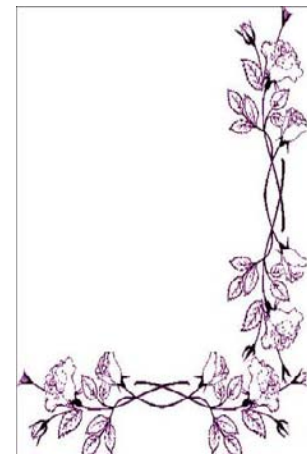


**ICT for Language Learning (edition 9) 2016**

**A Platform for Oral Proficiency Diagnosis  
and Targeted Teaching**

**Dr Fan Jinghua**

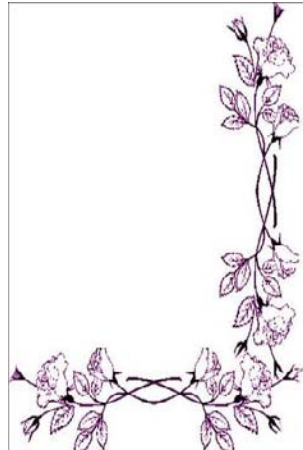
**Singapore Centre for Chinese Language  
Nanyang Technological University, Singapore**





# Flowchart of Presentation

- Changes in language learning and assessment  
Need for Integrated Teaching
- Integrated Platform for Language Diagnosis and Learning Framework
- Language Proficiency Diagnostic Rubric
- Diagnostic Activities, Conventional activities, Targeted Teaching Activities
- Summary





# Three Shifts in Language Learning

## Designer of Learning Content:

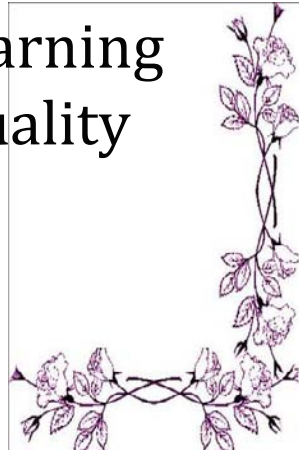
- from instructing body to learning body
- The essentials: not prescribed, but described

## Space in Which Learning Happens:

- from physical world to integral reality
- Face-to-face learning experience to be redefined
- Human-human relation mediated by machine

## Purpose of Assessment:

- from assessment of learning to assessment for learning
- End-product internally evaluated, not external quality controlled

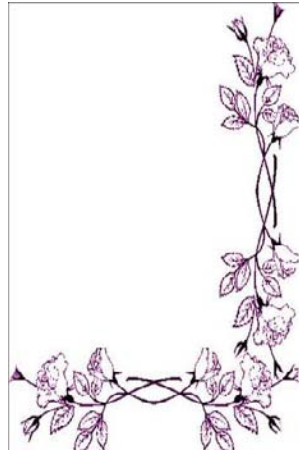




# Changes in Language Learning

## Environment:

- Language lab (mono-modal) in decline
- Classroom in semi-virtual reality on the rise

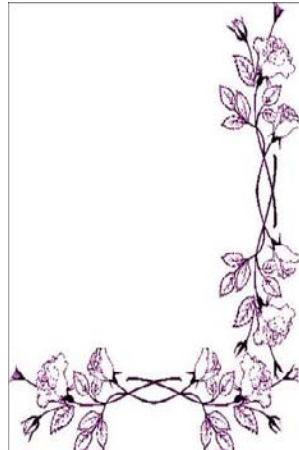




# Changes in Language Learning

## Methodology:

- Communicative approach still underlying the paradigm
- Task-based language learning,
- Corporative and collaborative learning
- Differentiated instruction; targeted teaching
- Form-focus, explicit teaching

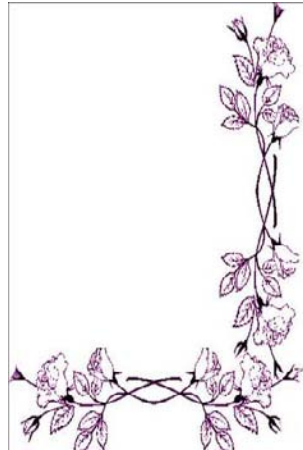




# Changes in Language Learning

## Assessment:

- Assessment for learning vs. assessment of learning
- Formative assessment vs. summative assessment





# Need for Integrated Language Teaching

## **Teaching and Learning Environment:**

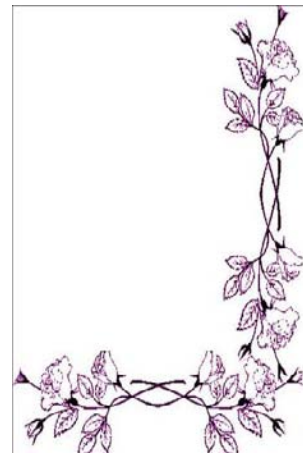
- Integral reality: we are now constructed partially by virtual reality.
- Integrated Learning;
  - \* Learning takes place everywhere, not only taught in the classroom; Seamless and Mobile; Blended.
  - \* Learning should be “contemporary.”

## **Methodology and Principles:**

- Learning program upon request;
- Learning program customized/individualized;
- Input Enhancement (Structured Input)

## **Assessment:**

- Proficiency descriptors framework
- Diagnostic assessment for self-assessment

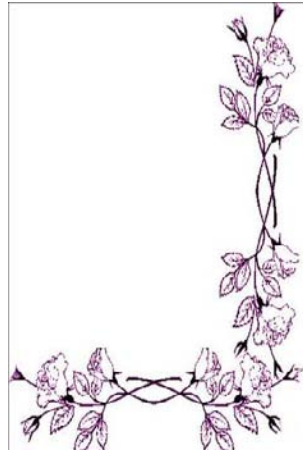




# Need for Integrated Language Teaching

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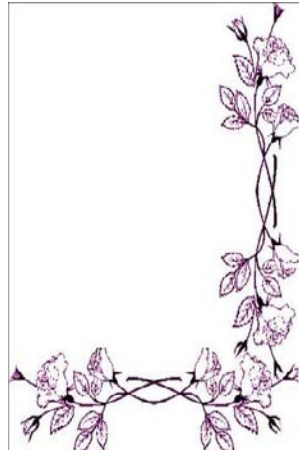
# Need for Integrated Language Teaching

## **Methodology and Principles:**

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## **Assessment:**

- Proficiency descriptors framework
- Diagnostic assessment for self-assessment





# Integrated Platform: Background Process

Oral proficiency  
diagnostic interactive  
activities

Teacher-Assessor's  
knowledge of diagnostic  
rubrics, criteria, data bank of  
targeted teaching activities

Describable tracks of  
targeted teaching activities  
according to students' need


**Another cycle**





# Integrated Platform: Foreground Process

**Diagnosis:** Language Lab model to assign diagnostic interactive activities to groups of students (with audio recording)



**Analysis:** Teacher assesses student output, analyzes errors, and assigns tracks of targeted teaching activities to different students



**Targeted Teaching:**  
Students follow their tracks of targeted teaching activities



Another cycle of **Diagnosis---  
Analysis---Targeted Teaching**



# Oral Proficiency Diagnostic Rubrics

Aspects of Competence		Stage I			Stage II			Stage III			Stage IV			Remarks
		Low	M	High	L	M	H	L	M	H	L	M	H	
Language Forms	Vocabulary (topic-related)													Error Analysis
		Errors noted												
	Grammar (incl. collocation & word order)													Error Analysis
		Errors noted												
Sentence Structure													Error Analysis	
	Errors noted													
Pronunciation & Intonation													Error Analysis	
	Errors noted													
Interaction	Responsive Turns													Error Analysis
	Turn-Taking													
	Initiative Turns													
	Content Coherency													
		Errors noted												





# Oral Proficiency Diagnostic Rubrics

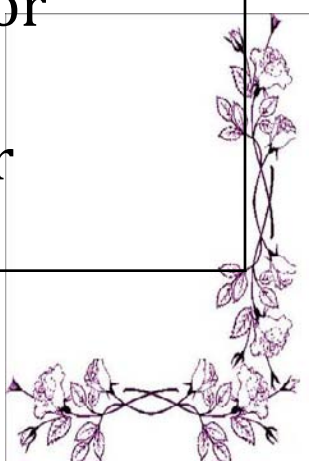
Category of Competence	Aspects of Competence	Proficiency Indicator Description	Four Stages of Proficiency
<b>Linguistic Competence</b>	<b>Vocabulary</b>	Topic-related word use	P1 Norm-referenced Low, middle, high in each stage;  With typical errors recorded for analysis and targeted teaching
	<b>Grammar</b>	Grammatical acceptability	
	<b>Structure</b>	Variety of sentence structures	
	<b>Pronunciation Intonation</b>	Pronunciation and prosody naturalness	
<b>Communicative Competence</b>	<b>Interaction</b>	<ul style="list-style-type: none"> <li>• Responses: sufficiency</li> <li>• Turn-taking: smoothness</li> <li>• Initiations:</li> </ul>	
	<b>Content &amp; Coherency</b>	<ul style="list-style-type: none"> <li>• Content coherence and quantity</li> </ul>	





# Diagnostic Activities

<b>Purposes</b>	<ul style="list-style-type: none"><li>➤ Promote the spontaneous output ;</li><li>➤ Ensure maximum variety of linguistic forms and communicative functions</li><li>➤ Each activity having a focused form and function to ensure the precision of diagnosis.</li></ul>
<b>Rationale for Design</b>	<ul style="list-style-type: none"><li>➤ Stimulate the impulse for interaction;</li><li>➤ Interactive for the communicative competence.;</li><li>➤ Different types of activities to be fair for different students;</li><li>➤ Different themes to ensure fairness for different knowledge backgrounds</li></ul>

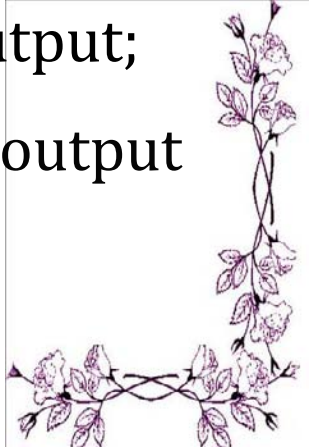


# Targeted Teaching Activities

	<b>Conventional Activities</b>	<b>Targeted Teaching Activities</b>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>➤ In line with progress prescribed in syllabus;</li> <li>➤ For all students regardless of individual differences;</li> <li>➤ The same standard and requirement;</li> <li>➤ The same methods and expected results</li> </ul>	<ul style="list-style-type: none"> <li>✓ adjust the prescribed textbooks and content;</li> <li>✓ Tailored for the students' need after diagnosis;</li> <li>✓ Targeted for the specific strengths and weaknesses;</li> <li>✓ Individualized instructions for different students;</li> </ul>
<b>Rationale for Design</b>	<ul style="list-style-type: none"> <li>➤ Holistic approach for all the aspects of proficiency;</li> <li>➤ Unit by unit with theme-based content</li> </ul>	<ul style="list-style-type: none"> <li>✓ respond to individual weakness, prevent and correct errors;</li> <li>✓ Enhance input to improve output in specific skills.</li> </ul>
<b>Characteristics</b>	<ul style="list-style-type: none"> <li>➤ Activities with uniform general use;</li> <li>➤ Assumed uniform students' level and progress;</li> <li>➤ Comprehensive abilities;</li> <li>➤ Closely related to text-content;</li> <li>➤ Contents in different theme-based units not necessarily in lineal progression</li> </ul>	<ul style="list-style-type: none"> <li>✓ respond to specific students' learning needs;</li> <li>✓ Differentiated instructions;</li> <li>✓ Activities with specific linguistic and communicative functions;</li> <li>✓ Creative use of teaching materials;</li> <li>✓ Progressive abilities with separate emphasis on error prevention and correction</li> </ul>



# Summary 小结

- Changed learning environment requires for changed teaching and assessment
  - Integrated platform make it possible language teaching, learning and assessment to take place at one-and-all location
  - Proficiency descriptors as guidelines
  - Proficiency diagnostic rubrics to diagnose and assess students' performance
  - Diagnostic activities for real-time, spontaneous output;
  - Targeted teaching activities to enhance input and output
- 





one red dot is too  
big for Singapore  
719 km<sup>2</sup>  
(Rome 1285km<sup>2</sup>)

Singapore: English  
2<sup>nd</sup> language for all  
the races: Chinese,  
Indian, and Malay.

# Thank You!

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