

Change-changier-changiest

“the superlative degree of comparison only”

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Nationaal Congres Engels



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We the willing, led by the knowing are doing the impossible for the ungrateful.
We have done so much, for so long, with so little,
we are now highly qualified to do anything with nothing



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Mind-map changes that make teaching complicated





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In-school factors		Out-of-school factors	
Time allotted for English in curriculum	Curriculum level (Eng)	Parent's level of education	Socio-economic factors
Starting age for L2 in curriculum		Travel to English speaking countries	
Curriculum (content): "Kerndoelen"		Parents' use of English	
Classroom management	Teacher level	Parents' involvement in school (support)	Exposure to English
Pedagogy		Exposure to written English (reading)	
Language level of the teacher		Exposure to spoken English (listen)	
Language teaching Pedagogy			
Language instruction other languages (reading & writing in L1/L3)	Curriculum level (L1/L3)		

Dynamic factors

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way--in short, the period was so far like the present period that some of its noisiest authorities insisted on its being received, for good or for evil, **in the superlative degree of comparison only.**"



PENGUIN  CLASSICS

CHARLES DICKENS

A TALE OF TWO CITIES



Research

*Impact of developments on
language ability of teenagers*

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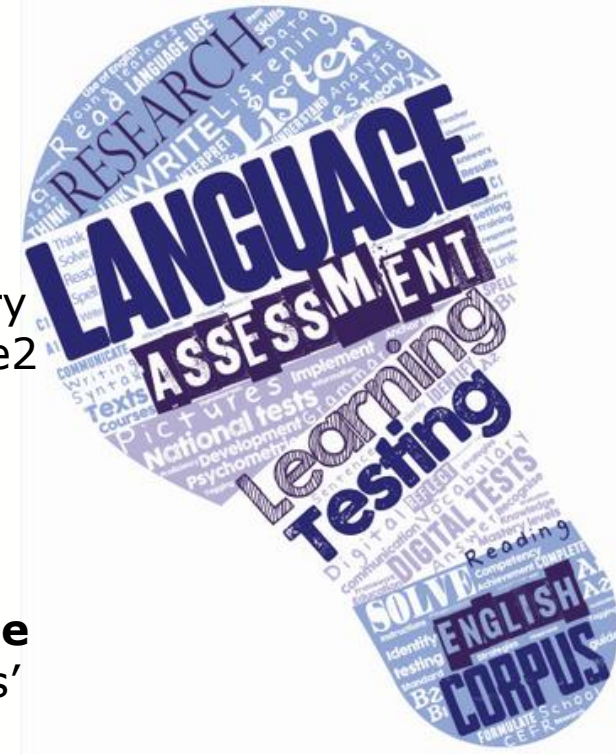
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Research questions:

RQ1) How does the Dutch young learners' L2 English writing ability develop during their first year in secondary education (in terms of CALF)? (Time1 = beginning, Time2 = middle and Time3 = end of 1st year in secondary ed.)

RQ2a) What is the impact of the Dutch young learners' **primary English experience** on the development of their L2 writing ability (in terms of CALF)?

RQ2b) What is the impact **exposure to English outside of the English classroom** on the Dutch young learners' development of L2 writing ability (in terms of CALF)?



Instruments

Writing task 1: Description:

Something more difficult & interesting

- 1) What is your favourite wild animal? Why do you like it? What do you know about this animal?
- 2) If you could travel to the past or the future, where would you go (and why)?

Writing task 2: Argumentative e-mail

- 2) Write an e-mail to an online magazine about living in the Netherlands:
Do you like living in the Netherlands or not? (Give at least two reasons).
- 3) Questionnaire about learner background (primary English & exposure to English outside the classroom)

Classroom-based research:
Based on principles of ecological validity

- 1) Hand-written (no use of computers or dictionaries): The data were transcribed by the researcher and later checked.
- 2) One teacher (qualified, Eng. C2 level of CEFR)
- 3) L1 = Dutch (no other languages)
- 4) Socio-economic background (average)
- 5) General school results (havo).
- 6) Participants (n=59) were given two writing tasks (descriptive & argumentative) and had 20 minutes per task.

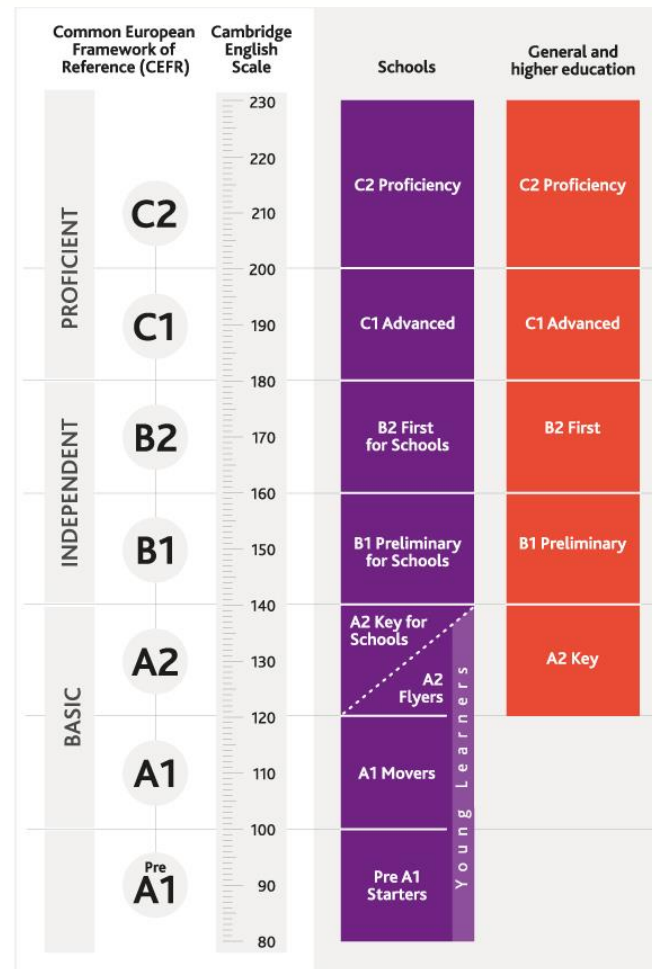
The Dutch context

According to the Dutch curriculum guidelines learners leave primary ed on level A2 (A1 for vocational streams) of the Common European Framework of Reference (CEFR). But writing is not officially part of the English curriculum in year 1.

There aren't curriculum guidelines to develop Eng writing but writing ability is assumed in the English curriculum in year 3.

To raise the level of English a report (commissioned by the government) argues that learners should start earlier with English in primary education (age 4).

Currently primary schools choose when to start, as long as they offer 80 hours of English tuition in the last two years (age 11 & 12)





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Example of learner work:

Descriptive task (Favourite animal in the wild)

My favourite wild animal is a wolf I really like that they can live in different landscapes. Some wolves live in a forest, but there are also wolves that live in snowy mountains. It's also fascinating that their eye's can change color: all wolves are born with bleu eye's, but laer theu change into gold or yellow eye's. wolfs are carniouis they eat by hunting on deers and boars. wolfs live in parts, with leader, the leader is almost always a male.



Example of learner work:

Argumentative e-mail about living in the Netherlands

Holland. The country where i live is called The Netherlands it is a country has allot of windmills and a lot of tulips. The netherlands is nice because it has good schools. And also the netherlands has a stable government unlike South-Afrika. And it is also good in its supermarkets the one that i prefer is the albert Heijn in Gorinchem. I find the Netherlans is a good country and it has a lot of good stuff. Thank you for reading my have a nice day.

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CAF & L measures used

Complexity:

Ratio of subordination (main clauses & subclauses).

Accuracy:

Percentage of correct verb forms (together with gerunds and to infinitives, because they are based on verbs).

Fluency: Number of words written in twenty minutes.

Lexical diversity:

The number of unique words in the first 50 words

Y1 can write texts of 90 words in 20 minutes
(without any prior writing instruction).

i wanne go to the future :: because ther
are so much new things |
ther are flying cars and a late of futuristic
items :: like robts that make the food
ready |
and she eats sweets but then healthful |
with ther mind she can sent messages |
difently its not nodig :: becausee if you wait
:: then the time come vanself. |

yellow highlights: contracted forms are changed to full
forms. T-units | & clauses ::



Example of analysis:
Time travel: To the future

LATE

EARLY



Exploring L2 writing

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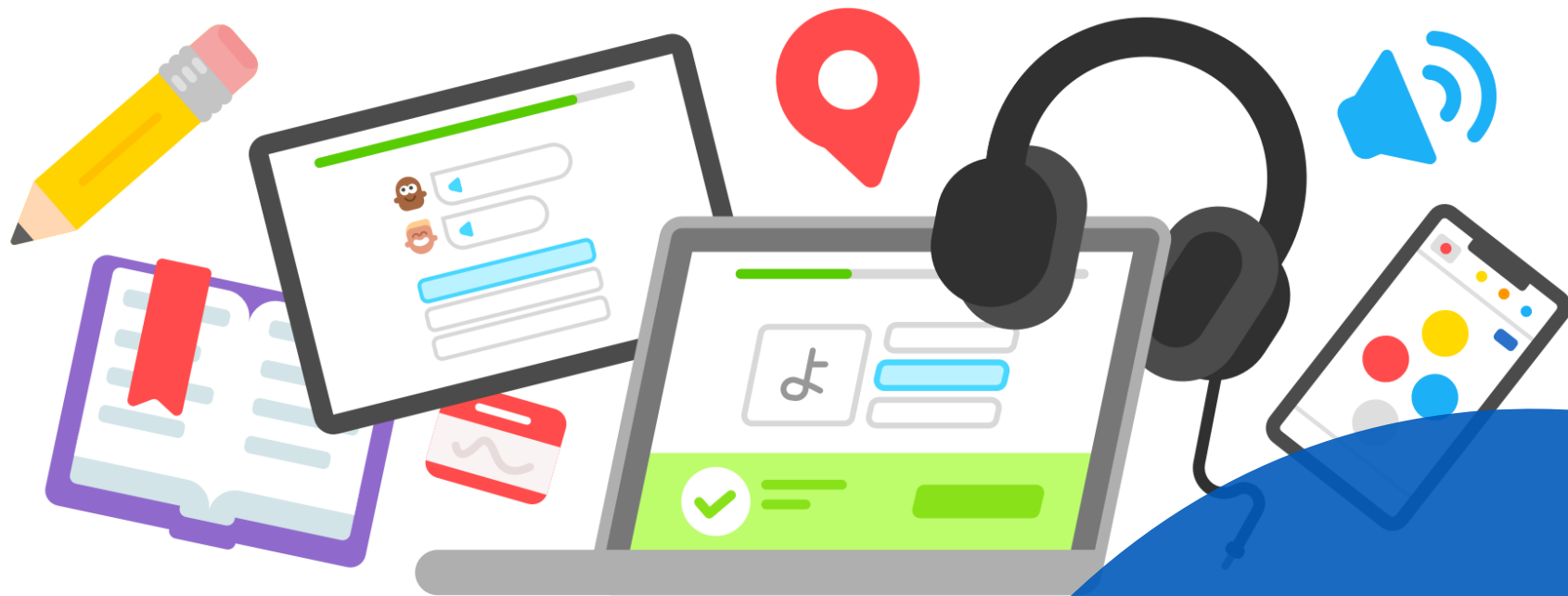
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Based on the first two writing tasks @beginning of secondary education: No differences between early and late starters :

The differences between early and late starters in English L2W ability in terms of complexity, accuracy, fluency and lexis are not statistically significant on any of the CALF measures.

Not on the **descriptive task**

Not on the **argumentative task**



Exposure to English

Part 3

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How many times per week do you use English outside of school

Never= 0; seldom=1; 1xp/w=2, 2xp/w=3, 3xp/w=4 , more often than 3xp/w= 5

- Info texts
- Films (DuSubt)
- Films (EnSubt)
- Films (noS)
- YouTube/Tiktok
- Read Social Media
- Listen Social Media
- Listen to instructions
- Read instructions
- Listen to Music
- Read (Books comics)
- Conversations/taking
- Gaming



	1	1	1	1	1	1	1	1	1	1	1	1	1	13
1	3	3	4	0	0	2	2	1	5	1	1	0		23
0	1	0	0	4	0	0	1	0	5	0	0	4		15
1	2	2	1	5	4	3	4	4	5	0	3	2		36
0	3	5	4	5	1	2	5	1	5	1	5	1		38
0	5	1	1	5	3	4	5	5	5	1	1	4		40
1	1	0	0	5	0	0	1	1	5	0	5	0		19
4	1	1	0	5	0	0	4	0	5	0	0	5		25
0	2	0	0	0	0	0	0	0	5	1	1	0		9
0	1	0	0	2	1	1	3	2	5	0	5	5		25
0	1	0	0	1	1	0	0	0	5	0	0	0		8
2	5	2	3	5	5	5	5	5	5	5	5	5		57
etc	etc	etc	etc	etc	etc	etc	etc	etc	etc	etc	etc	etc	etc	etc
1	1	5	5	1	5	0	3	3	5	1	1	5		36
0	3	2	0	5	5	0	4	4	5	0	0	5		33
1		0	5	5	5	5	1	4	5	2	5	5		43
2	5	5	4	5	5	4	3	2	5	3	5	5		53
0	3	1	1	5	5	1	3	4	5	0	1	3		32
1	1	0	1	5	3	0	1	2	5	1	0	5		25
1	1	1	0	5	1	0	0	1	5	0	0	1		16
0	3	1	0	1	5	0	1	1	5	0	1	1		19
1	3	2	0	2	1	1	1	0	5	1	0	1		18
1	3	3	5	5	1	1	0	1	3	1	0	5		29
0,8	2,3	1,4	1,4	3,5	1,9	1,2	2,1	1,9	4,5	0,8	1,3	3,2		26,3
Info	Films	Films	Films	YouTube	Write	Listen	Listen	Read						
texts	(DuSub	Films	Films	YouTube	Write	Listen	Listen	Read	Music	Read	Talk	Gaming		Total
)	(EnSub	(noS)	Tiktok	Social	Social	instruc	Instruc						



Average times per week:

0,8	2,3	1,4	1,4	3,5	1,9	1,2	2,1	1,9	4,5	0,8	1,3	3,2	26,3
Read info texts in English	Watch English Films (DuSub)	Watch English Films (EnSub)	Watch English Films (noS)	Watch YouTube Tiktok	Write Social Media	Listen Social Media	Listen instruc- tions	Read Instruc- tions	Listen to Music	Read	Talk	Gaming	Total

On average 26 times per week = Eng

Gaming



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Effects of gaming

“Girls are better at languages”/

“Boys are better at languages”



“Favourite animal”

my favorite animal is a pinguin because its wit en i was yong with zacht mohoor.
fish drukke omgeving water. its beautiful animal. now he can a very cold temperature
aan.

i a lion





Practical implications

Bridge the gap?

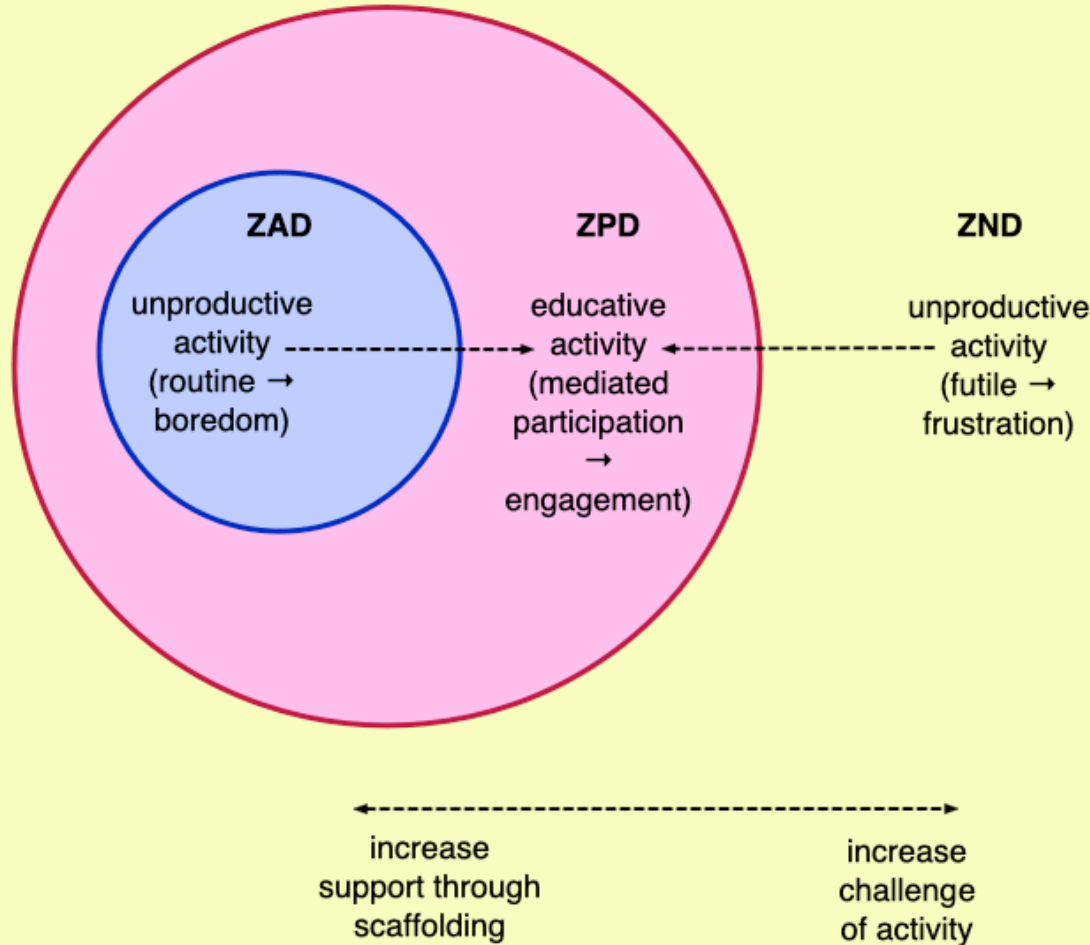
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*Bigger differences:
Zone of Proximal
Development (Vygotsky)*



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Test of vocabulary size

Online levels test:

Same class:

1 learner: 7,000+

Another learner: between 300-400; Not even 1,000.



Coursebooks assume a similar level of proximal development

A lot of closed exercises (gap fill, multiple choice)



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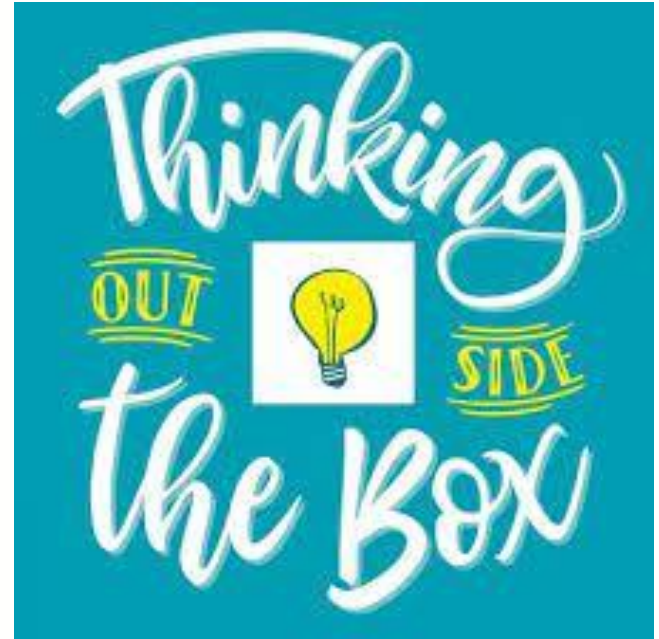
Boring....



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“Open tasks”

Open tasks give students of different levels opportunities to respond to the task (cf. Ur, 2012, p. 44).



Analysis with “lextutor”

Lextutor calculates the types (unique words) and tokens (all words) and can show lexical complexity (use of difficult words)

K1 = 1,000 most frequently used words in the corpus (BNC & COCA)

K2 = 2nd 1,000 most frequently used words

K3

K4

K5 etc.

The Corpus of Contemporary American English (COCA) contains more than one billion words of text (25+ million words each year 1990-2019) from eight genres: spoken, fiction, popular magazines, newspapers, academic texts, and (with the update in March 2020): TV and Movies subtitles, blogs, and other web pages.

<https://www.lextutor.ca/vp/comp/>

Looking at vocabulary: Email about time-travel

K2	K3	K4	K5+
potato deliver cream	jet		burger (k5) dessert (k5), drone (k7)
future			drone (k7)
mount illegal			messenger (k5), knight (k5)
fantastic			
journey, weird			
bake, weird			cute (k6), brownies (k6), gladiator (k11)
journey, future, screens	jet	robot	gadget (k7) (UFO offlist?)
future, technology, improved, moon exists mail improved version aeroplanes flights		rocket	vacation
journey, future, vehicles, super, km, per, mails	texts	soccer	Millionnaire (k6), corona (k12), iPhone(k16)
future			
bikes mirror electrical electric products			
meat	raw		
future, futuristic, items messages		robots	
bike motor	cycle		
0			
0			
discussions heaven	bible		
future, planes, weird		robots	

Looking at vocabulary: Email about living in Holland

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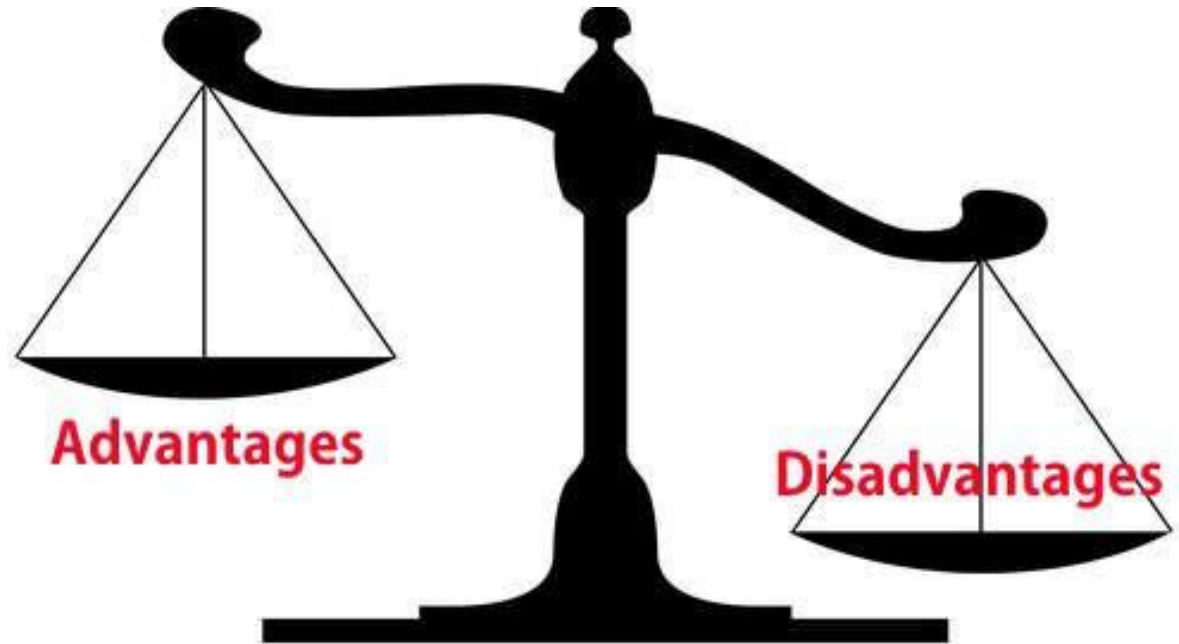
K2	K3	K4	K5+
states, activities		exiting	
cow sheep	cycling		
--	provinces	cafes	
cheese, confusing, weird	landscape		
language, opinion, fan, biking	task		
purple			
bike depressive			trampolines (K12)
magazine, cheese			corona (K12)
tiny cheese			
cheese		terraced	
criminals			
magazine, tourists, language	etc.		
Windmills, stable, prefer, supermarkets	unlike		tulips (K9)
weird, sec, shine, sec, thieves, mask	conclusion, cycles		
(Wind)mills, industries			
village (2x)			
seals			cute (K6)
planes			
theatre, tourists, mills, villages, mail	etc.		exiting (K4)

From a teaching perspective: Using open tasks

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2 advantages
2 disadvantages



CAF&L: From a teaching perspective

Advantages	Disadvantages
<p>More granular than most measures: CAF&L capture smaller steps in progress/ language development</p>	<p>Time-consuming</p>
<p>Learners draw on their own linguistic resources and CAF&L make it possible to see progress and development of (inter)language rather than focusing on errors and mistakes.</p>	<p>Need more expert knowledge : Understanding t-units, subordination, differences between complexity/ task difficulty etc.</p>

Thank you

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