getting. ... How much do you really know? So it's a **very specific kind of teaching that takes place as an element or as a part of the assessment**.

OPE3: I thought it was interesting what you said here. I guess, you know, what **we're used to doing is having a test at the end of the course**... But I guess you could tweak it a little bit, like if you were having a test, you might even give the students a chance like to get acquainted with some, let's say, grammar. And you'd sort of, in your class, you'd interrupt everything and teach that grammatical point that you're trying to get across at that time and then have them go on with the test and **that would be a great motivator for sure**, you know.

Learners' mediated performance

	Total unassisted score (1pt/correct response)	Total mediated score (weighted, 0-4pts)	Av. Med. Required
Learner 1	2	19	1.3
Learner 2	5	25	0.4
Learner 3	2	15	1.9
Learner 4	0	10	2.6
Learner 5	0	16	1.7
Learner 6	6	25	0.4

Teacher workshop (spring 2024): Opportunities and challenges

OPE2: Perhaps the quality or the or the nature of assistance or tuition provided by the teacher would be different based on-on-on a mediated score. Depends on on group sizes. If you have a group of 38, yeah, yeah.

OPE1: Yeah, I was just thinking how could how could I do that to differentiate the teaching in the classroom. **That's always been my problem. I don't seem to get it, how I'm supposed to do that with a classroom full of people.**

OPE10: They're all **doing exercises at a different pace** and and- Even though you tell them to wait for my mediation, they will still do the exercise on their own time. And, yeah, it's hard to keep track of that.

OPE2: We are not teaching a group of students any longer. We are teaching **38 individuals with very, very specific and personalised issues.**

See the handout for extended data extracts

Choose the best fitting answer to the question.

the next one. Ford at the time was putting the finishing touches on an all-electric version of its best-selling F-150 pickup, with a nifty feature for just such an emergency: in a power outage, the truck would be able to function as a backup battery, powering an owner's house for days. "I can't tell you how many F-150s I saw parked in driveways while I was driving around Texas during that week," says O'Gorman.

The F-150 Lightning is the latest offering in Ford's \$22 billion electric vehicle (EV) push. It's also a huge deal for the company which is fighting both fellow incumbents (like GM) and highly-valued upstarts (like Tesla and Rivian) for what analysts say will at least at first be a limited electric market but is likely to be the future of the auto industry. "We just absolutely think there's going to be a big shake out," Ryan O'Gorman told TIME of the EV market. "There're going to be clear winners and losers, and the pecking order of the industry is going to change."

What is Ryan O'Gorman's opinion about the future?

New manufacturers will gain leading positions

Old manufacturers will suffer bankruptcies

The future of the car industry is worrisome

The whole car industry is going to be altered

There will be new car manufacturers in the US

Learner's response

New manufacturers will gain leading positions

The future of the car industry is worrisome

The whole car industry is going to be altered

Mediation

Sometimes you don't need to know the exact meaning of an unknown word. But if you do, it's helpful to look at the **words and sentences around it**. If you understand the **general idea** of what you're reading, this will help you figure out what the unknown word might mean.

The following may help you find the meaning of an unknown word:

- Which words come right **before or after** the unknown word? Do these words help you understand the difficult word?
- Can you **divide** the unknown word **into parts**? Can you recognise the **meaning of the parts**? (e.g., *un-help-ful*)
- Recognising only part of the meaning may help, too. Is the word **positive or negative**? What **part of speech** is it, for example, a verb (*to go*) or an adjective (*beautiful*)?
- How are **details** in a sentence or in several sentences connected? For example, the word *but* suggests that details are contrasted, and *because* tells us that a reason is given. Look for these kinds of words in the text.

Correct!

Learner-chatbot interaction example

Learner query

why are you doing this to me

chatbot response

I understand that this exercise might be challenging, but it's **designed to help you improve your reading** comprehension skills. It's important to be able to understand and interpret written information, especially in academic and professional settings. **Don't worry, it's okay to make mistakes** during this process. **That's how we learn.** Keep going, you're doing great!

Meeting with OPE10 (spring 2025): using information in the classroom

OPE10: I'm because I'm always a little sort of cautious when it comes to what's the word, eriyttäminen (= *differentiation*), in the classroom, because **I don't want to sort of single anyone out...** But I guess **it could be also used to**, um, **sort of shuffle the seating arrangement in a way to form pairs that can support one another or, to form pairs that are on a similar level** as well, and then sort of spend more time there when needed. But again, I wouldn't want to do it openly necessarily, I might prefer to sort of because they'll notice it at some point... Or then just to sort of for myself to figure out where to spend more time where to hover more and what kind of help to offer then

Dmitri: ... I wonder if there is **an opportunity not even kind of grouping the students**, but also like **knowing who the students are in this pairs**, right, **in terms of different, potentially different dynamics** that they may have in the classroom based on their, you know, mediated score **so that it's not intrusive...**

See the handout for extended data extracts

Using information in the classroom (contd.)

Dmitri: Of of course, one thing is like, **how do you see your role in the whole thing?** In the classroom like that?

OPE10: Well that is, **that is something that I've been wondering about what my role is** in that sense, because **I see a lot of teachers are a lot more hands on** than I am. That I do actually kind of **put a lot of responsibility on the students** themselves to, like, I give them the ideas and tools and the lectures and, and sort of guide them. ... But then like I do it on a very general level. And then I mostly, the way that I offer support in the classroom is mostly **for like students to ask for it**. So I walk around and so on. ... usually it has to come from the students that I don't sort of really stare at their exercises to see what they're what they're actually completing and doing ... I don't because it's a like 30-student classroom. I, they, it's, I, I very rarely get to see them as those kind of individuals doing the tasks that comes through the exercises... that I mark or the the exams and, and so on and the compositions where they get that personal feedback from me. So they don't get a lot of personal feedback from me in the classroom.

Meeting with OPE10 (October 2025): mediation and learners' agency

Dmitri: And I think that's also kind of an important part is like to like, how do we intervene? And when? Where?

OPE10: I like the fact that you **go around the classroom** and, actually **talk to the students** and go through the exercises with them. I feel like **I tend to give them a little too much autonomy** every now and then ... I don't want to bother them too much or make them feel uncomfortable ... but **I could let go of that and just chat with them more** and get to know them better in that way. So I feel like I have something to learn from you in terms of that.

...

Yeah, I usually try to make myself available, ask them if they need anything from me rather than start a discussion specifically, but **it's easier to approach them if you already know something about them** beforehand. And I feel like **this data could be one aspect**... Are they struggling because they don't know what they're doing and they're just too scared to say it? ... Like, what is the reason why they're not moving ahead with the exercises or, but this data could help with that, at least, you have that information before you **approach groups or students**, and then also, you know, in group work, or in formulating seating plans, or something like that, you can use the information to see **what kinds of groups you want to make**.

See the handout for extended data extracts

Other concepts we used



Teach Off Your Students, Not At Them

Teaching as dialogic mediation - take up what students say and bring it into the instructional conversation, encourage more dialogic, collaborative, co-constructed interactions, pay attention to the semiotic, linguistic, & instructional resources that learners are using, attempting to use, or need to be aware of in order to participate in an instructional activity.

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Kiitos! Thank you!

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