



**Does it matter what tasks and target
forms we use to assess outcomes?
How do learners perform**

Theo Marinis & Alan Tonkyn

Does it matter what tasks we use to assess outcomes?

1. Are there any differences in outcomes between the tasks?
2. Does it matter whether we assess gender on the article, on the adjective and do those differ from adjective placement?
3. Are there differences by Year group?



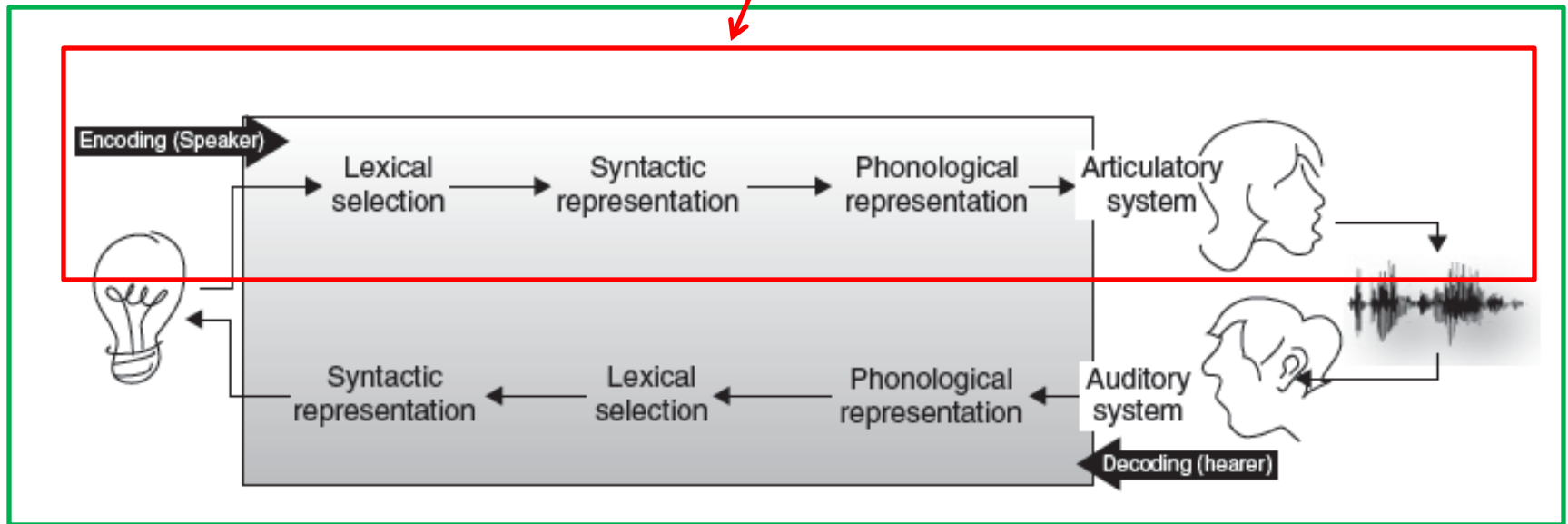
Question 1

Are there any differences in outcomes between the tasks?



Production - Perception

Picture Description



Repetition

(from Fernandez & Smith Cairns, 2011)

What do the tasks require?

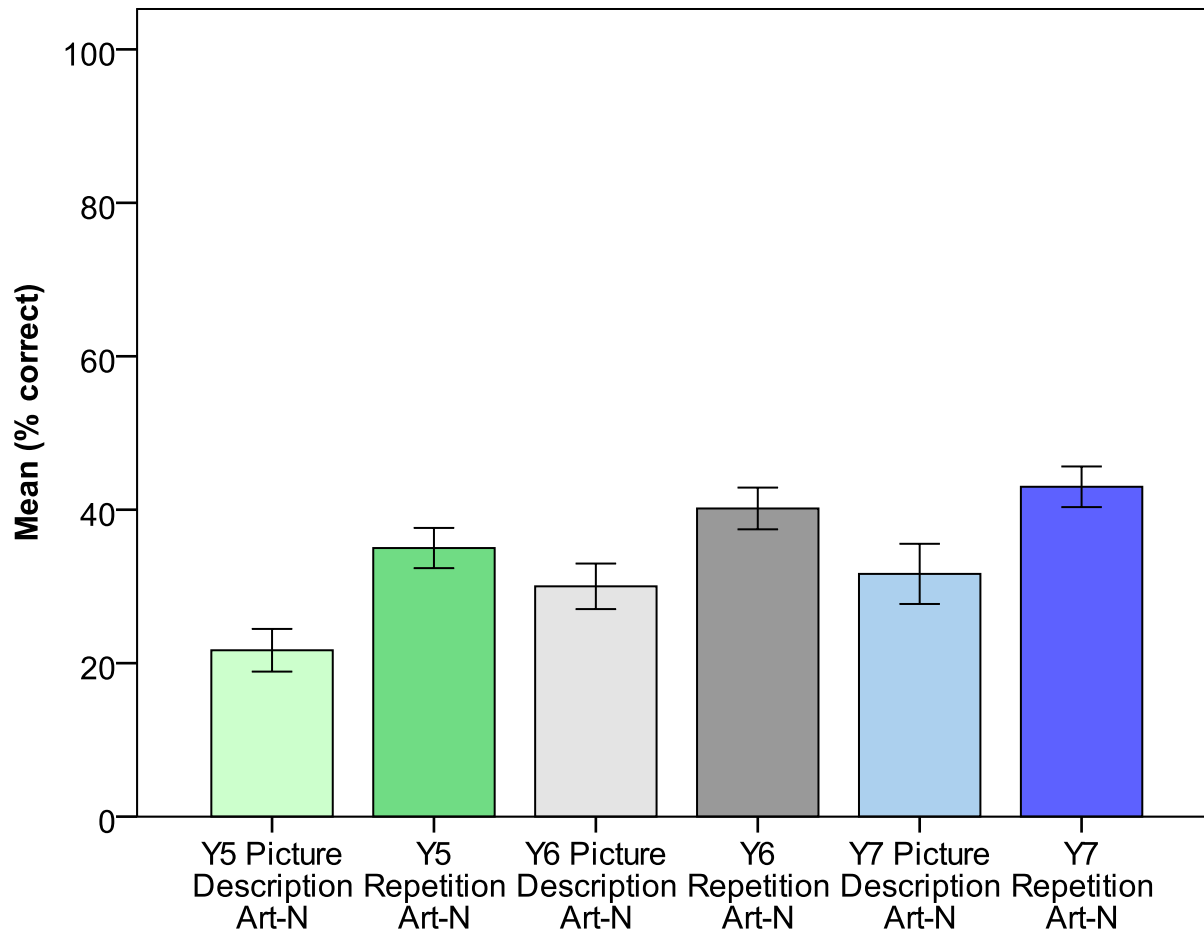
Picture Description

- Seeing a picture and a target word
- Using the grammatical system to create a sentence
- Using the articulation system to produce it

Sentence Repetition

- Listening to a sentence and the grammatical cues for gender (model)
- Holding it in memory
- Using the grammatical system to reconstruct the meaning
- Using the articulation system to produce it

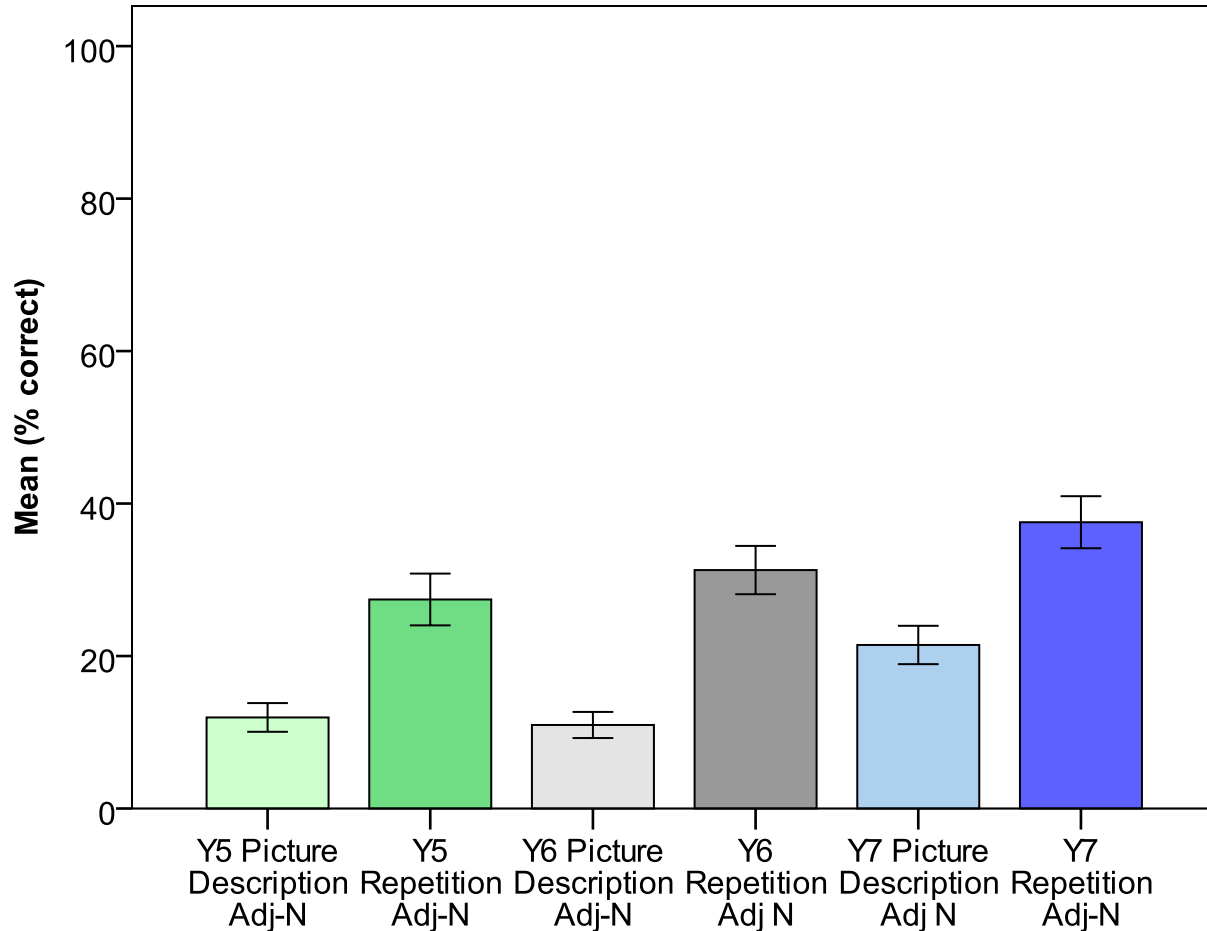
Article Noun Agreement Repetition vs. Picture Description



Error bars: 95% CI

Repetition > Picture
Description
across all Year groups

Adjective Noun Agreement Repetition vs. Picture Description



Repetition > Picture
Description
across all Year groups

Error bars: 95% CI

Question 2

Does it matter whether we assess gender on the article, on the adjective and do those differ from adjective placement?



What does it require?

Article Noun

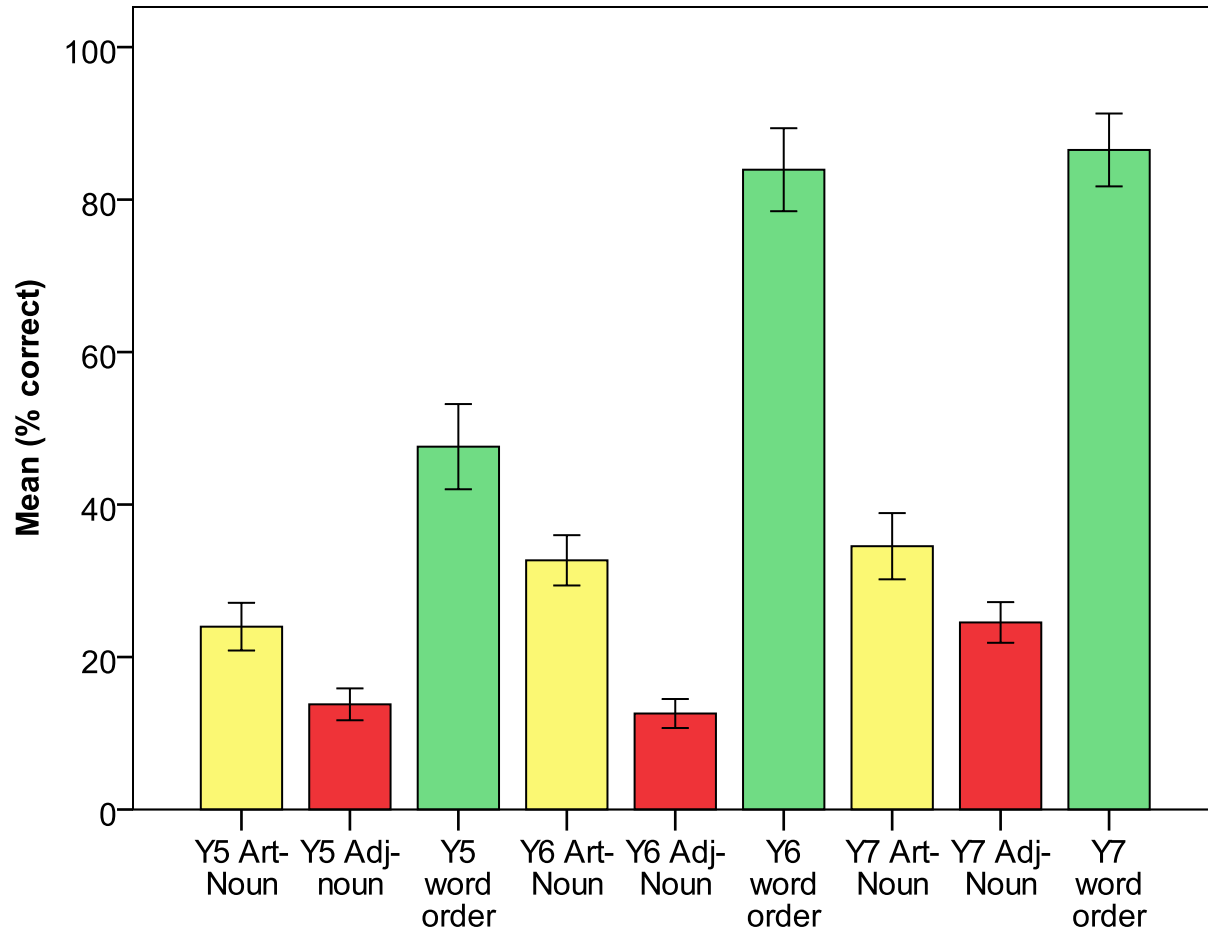
- Knowing the gender of the noun;
- Knowing the masc/fem forms of the article:
la/le, un/une + Noun
- Using the right article form.

Adjective Noun

- Knowing the gender of the noun;
- Knowing the masc/fem forms of the adjective
which they have to learn for each adjective separately;
- Using the right adjective form.

Adjective placement: knowing the word order Noun-Adj →

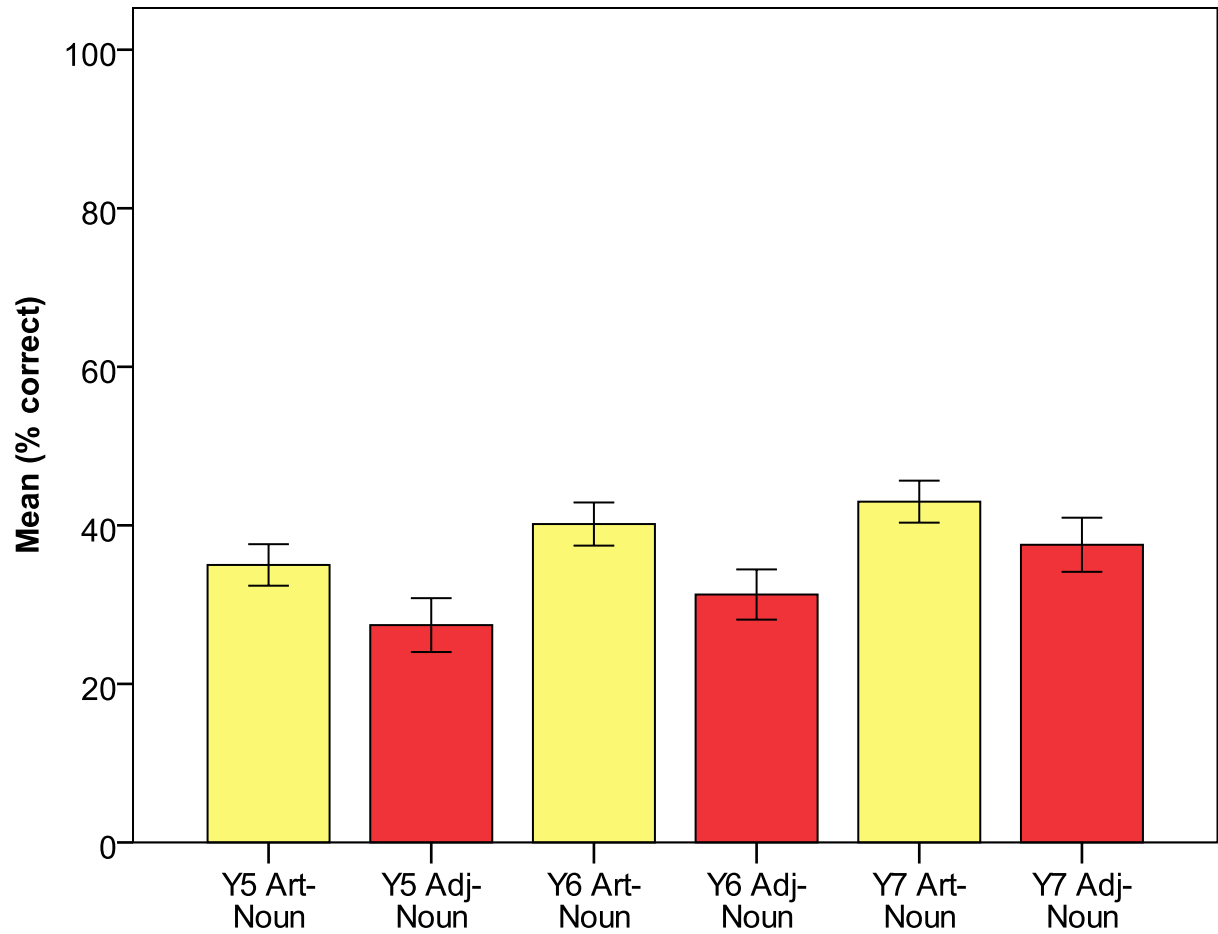
Article Noun vs. Adjective Noun vs. Word order Repetition



Error bars: 95% CI

Word order >
Article-Noun >
Adjective-Noun

Article Noun vs. Adjective Noun Repetition



Error bars: 95% CI

Word order >
Article-Noun

Question 3

Do these effects change by Year group?



What does it require?

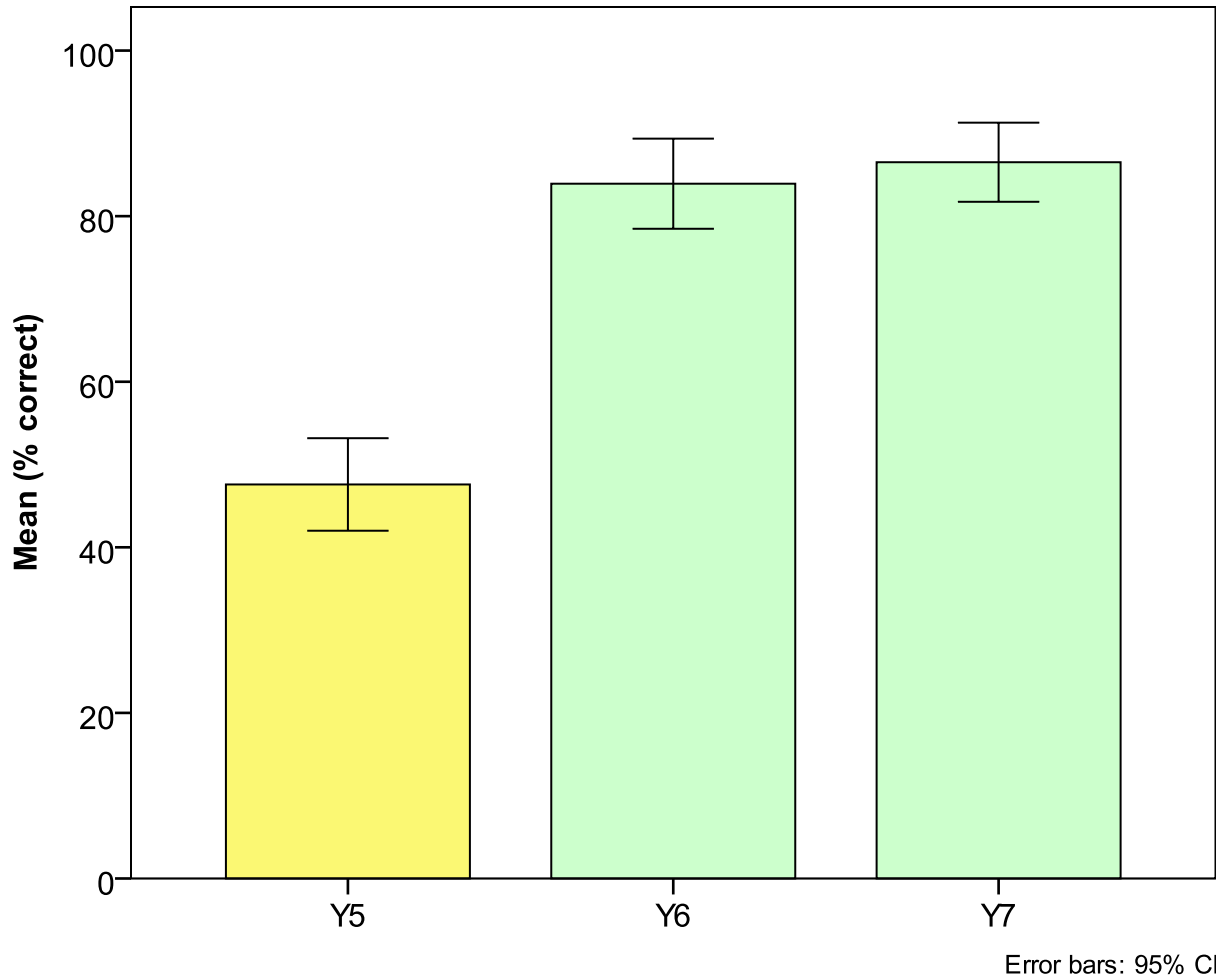
Easy tasks (Repetition, Word order, Art-Noun)

- Change from Y5 to Y6
- No change from Y6 to Y7

Difficult tasks (Picture Description, Adj-Noun)

- No change between Y5 to Y6
- Change from Y6 to Y7

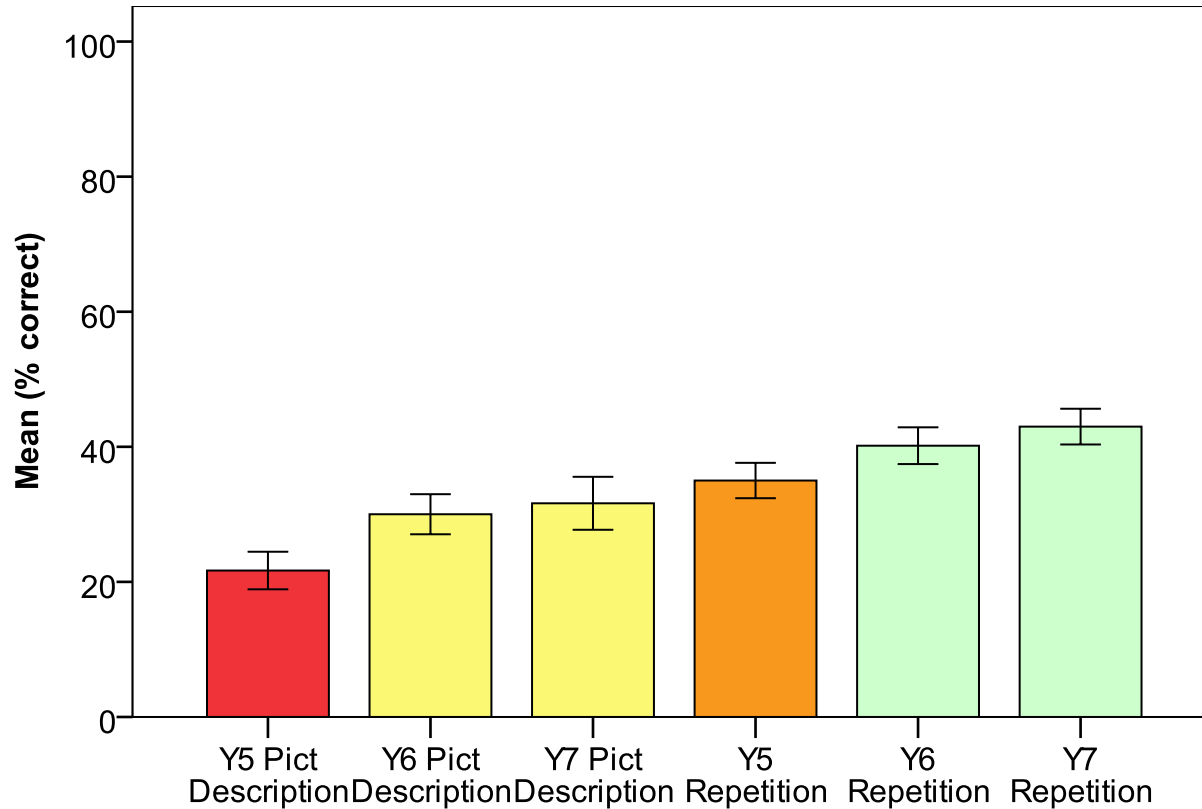
Adjective Placement Y5 vs. Y6 vs. Y7



Year 5 < Year 6 + 7

Article – Noun Agreement

Y5 vs. Y6 vs. Y7

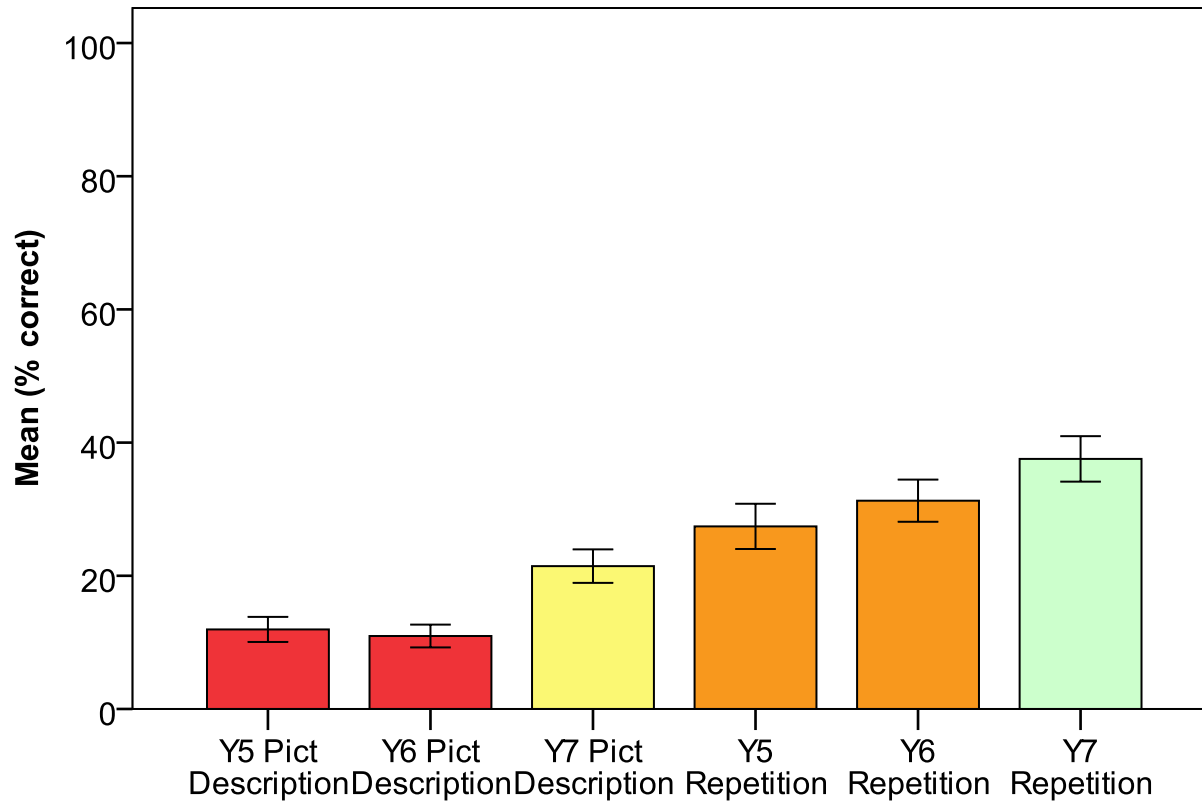


Year 5 < Year 6 + 7

Error bars: 95% CI

Adjective – Noun Agreement

Y5 vs. Y6 vs. Y7

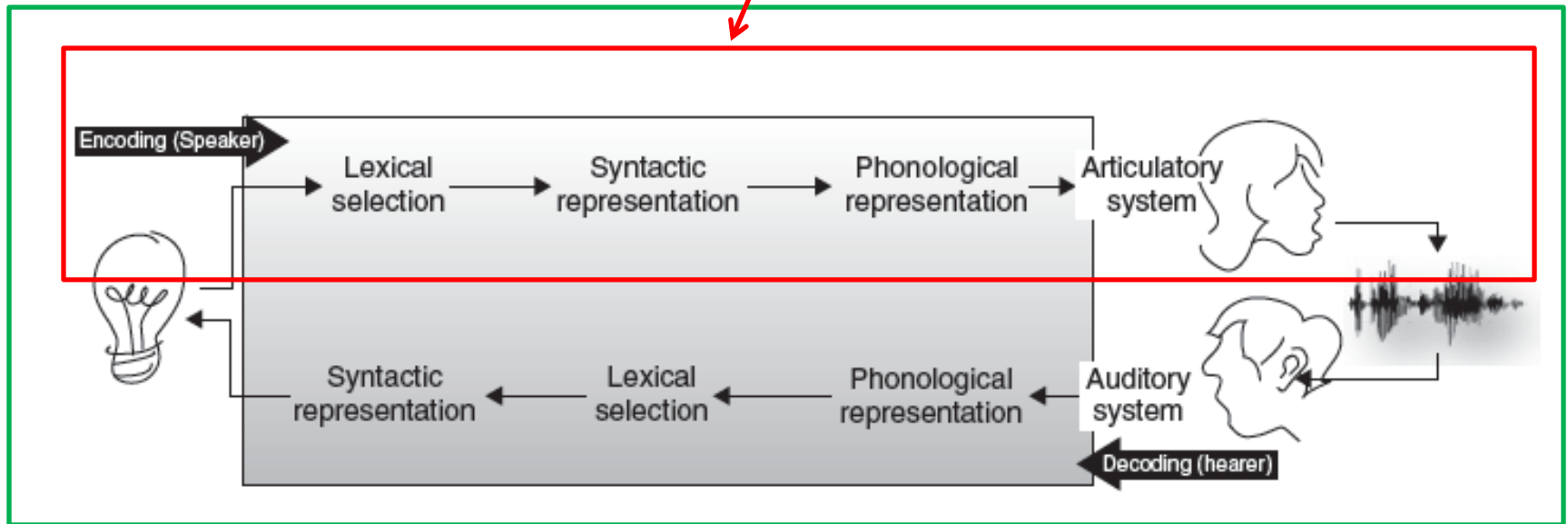


Year 5 and 6 < Year 7

Error bars: 95% CI

Production - Perception

Picture Description



Repetition

(from Fernandez & Smith Cairns, 2011)

Summary

1. Are there any differences in outcomes between the tasks?

- Yes Repetition > Picture Description

2. Does it matter whether we assess gender on the article, on the adjective and do those differ from adjective placement?

- Yes, Adjective placement > Art-Noun > Adj Noun

3. Are there differences by Year group?

- Yes, this depends on the task and structure