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Bringing the ZPD into the equation [Texto impreso] : capturing L2 development during Computerized Dynamic Assessment (C-DA)/ Rémi van Compernelle, Lawrence Williams, Matthew Poehner, James Lantolf

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 339-340 : 27 refs.

Dynamic Assessment (DA) derives from Vygotsky's (1987) insight that the use of mediation, attuned to learner needs, enables learners to perform beyond their current level of functioning, thereby providing insights into emerging capabilities. The instructional quality of mediation means that this process simultaneously creates possibilities for development, even over the course of a single session, a phenomenon referred to as "microgenesis" (Wertsch, 1985). An important feature of DA is transfer, or transcendence: the process of tracking learner development as it unfolds not only with regard to control of tasks included in an assessment but also more complex and difficult tasks that build on those included in the original instrument (Campione, Brown, Ferrera, & Bryant, 1984; Feuerstein, Rand, & Hoffman, 1979; Poehner, 2007). The present study reports on the use of DA principles in tests of second language (L2) listening and reading comprehension delivered through an online format. The tests, which incorporate mediation, include transfer items to determine the extent to which learner development is supported during the test. This process generates three scores: actual (to capture unmediated performance); mediated (reflecting responsiveness to assistance provided on each test item); and a learning potential score (based on gain between actual and mediated performance) that indicates how much investment in future instructional activity is likely required for development to move forward.

Language teaching research. -- 2013, v.17, n.3, July, p. 323-342

1. Computer-based testing 2. Dynamic assessment 3. L2 comprehension assessment 4. Learning potential 5. Sociocultural theory

2

Concept appropriation and the emergence of L2 sociostylistic variation [Texto impreso] / Rémi van Compernelle

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References: p. 359-361 : 41 refs.

Drawing on longitudinal data, this study explores the dynamic relationship between the development of conceptual knowledge of language and the emergence of sociostylistic variation in second language (L2) speech. Participants include eight intermediate-level US university learners of French who participated in a concept-based pedagogical enrichment program over the course of two months. After presenting an overview of the study's design, this article analyses the co-development of conceptual knowledge and one type of sociostylistic variation in French: the variable presence versus absence of the proclitic negative particle "ne" of verbal negation. The analysis centers on learners' orientations to scenarios to be performed as spoken-interactive tasks, including reasons for choosing different negative structures, their use of negative structures in actual performance, and the emergence of mediated and independent performance abilities.

Language teaching research. -- 2013, v.17, n.3, July, p. 343-362

1. Concept-based instruction 2. French 3. Language teaching 4. Negation 5. Sociocultural theory 6. Sociostylistic variation

3

Integration of dynamic assessment and instructional conversations to promote development and improve assessment in the language classroom [Texto impreso] / Rémi van Compernelle, Lawrence Williams, Kristin Davin

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References: p. 320-322 : 45 refs.

This article explores how a primary school teacher utilized the frameworks of dynamic assessment (DA) and the instructional conversation (IC) within a Spanish as a foreign language classroom. DA was used to construct zones of proximal development with individuals in the classroom context. A menu of pre-scripted assisting prompts, used to respond to predictable lexical and grammatical errors, permitted the teacher to assess students while also promoting development. ICs were used to co-construct a group zone of proximal development (ZPD) in response to less predictable student errors or inquiries. The flexible mediation provided by the teacher in these instances allowed for the active involvement of more students as well as more responsive dialogue. This language teacher drew upon these two frameworks to navigate dual goals of instruction and assessment while providing mediation attuned to the ZPD of the learners. As students studied interrogative formation to complete the pedagogical task of an interview, the teacher alternated between these two frameworks based on her goal for each interaction. Class transcripts are analysed to reveal how these two complementary frameworks can be used in conjunction to meet both the students' and teacher's needs.

Language teaching research. -- 2013, v.17, n.3, July, p. 303-322

1. Dynamic assessment 2. Foreign language teaching 3. Instructional conversation 4. Vygotsky 5. Zone of proximal development

4

Promoting metapragmatic development through assessment in the zone of proximal development [Texto impreso] / Rémi van Compernelle, Celeste Kinginger

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References: p. 300-302 : 54 refs.

The assessment of second language (L2) pragmatic competence typically involves questionnaires, such as discourse completion tasks. This article describes a novel approach to using questionnaires to assess L2 metapragmatic capacities while simultaneously promoting their development: engaging learners in cooperative interaction as they complete the task. Following dynamic assessment principles, cooperative interaction reveals both fully formed and emerging competencies (i.e. zone of proximal development) while at the same time furthering their continued growth. This study draws on data collected during a concept-based pedagogical enrichment program in which US university students of French were learning the concepts of social distance and power hierarchies as illustrated by the second-person pronouns "tu" and "vous" 'you'. We present a case study of one learner, Nikki, to show how support provided by a tutor around one questionnaire item (i.e. choosing "tu" or "vous" in an ambiguous situation) both assessed and promoted her developing conceptual knowledge about the dynamics of interpersonal relationships and how these are indexed through language.

Language teaching research. -- 2013, v.17, n.3, July, p. 282-302

1. Address pronouns 2. Dynamic assessment 3. French 4. Pragmatic awareness 5. Second language pragmatics 6. Zone of proximal development

5

Using concept-based instruction in the L2 classroom [Texto impreso] : perspectives from current and future language teachers / Lawrence Williams, Lee B. Abraham, Eduardo Negueruela-Azarola

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 380-381 : 21 refs.

A number of recent studies (see, for example, Lantolf, 2010; Negueruela & Lantolf, 2006; van Compernelle, 2011) have focused on the use of learning tools developed according to the principles of concept-based instruction (CBI). Using videorecorded data from interviews and observations of classroom instruction, our study seeks to contribute to the CBI research by examining the implementation of this framework from the perspectives of pre-service and novice teachers of French and Spanish. Therefore, the overarching goal of this study is to understand how and to what extent teachers embrace or reject a pedagogical approach that does not necessarily align with a textbook's explanation of a grammar point. We have chosen to focus on the teaching of verbal aspect since textbooks for learners of both French and Spanish typically present rules of thumb for learning past tense use without explaining the systematic concept of verbal aspect. The case studies presented in this article demonstrate that - in some instances and for a variety of reasons - experienced, novice, and pre-service teachers prefer materials, techniques, and approaches that are more familiar, albeit not as potentially beneficial for learners.

Language teaching research. -- 2013, v.17, n.3, July, p. 363-381

1. Concept-based instruction 2. French 3. Spanish 4. Teaching grammar 5. Verbal aspect