



From in-service training to collaborating

Developing language teaching and assessment practices in dialectical teacher-researcher partnership

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AFinLA Autumn Symposium 2025

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**

In-service teacher training in language assessment



Jyväskylän yliopisto, Soveltavan kielentutkimuksen keskus

Published: 25.2.2022 23:19 Edited: 25.2.2022 23:19

ARVO – Kieltenopettajien arviointiosaamisen päivittäminen -hankkeessa järjestettiin henkilöstökoulutusta perusasteen sekä lukion kieliaineiden opettajille arvioinnin kolmesta eri osa-alueesta: formatiivisesta, summatiivisesta sekä suullisen kielitaidon arvioinnista. Koulutukset pidettiin vuonna 2021 kahtena kolmen koulutuspäivän pakettina. Tähän

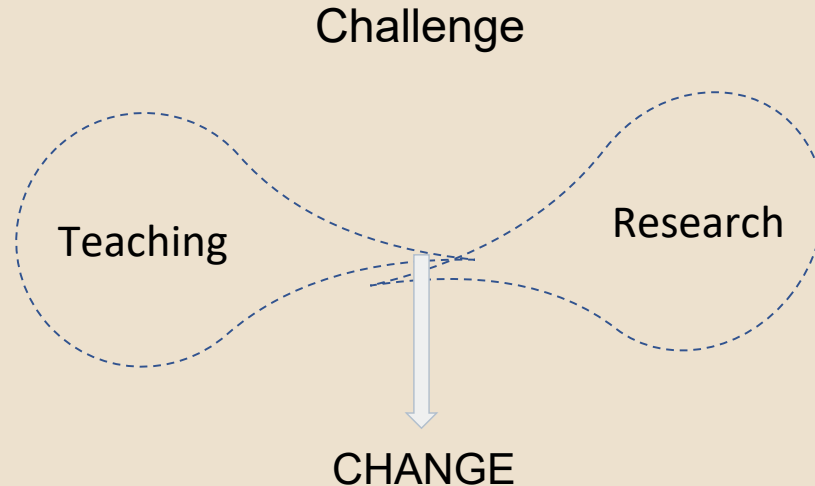
<https://aoe.fi/#/materiaali/1982>

“Training courses should also involve policy, decision makers, and teachers in collaborative assessment development projects (Stiggins, 1999a; b) and allow students to be involved in assessment to build their confidence and maximize their achievement (Stiggins, 2001). Otherwise, such training endeavours might fall short of meeting the professional development standards of EFL teachers” (Tsagari & Vogt, 2017)

Vygotskian Praxis



- “Theory without an experiment is a voluntary play of mind; an experiment without a theory is a knife without a handle” (Veresov, 2014)



Praxis in DD-LANG Project



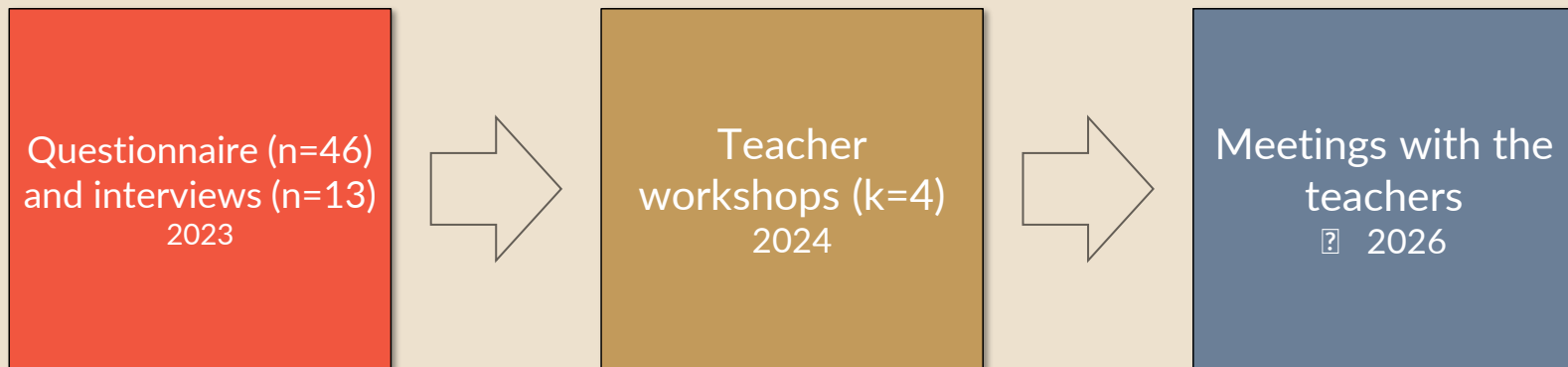
Researchers & teachers working together to:

- **Understand** teacher conceptions about and practices of L2 teaching, learning, and assessment
- **Use** theoretical concepts and frameworks bringing them together with teachers' interpretations, and understandings rooted in their teaching experiences
- **Reflect together** on the use and usefulness of computerized DD-Lang assessment for teaching, learning, assessment as well as on teachers' practices through the lens of theoretical concepts and frameworks

Praxis in DD-LANG Project (contd.)



- 7 upper secondary schools in 4 cities in Finland, EFL classes
- EFL teachers (n = 14)





Teacher workshops

Dynamic assessment (DA) is a framework in which teaching and assessment are interrelated parts of **one educational activity** aiming at identifying learners' abilities **in the process of maturing** and **pushing them forward**.

Is about:

- ✓ yielding insights into individual differences and what they mean for instruction
- ✓ both assessing and developing
(Poehner & Leontjev, 2020; Lidz, 1991)



Photo by Kristiina Halonen ([Kristijna in Flickr](#))



Opportunities and challenges (Group1)



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.**



Teacher meetings

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...**

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... 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... 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**.

OPE5: what's in it for students who don't need any help?



Dmitri: So we thought that that could be a good way to also, maybe, helps your students understand what is it that they can give their peers. Right, not to... just throw what they know at them, but **see what is it that they are kind of struggling with, and react kind of respectfully**, these are kind of one way that we can think about, and talk to your students or help your students who would be, you know... peer support supporters.

OPE5: we have the best in the area, so there are exceptions, of course, but they, they are here to study...

Dmitri: That could be one, one way we can, we could, you know, think about creating those tools for the students.

OPE5: That's kind of my **dream philosophy as well**, in a way... I have this sensitive mentality that I read people's emotions... Yeah, **that's the vocation part**.



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.

OPE5: Implementing ideas in the classroom



Vera: So we thought that, because we'd really **want to hear whenever this classroom activity has happened in the classroom ... how it went, and that we could debrief together.** One of the ideas that we had is that after you've implemented the classroom activity, we could have, for example, some sort of a WhatsApp group or something, and you could ... send us a short ... like how it went, like initial impressions. So would you be willing to do that? We could have, for example, some observation questions that we could have for you, like, what to concentrate on, that kind of stuff.

...

OPE5: This exercise was harder for the students... **It was difficult for the students to think of questions to ask about** the text, so I gave them some hints, and **instructed them to ask 'why option x is right and why option two is wrong'**, but this CoPilot exercise did not work very well otherwise, and in the group discussion at the end of the lesson it was hard for them to think about what they learned from it.

Implementing a course together with OPE5: Learners' use of AI as tool for learning



Before the intervention

Learner: miksi **vastaus on alin**

bot: Vastaus on viimeinen, **koska se vastaa parhaiten lukemasi tekstin sisältöä**. Tekstissä kerrotaan, että Jeff Winterin tyyli kirjassaan on samanlainen kuin hänen tyykinsä erotuomarina. Tämä vastaa viimeistä vastausvaihtoehtoa "Kirjailija näyttää saman tyylin kuin hän teki työskennellessään erotuomarina". Saamasi palaute myös tukee tätä tulkintaa.

...

Learner: **mitä tarkoittaa novel security features**

bot: "Novel security features" tarkoittaa suomeksi "uusia turvaominaisuuksia". Tässä yhteydessä se viittaa sähköautojen ainutlaatuisiin tai innovatiivisiin ominaisuuksiin, jotka parantavat niiden turvallisuutta tai toiminnallisuutta.

After the intervention

Learner: miksi tuo on paras vaihtoehto

bot: "Matkailun hinta" on paras otsikko, koska se kuvastaa tekstin pääidea...

Learner: **miten voin harjoitella tätä**

bot: Voit harjoitella lukemisen ymmärtämistä monin eri tavoin. Tässä muutama vinkki:

... **Harjoittele tekstin pääidean tiivistämistä yhdellä tai kahdella lauseella**. Tämä auttaa sinua keskittymään tekstissä olennaiseen....

Learner: **millä strategialla saan ymmärrettyä** helpoiten sen mitä tekstissä haetaan. Vaikka moni vastaus olisi oikea, miten ymmärrän sen mikä on oikeasti pääasia.

bot: Ymmärtääksesi tekstin pääasian, voit käyttää seuraavia strategioita:

...Kysy itseltäsi kysymyksiä: **Mitä tekijä yrittää sanoa? Mikä on tekstin tarkoitus? Mitkä ovat tekstin tärkeimmät kohdat?**

Discussion



- Not researcher and being researched but **colleagues learning from each other**, resolving challenges in the classroom
- Not just teachers' **conceptual development** but also classroom applications >> **learner development**

NEXT STEPS:

- More classroom interventions designed in praxis
- Teacher workshop: DD-Lang teachers and researchers **developing classroom practices together**



Kiitos!
Thank you!

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