ADFL Meeting

Foreign Language Outcomes:
Observed Trends with Proficiency

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East Lansing, MI

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Overview

- 1. Background:
  - We tested foreign language students at our universities using ACTFL Proficiency tests of speaking, listening, and reading for three years in a row.
- 2. Results:
  - Overall (all data): Where do students get to?
  - At the individual institutions: What background variables or other factors account for outcome differences?
- 3. Ongoing Initiatives
  - Combining databases (continued)
  - Advanced Speaking Project
  - Impacting curricula, articulating goals

1. Background Information (Institutions)

01	Michigan State University	• Languages tested: Chinese, French, Russian, and Spanish • Number of tests administered 2014-2017: 14,000+
02	University of Minnesota	• Languages tested: Arabic, French, German, Korean, Portuguese, Russian, and Spanish • Number of tests administered 2014-2017: 6,952
03	University of Utah	• Languages tested: Arabic, Chinese, Korean, Portuguese, and Russian • Number of tests administered 2014-2017: 2,772

• **Tests used: ACTFL OPIc, RPT, LPT**

2. Results

Compiled file/database (so far) of 9,451 individual test sessions 2007-2017
(SPSS spreadsheet compiled by Dr. Erwin Tschirner, Leipzig University)

Assessment Session Test	Valid Tests		Missing (individuals who did not assess this skill during the session)		Total
	N	Percent	N	Percent	
Speaking (OPIc)	**7,635**	80.8%	1,816	19.2%	9,451
Reading (RPT)	**7,623**	80.7%	1,828	19.3%	
Listening (LPT)	**6,788**	71.8%	2,663	28.2%	

2. Results

- *We will show you average learner results by language, by year in program for*
 - OPIc (speaking)
  - RPT (reading)
  - LPT (listening)

The #s

Language	1st yr	2nd yr	3rd yr	4th yr	Total
Spanish	587	1339	1447	706	**4079**
French	364	695	508	275	**1842**
Chinese	199	263	255	107	**824**
Russian	209	243	223	63	**738**
German	-	348	60	70	**478**
Arabic	191	92	41	-	**324**
Korean	44	153	78	22	**297**
Portuguese	25	126	107	13	**271**
Italian	96	50	11	-	**157**
Japanese	-	40	5	10	**55**
Total	**1715**	**3349**	**2735**	**1266**	**9065**

OPIc
Speaking

OPIc by Course Year by Language
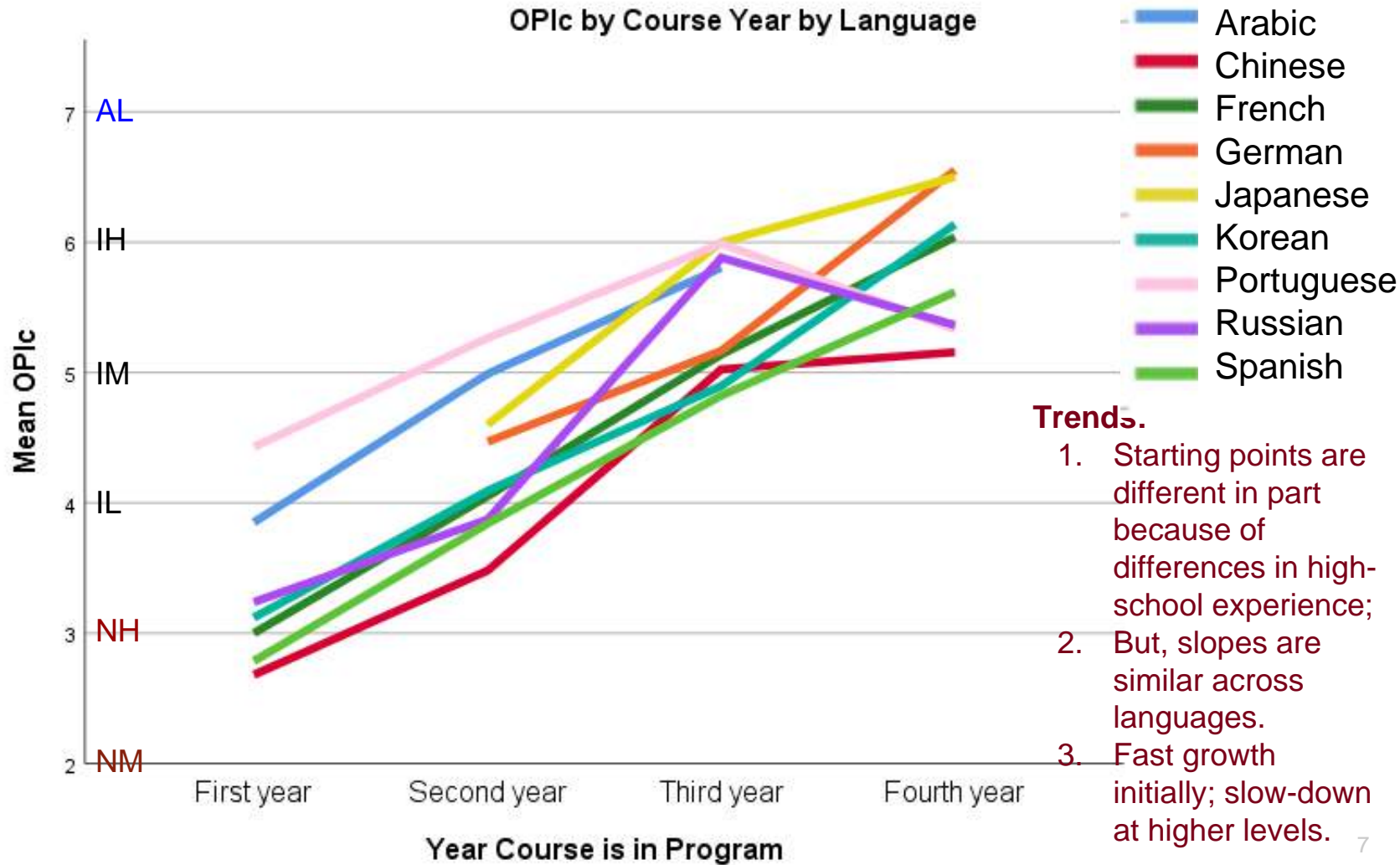
Trends.
1. Starting points are different in part because of differences in high-school experience;
2. But, slopes are similar across languages.
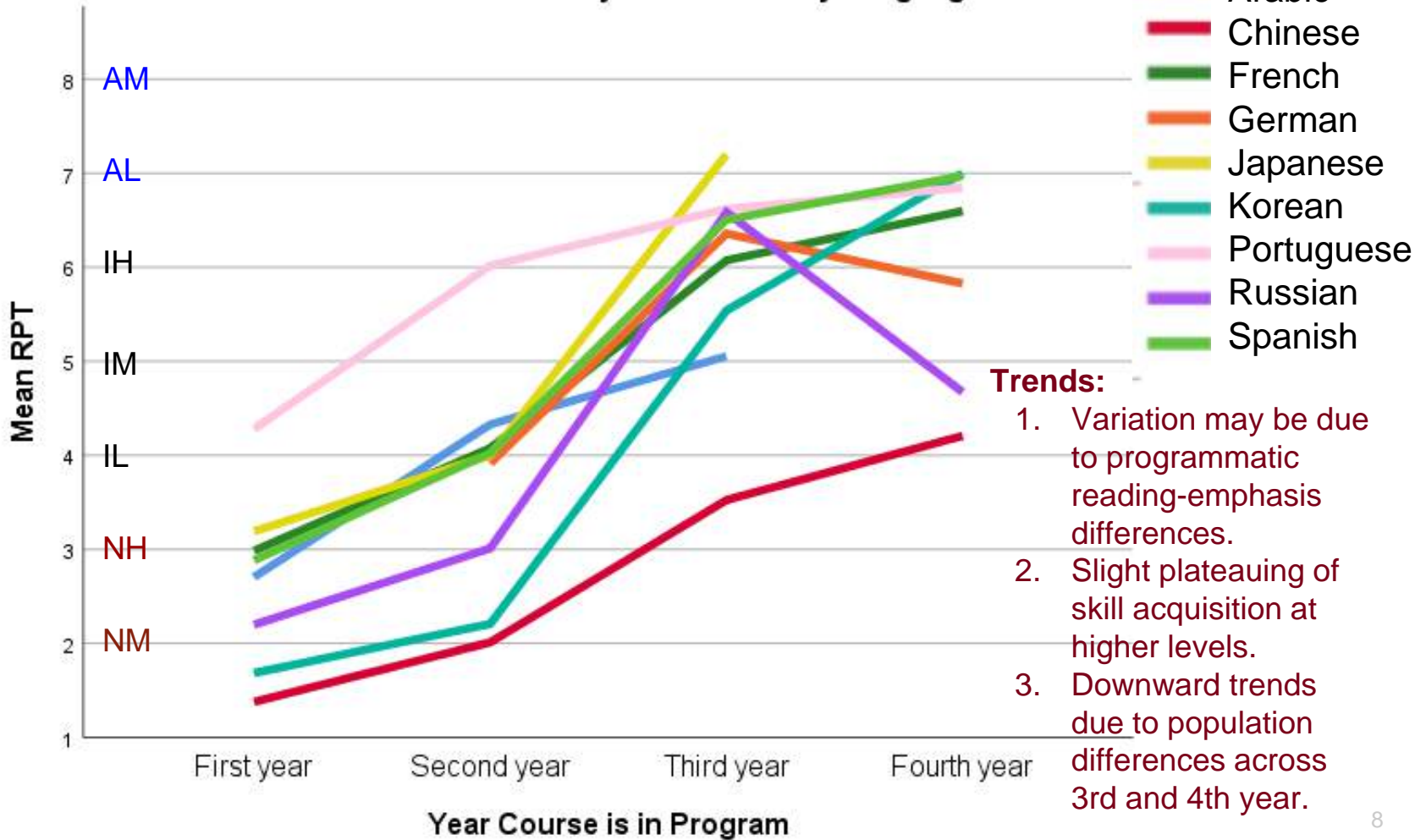3. Fast growth initially; slow-down at higher levels.

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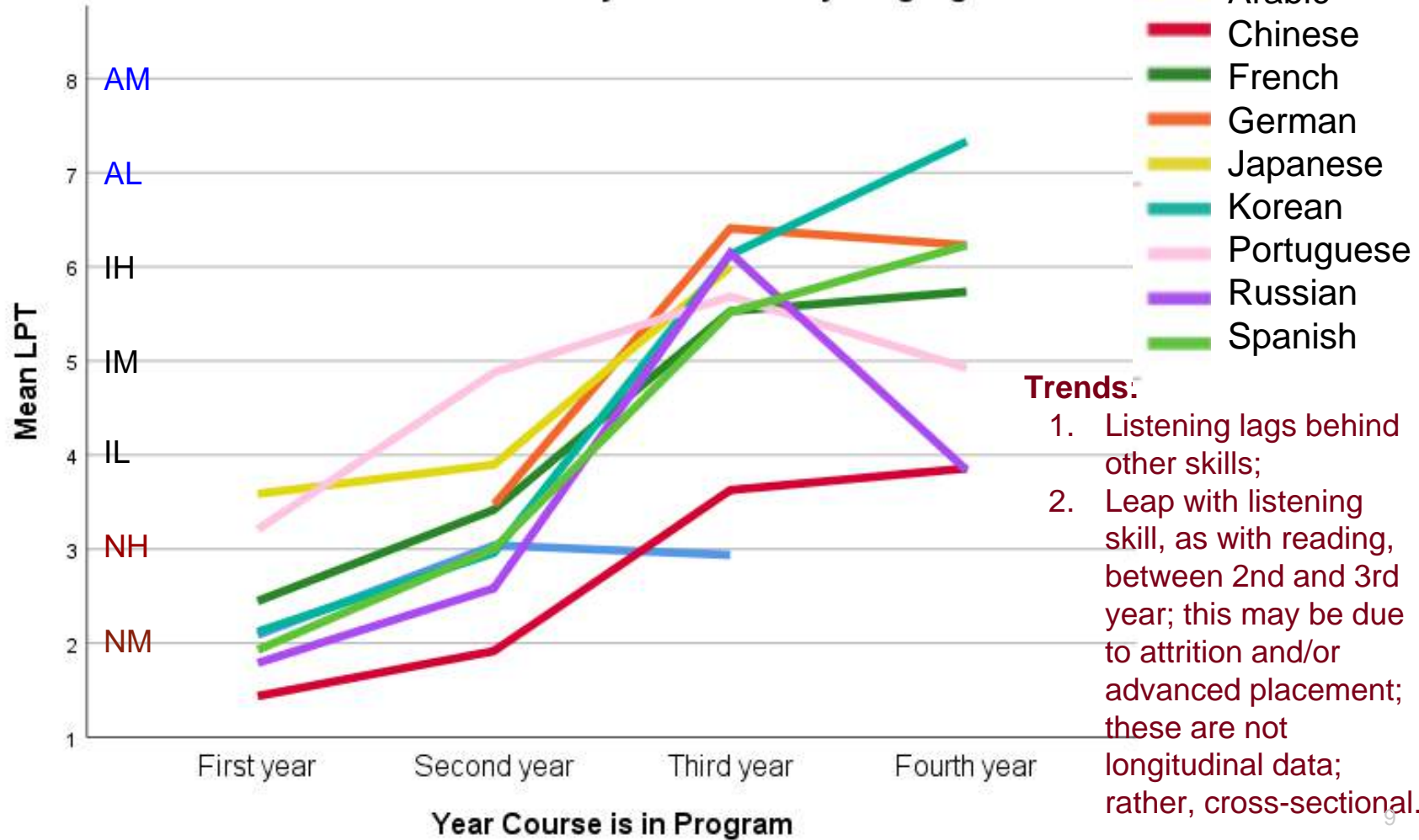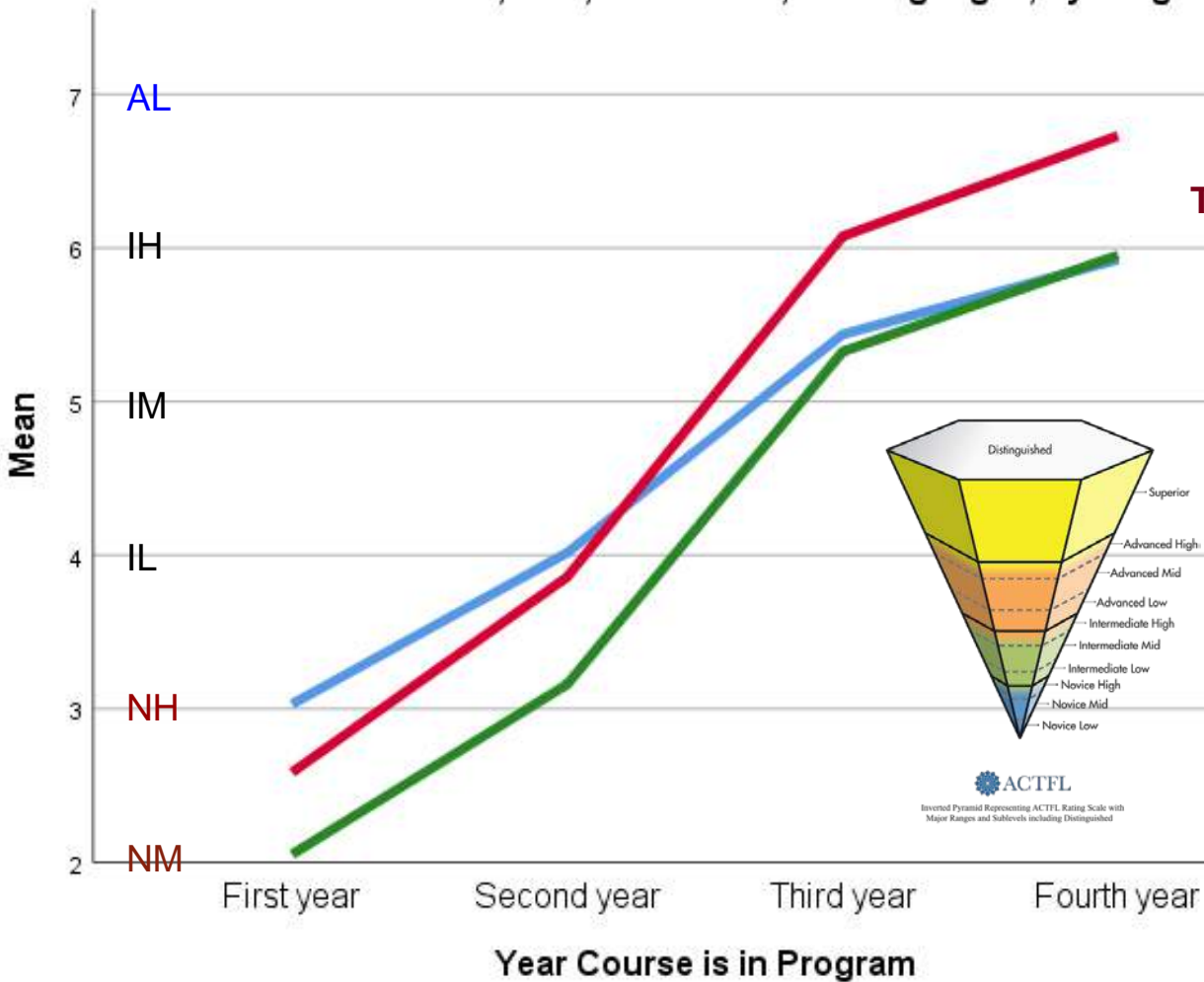
RPT
Reading

RPT by Course Year by Language

Legend: Arabic, Chinese, French, German, Japanese, Korean, Portuguese, Russian, Spanish

Trends:
1. Variation may be due to programmatic reading-emphasis differences.
2. Slight plateauing of skill acquisition at higher levels.
3. Downward trends due to population differences across 3rd and 4th year.

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LPT
Listening

Trends:
1. Listening lags behind other skills;
2. Leap with listening skill, as with reading, between 2nd and 3rd year; this may be due to attrition and/or advanced placement; these are not longitudinal data; rather, cross-sectional.

OPIc, RPT, LPT Means, All Languages, by Program Year

Reading (red)
Speaking (blue)
Listening (green)

Means, All Skills, All Langs.

Trends:

1. Many students do reach Advanced low in their foreign language by 4th year, but it tends to be *in reading*.

2. Plateauing fits the ACTFL proficiency model, in that there is *more to learn* later on, so vertical growth "slows" (or is not indicated) *on the ACTFL vertical scale (although most likely horizontal growth is occurring; it's just not registered).*

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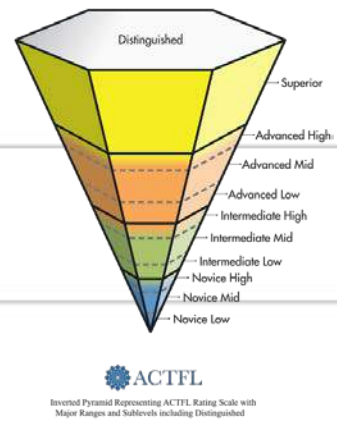
Results: Background Information Collected (Survey Data)

01 Context of Exposure
- Family members
- Community
- Friends

02 Formal Education
- Prior experience with the language before entering tertiary education

03 Abroad Experience
- Formal study abroad experiences
- Other abroad experiences

04 Activities Outside of Classroom
- Activities in the language such as
  - interaction with native speakers
  - using social media
  - playing games

05 Importance of Language Learning
- Likert scale rating importance
- Speaking, Reading, Writing, Listening

06 Purpose of Language Learning
- Why are they studying the language?
  - Complete a graduation requirement, prepare for studying abroad, learn about heritage, travel, fun, etc.

Individual Highlights - Michigan State - Advanced Learners

136 Advanced language learners with background-survey question data
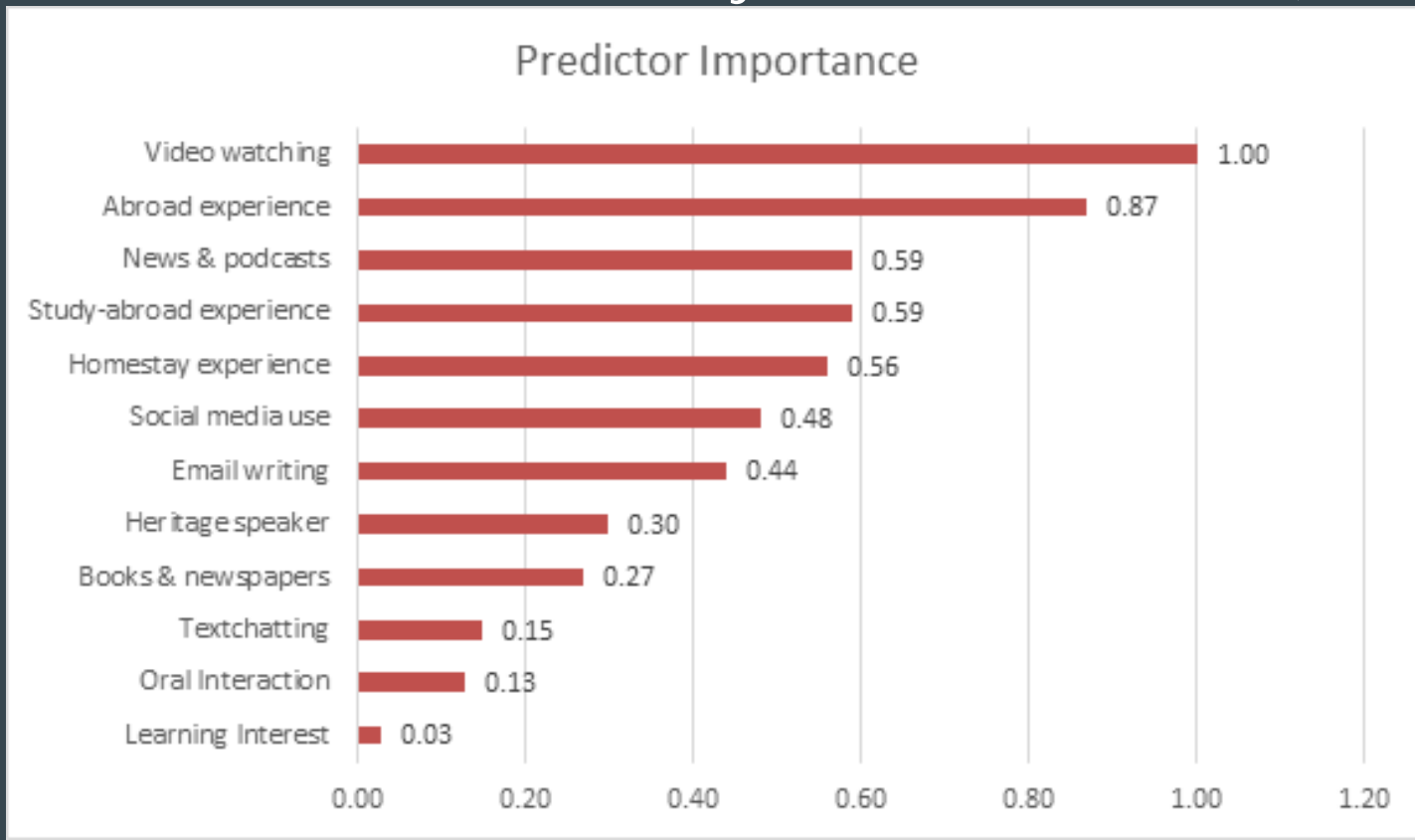
- 41 (30%) were Advanced in **speaking**
- 40 (29%) in **listening**
- 115 (85%) in **reading**

They made up 7 groups according to the their advanced skill profile: Advanced in...

1. *Speaking only (N = 18)*
2. **Reading only (N = 70)**
3. *Listening only (N = 1)*
4. *Speaking and reading (N = 8)*
5. *Speaking and listening, (N = 2)*
6. *Reading and listening (N = 24)*
7. *All three skills (N = 13)*

What predicted their _Advanced_ status?
## (What characteristics did they have in common?)

Video-watching is number 1!

Predictor Importance

Predictor	Importance
Video watching	1.00
Abroad experience	0.87
News & podcasts	0.59
Study-abroad experience	0.59
Homestay experience	0.56
Social media use	0.48
Email writing	0.44
Heritage speaker	0.30
Books & newspapers	0.27
Textchatting	0.15
Oral Interaction	0.13
Learning Interest	0.03

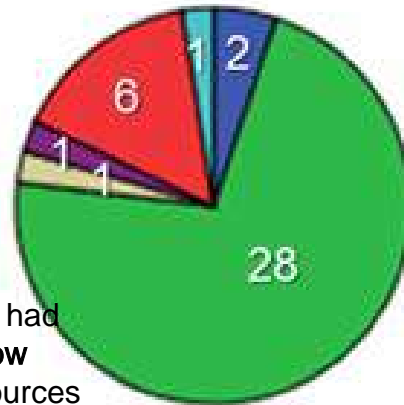# Profiles of Advanced Learners at MSU

1 Heritage speakers who had been abroad; **high** use of L2 resources
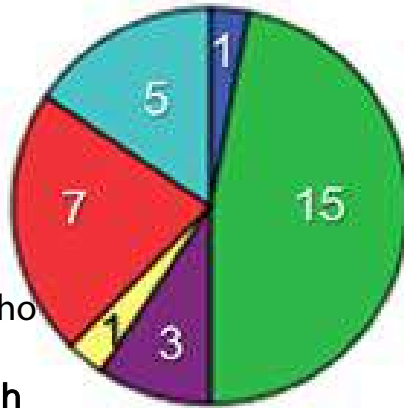
3 Non-heritage speakers who had both study-abroad and homestay experience; **high** use of L2 resources

2 Non-heritage speakers who had been abroad; **low** use of L2 resources

4 Non-heritage speakers who had both study-abroad and homestay experience; **low** use of L2 resources

Skill Profiles
- Speaking only
- Reading only
- Listening only
- Speaking & reading
- Speaking & listening
- Reading & listening
- Three skills

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Take-aways from this MSU study on Advanced Learners:

- Strong benefits related to <u>digital L2 media use</u>
- Digital media use is not sufficiently fostered within the classroom as much as it should be. (It may be fostered now through heritage connections or study abroad experiences.)
- Language programs must teach students how to find authentic (and routinely watch) videos so that the language learners will have better chances of using and engaging with the language outside of class and on a regular basis.
- Perhaps second to motivation (which was high for all) <u>video use and social media use in the target language outside of class</u> may indicate high engagement with the language (it may be related to a particular kind of motivation for learning), and such engagement may be a necessary precursor to advanced skills.

AT MSU, we also looked at how individual students did when they took multiple (two or more) OPIcs and filled out our background questionnaire.
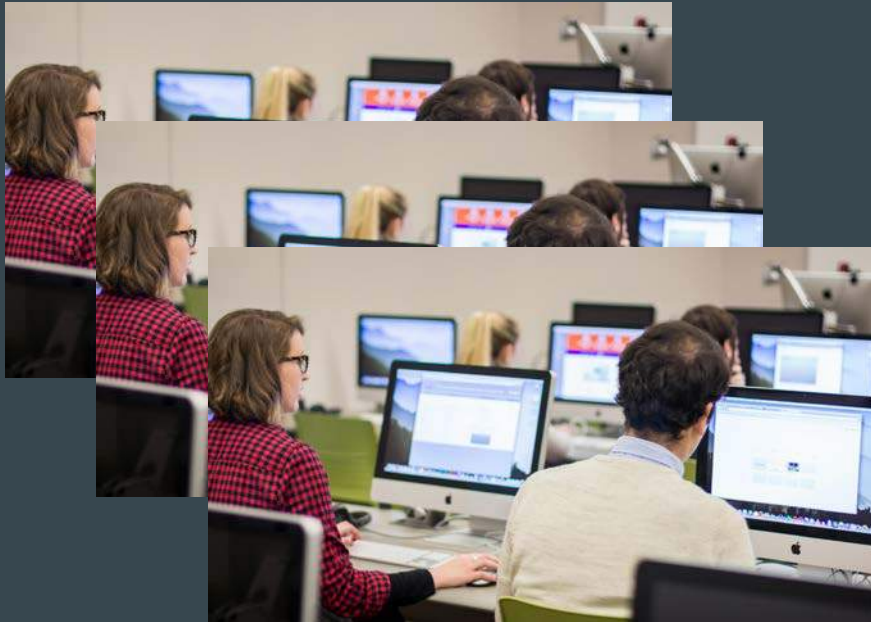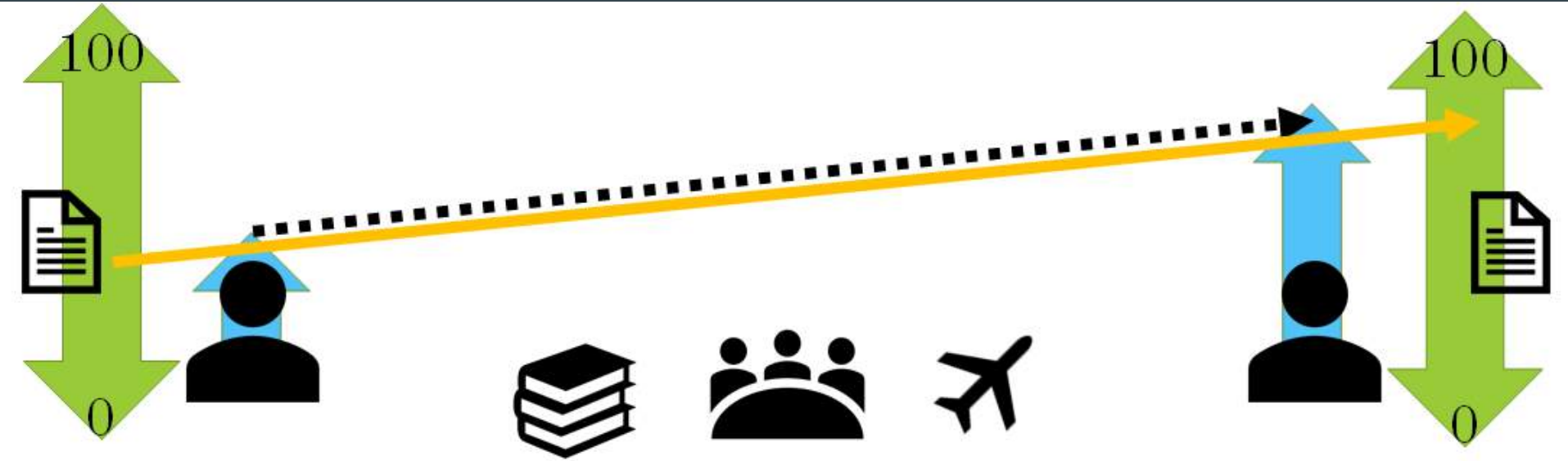
814 learners:

144 Chinese

251 French

46 Russian

374 Spanish

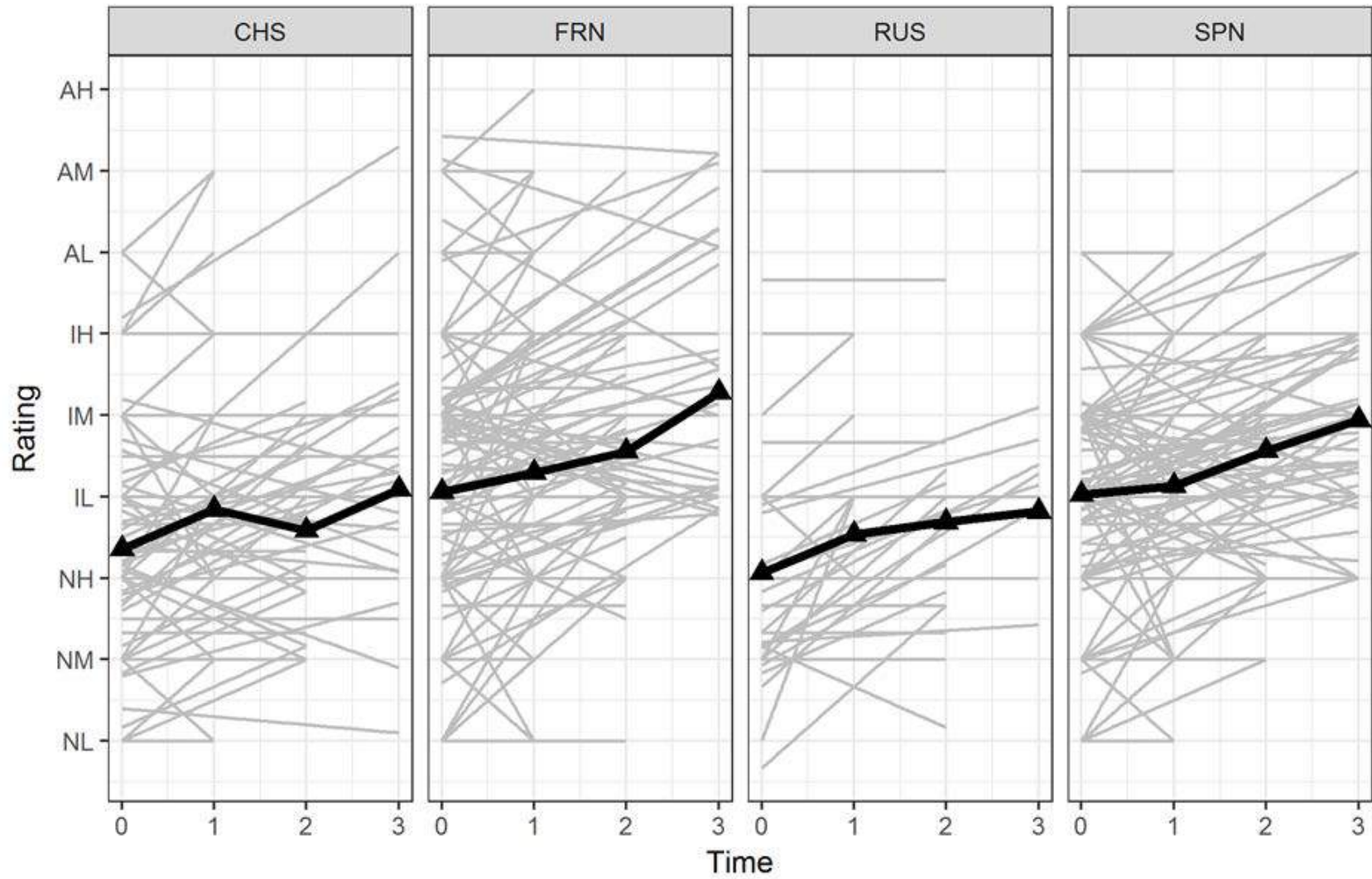# We wanted to see the shape of growth, and also…

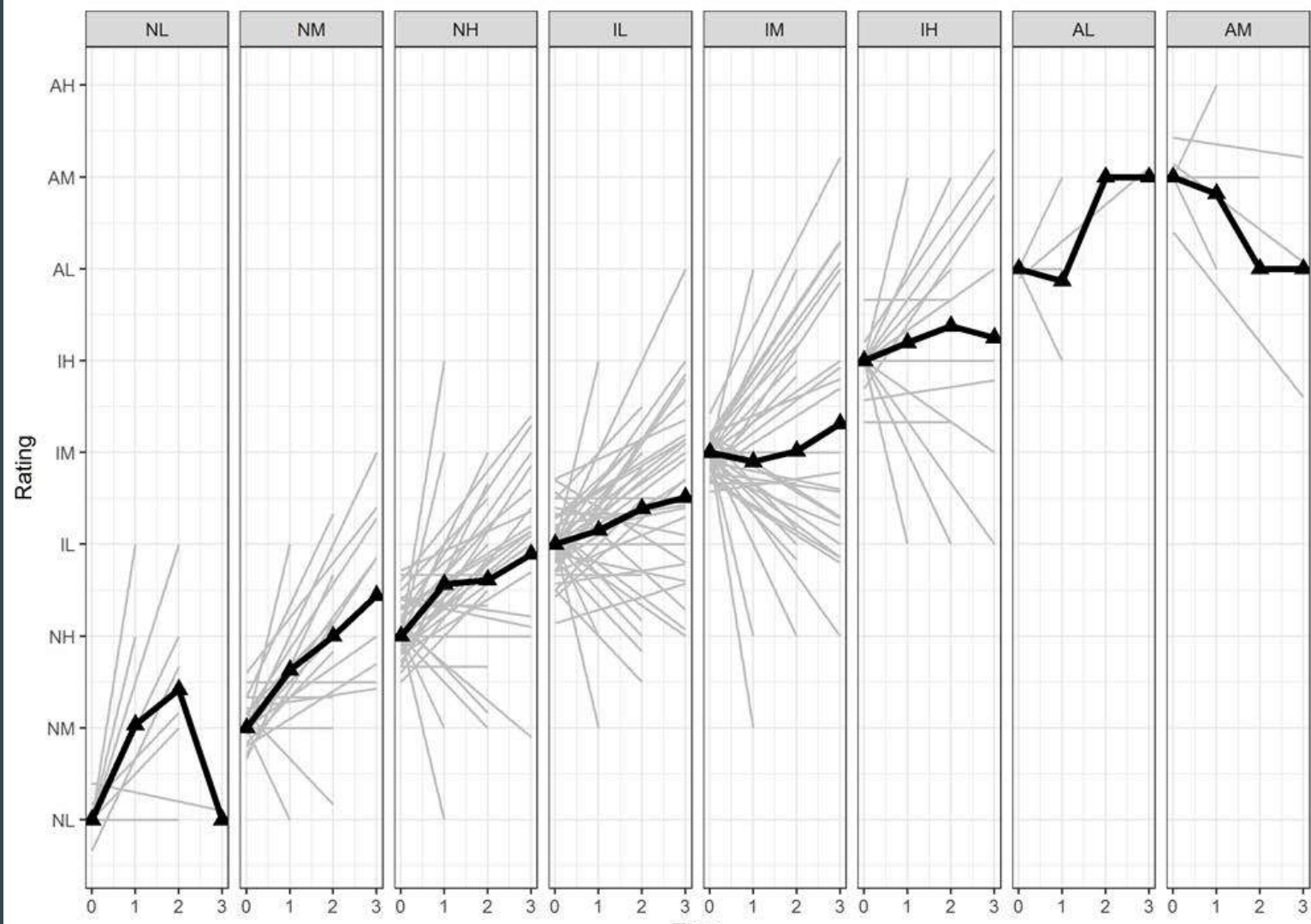# See what variables influence the shape of growth.

From 2014-2016 data pool:

Out of 814 participants:

- Growth = 370 (45%)
- No Change = 323 (40%)
- Decrease = 121 (15%)

Take-aways from looking at repeat test takers:

Inter-individual differences explained initial proficiency and growth substantially. Overall, students did better when they took the OPIc subsequent times. Thus, the OPIc measured growth, *but with some noise*.

We tested a latent growth curve model with high-school learning as a influencing variable on growth. High-school learning has an impact on the slope (steepness) of growth. HS learning "turbo boosts" growth--once they get to MSU, if they have had HS learning, they learn *faster* than their classmates who have not had HS learning.

AT Minnesota, we looked at how students did based on where they entered our programs

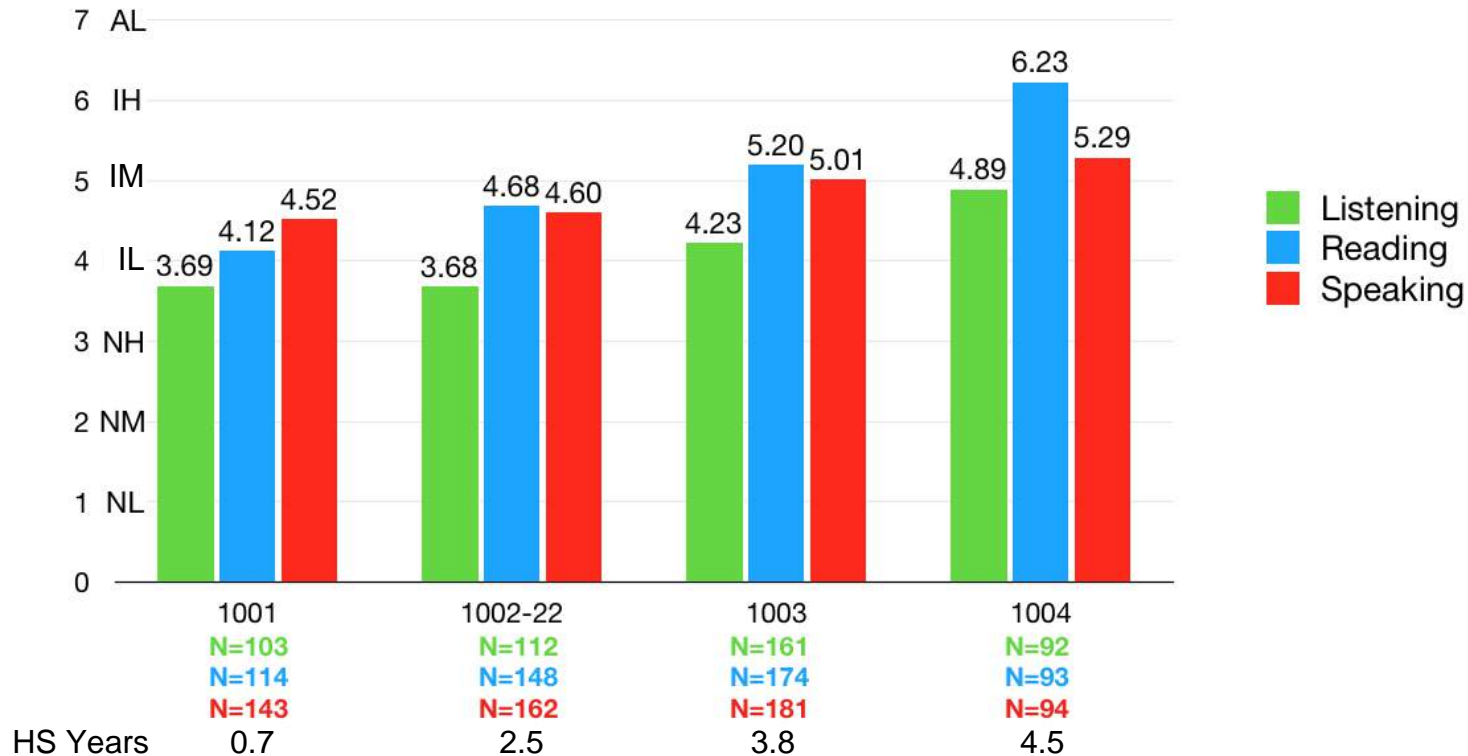Students tested at the end of second year in French, German, & Spanish

Spring 2017

Program Entry	Number of students	Mean HS years
1st	71	0.7
2nd	50	2.5
3rd	96	3.8
4th	23	4.50
Total	**240**	

Individual Institution Highlights – Minnesota

2014-2017 ACTFL Ratings of students in 4th semester
French, German, Spanish

Individual Institution Highlights – Minnesota

Upper Division Student Ratings by Program Entry Semester
French, German, Spanish, Spring 2017

Program Entry	Listening	Reading	Speaking	Mean HS years	N
1st	6.00	6.60	6.33	0.00	6
2nd	5.40	6.67	5.38	2.13	8
3rd	6.15	6.96	5.73	4.06	81
4th	6.46	7.18	6.11	4.50	28
5th +	6.56	7.17	6.48	3.71	42
Total	**6.30**	**7.03**	**5.99**	**3.81**	**165**

Take-aways from UMN study on Pre-University Language Exposure:

- High School language study is a strong catalyst for advancing proficiency
- High School language programs provide strong preparation for post-secondary work
- Exposure to second language over time increases proficiency
- Differentiated instruction needed to meet classroom composition of several proficiency levels
- Beginning students generally do not go on to higher levels
- Language programs are dependent on students who did not begin at the university

Individual highlights – Utah

Vocabulary and Reading Proficiency

- Participants = Chinese - 46; Russian - 48; Spanish - 61.
- Learners took the RPT and the Vocabulary Levels Test (VLT).
- The VLT measures how many of the most frequent 4,000 (Chinese) or 5,000 (other) words a learner knows.
- Cross-tabulations and linear regression analysis showed that:
  - 1000 and 2000 word knowledge generally correlated with ACTFL *Intermediate* reading level
  - 3000 and 4000 word knowledge generally correlated with ACTFL *Advanced* reading level
  - 5000 word knowledge was associated with ACTFL *Superior* level

Take-aways

- Vocabulary sizes of the participants included in this study were not impressive.
- Second and fourth semester students generally did not have mastery of the most frequent 1000 words.
- Upper division students without an extended immersion experience did not evidence large receptive vocabulary knowledge, e.g., only one traditional third year Russian student had mastered the 1000 most frequent words.
- To facilitate higher reading proficiency, we may need to take a more intentional approach to vocabulary learning.

Individual highlights – Utah

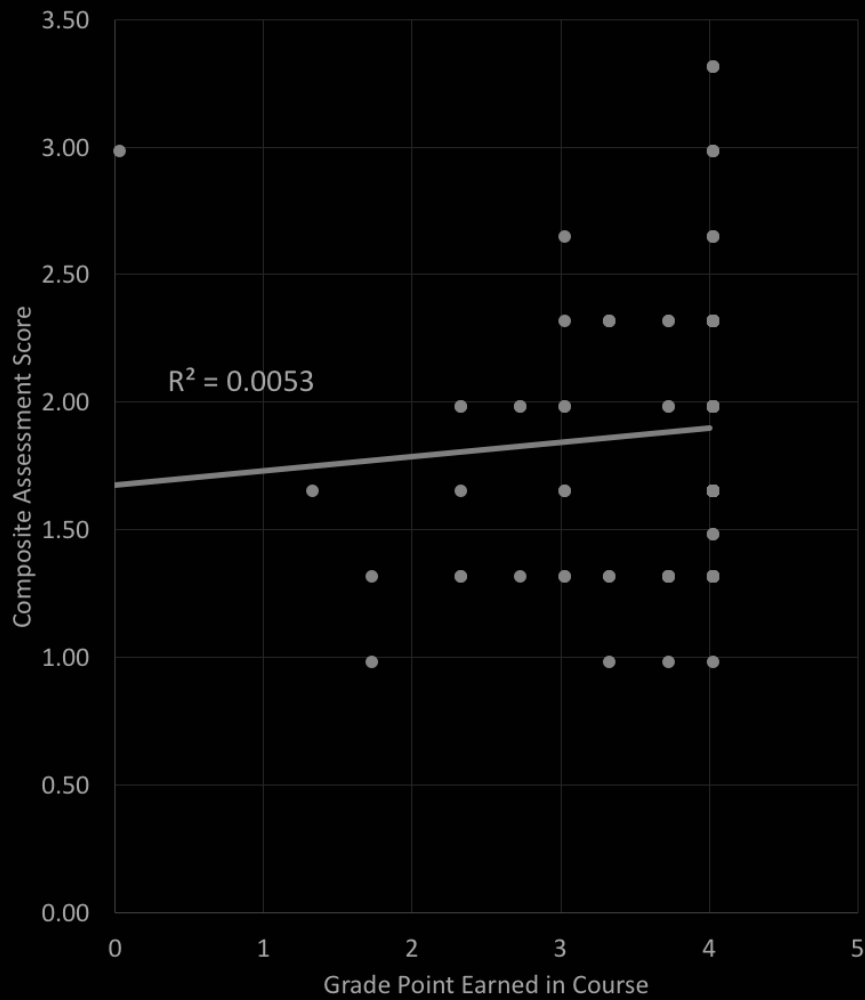## Proficiency and grading practices: what the data show

- Are grading practices aligned with proficiency?

- Does the relationship between course grades and proficiency outcomes vary depending on the language or the course level?

- What role does immersion experience in the language play in this relationship?
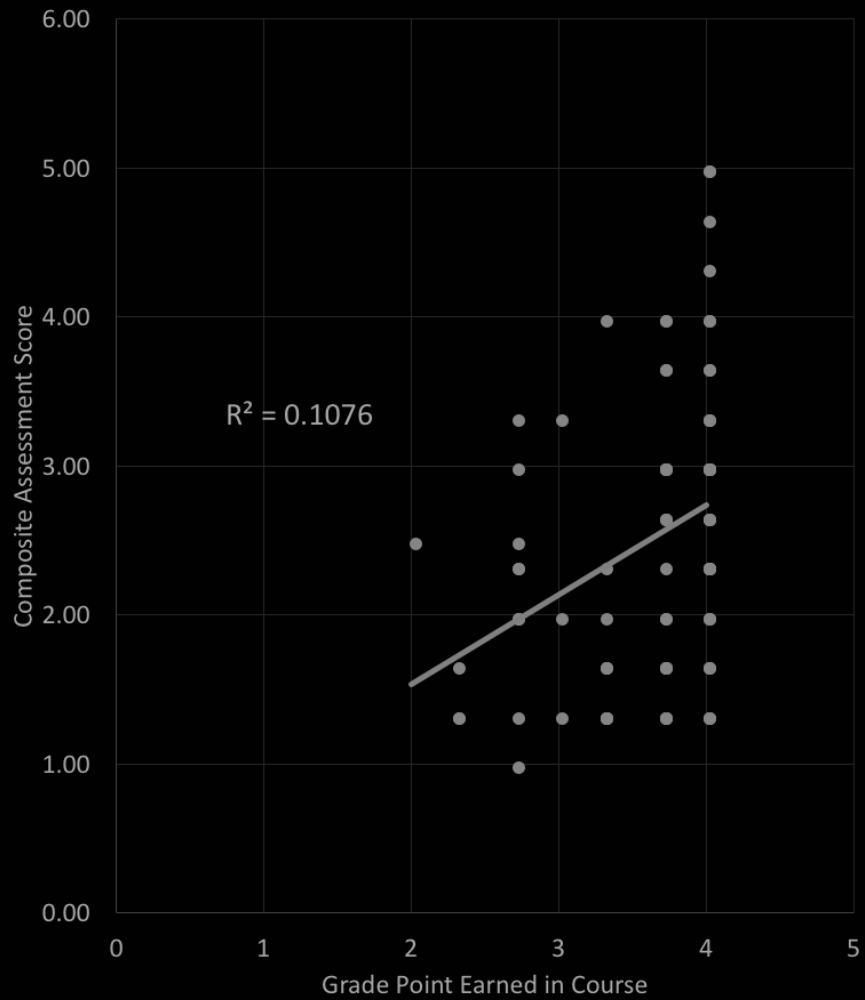
Individual highlights – Utah

- Arabic, Chinese, Korean, Portuguese, Russian
- We acquired final course grades for all students tested in 2015-17.
- Letter grades were converted to grade points using the following scale:
  - A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7,
  - D+ = 1.3, D = 1.0, D- = 0.7, E = 0.0
- Assessment scores were converted using the following scale:
  - 0 = 1; 0+ = 2; 1 = 3; 1+ = 4; 2 = 5; 2+ = 6; 3 = 7; 3+ = 8; 4 = 9; 4+ = 10; 5 = 11
- Composite scores were calculated by averaging speaking, reading, and listening assessments scores. Composite scores were only calculated for students who took all three assessments at the end of a given semester.

All 1020 Courses

Composite Assessment Score (y-axis): 0.00 to 3.50
Grade Point Earned in Course (x-axis): 0 to 5

$R^2 = 0.0053$

All 2020 Courses

Composite Assessment Score (y-axis): 0.00 to 6.00
Grade Point Earned in Course (x-axis): 0 to 5

$R^2 = 0.1076$

All 3020 Courses

$R^2 = 0.2534$
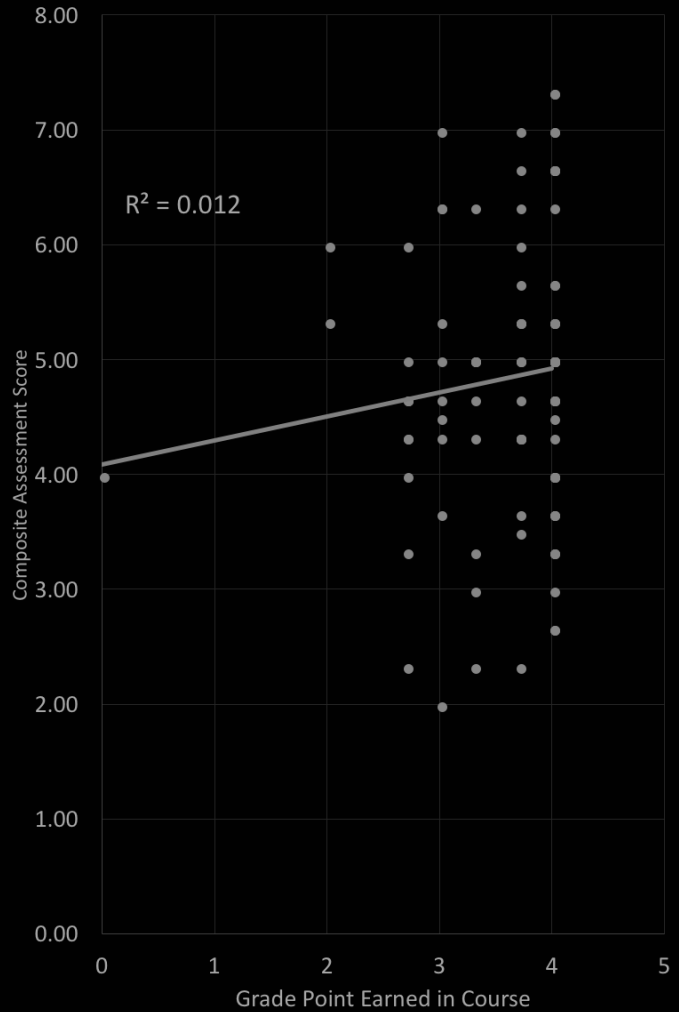
All 3060 Courses

$R^2 = 0.012$

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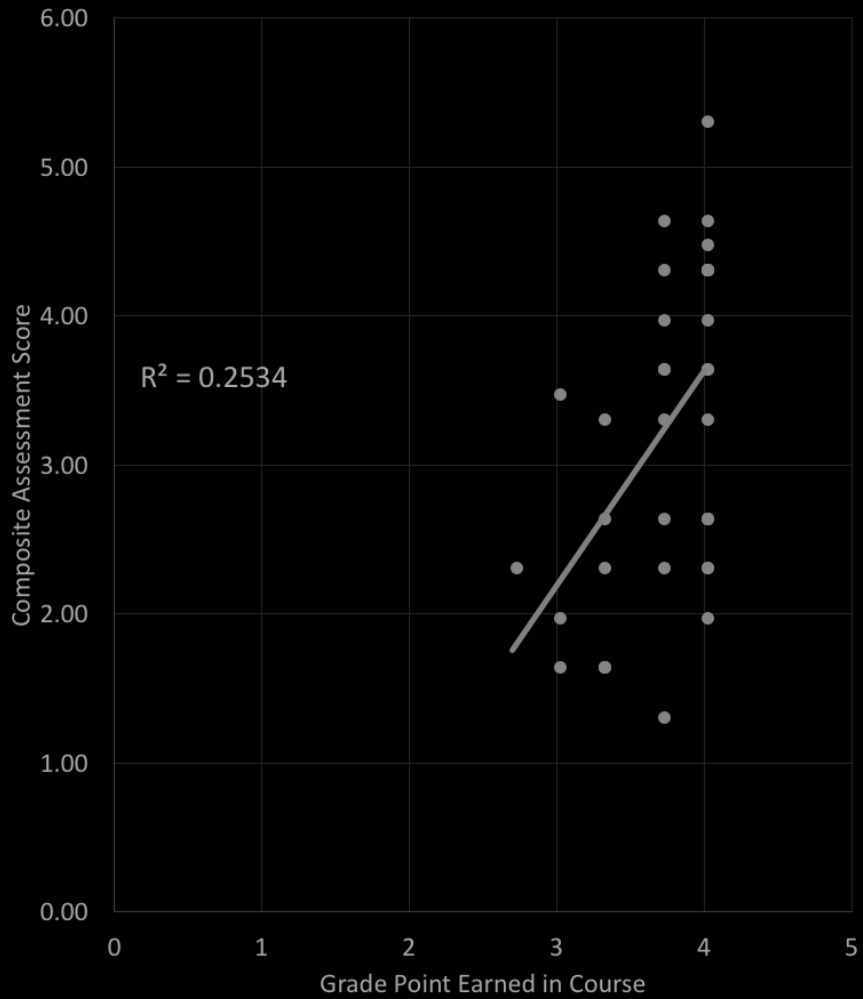
Take-aways

- Grading practices are not clearly aligned with proficiency development.
- This lack of alignment is more evident when students have a non-classroom learning background.
- This may indicate that grading is based to a large extent on classroom-related behaviors (attendance, participation, extra credit, etc.) and other factors that are unrelated to (or separate from) proficiency.

3. Ongoing Initiatives: Combining Databases

- We will use a combined database to investigate background variables' effects on proficiency in college programs.
  - We will model the effects of high school experience on growth and attainment.
  - Such data can promote high school language requirements.
  - We should all think about students' high school-developed language/knowledge and how to leverage that for recruitment.

3. Ongoing Initiatives: Advanced Speaking Project

- Identify opportunities in the curriculum for Advanced-level oral discourse.

- Develop an approach that includes curricular interventions for promoting advanced-level discourse.

- Assess effectiveness of implementation.

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ACTFL Proficiency Guidelines 2012 -- Speaking

INTERMEDIATE

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Promoting Advanced-Level Speaking

Pre-speaking activities (Thompson, 2009)

Collaborative dialogues (Swain, 1997)

Instructional conversations (Tharp & Gallimore, 1991)

- Balance between **content** (generate ideas, facilitate elaboration) and **form** (review of grammar/vocab, anticipate errors)

- Weekly questions

- Discussion in pairs outside of class

- 5-15 minute length requirement

- Provide accountability

- Alternative to I-R-E

- Plan for questions that elicit extended response

- Build on student responses

- Elicit participation from many

- Teacher self-reflection & analysis

3. Ongoing Initiatives: Advanced Speaking Project

UMN
- Advanced Arabic 2
- French: Speaking of Love in the Middle Ages
- German: "More Than Decadence: Literature around 1900"
- Spanish: "The End of Times/Apocalypse in Span Lit & Culture"

Utah
- Business Portuguese & 3rd year Grammar and Culture
- Saints and Sinners: The 19th Century Russian Novel
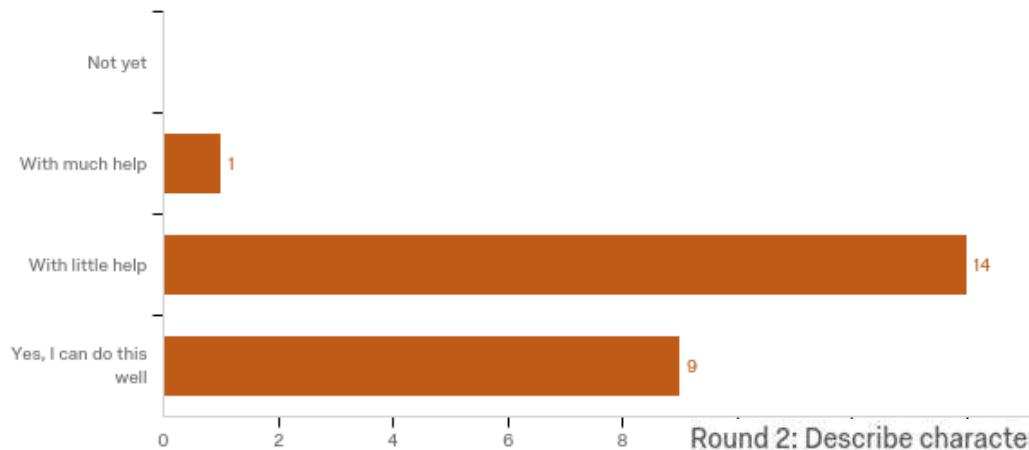- Japanese 2nd year Conversation

MSU
- Women in War (French)
- French Linguistics
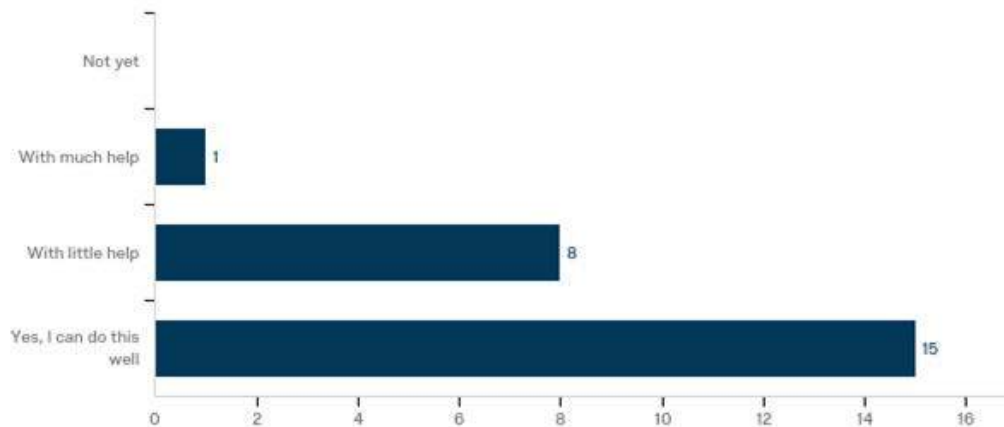- Intro into Reading Hispanic Literature

I can describe a character from a literary text

Round 1: Describe character from a text

Not yet

With much help — 1

With little help — 14

Yes, I can do this well — 9

Round 2: Describe characters from a text

Not yet

With much help — 1

With little help — 8

Yes, I can do this well — 15

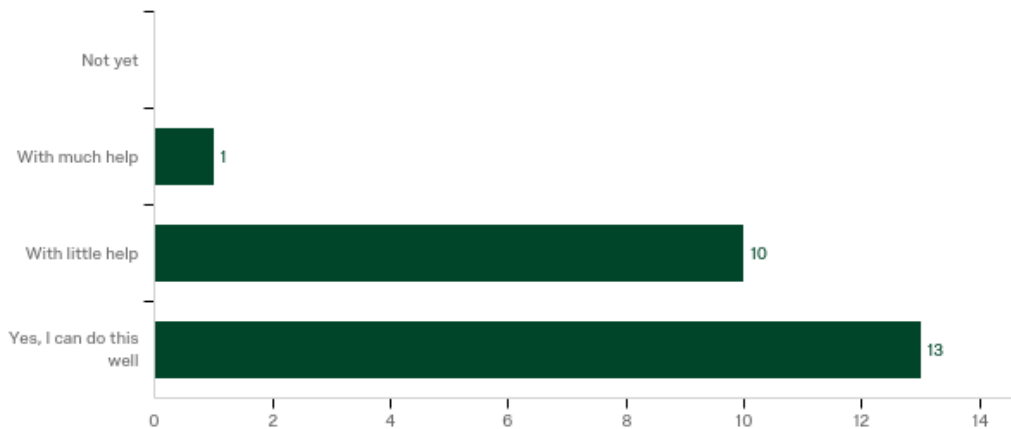I can tell a paragraph-length story using connecting words

Round 1: Tell paragraph-length story using connecting words

Not yet
With much help — 1
With little help — 15
Yes, I can do this well — 8
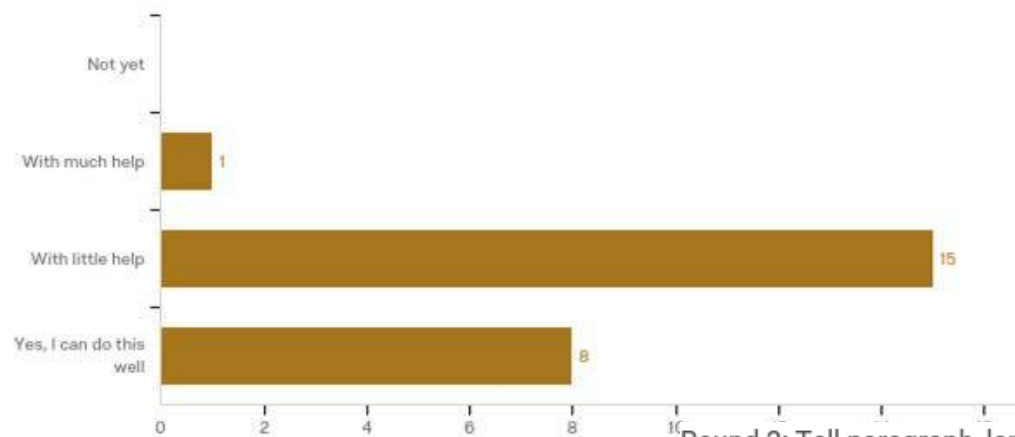
Round 2: Tell paragraph-length story using connecting words

Not yet
With much help — 1
With little help — 10
Yes, I can do this well — 13
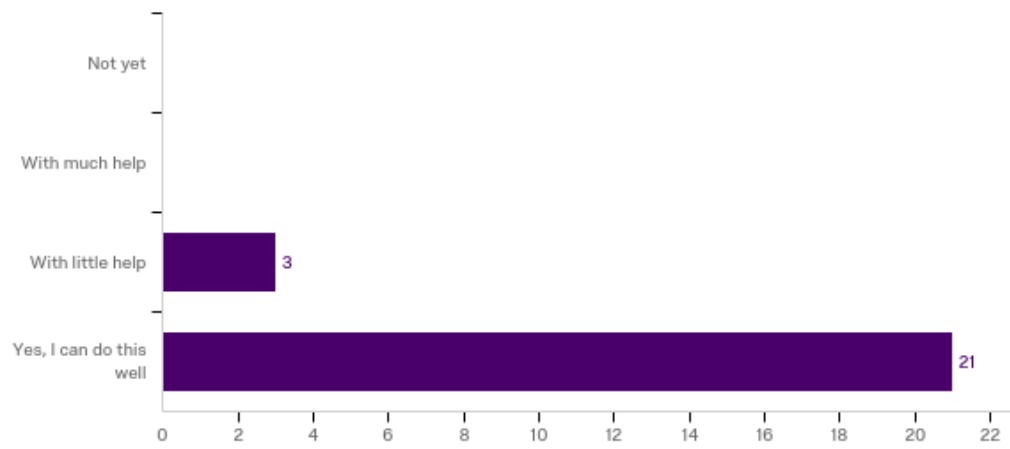
I can narrate a story with details from personal exp.

Round 1: Tell a story from personal experience
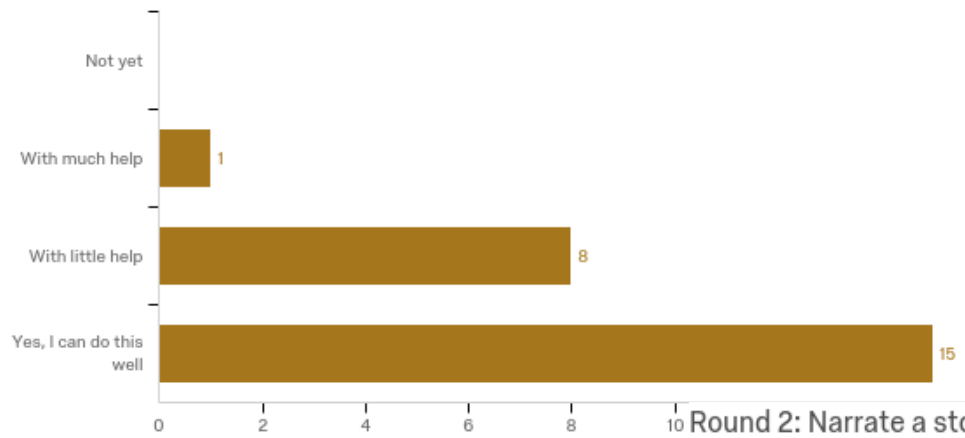
Round 2: Narrate a story from personal experience

Assessing Impact

"I think that there were more opportunities to speak in this class than in other upper level Spanish classes, which I appreciated. I think the out of class opportunities were even more helpful though because I think I've had enough experience from previous Spanish classes to be fairly confident with basic question-answer type situations, but the activities really made me realize how limited my abilities can be with more complicated topics or when I need to add a lot more detail than just a few sentences." (Spanish Student, Survey 2)

"[The collaborative discussions] helped because 1) I knew roughly on what the in-class discussion would be focused on, based on the topics of the questions we were given. Also, discussing them allowed me to hear another person's ideas and bounce ideas off of them, as well as practice talking about a certain text. Often I discovered vocabulary needed to talk about about the text and looked it up, and which prepared me further for class discussions." (German Student, Survey 2)

Impacting Curricula, Articulating Goals

- How can an increased understanding of students' proficiency trajectories inform articulation of curricular goals in language departments?

- What are effective ways of integrating language- and content-oriented curricular goals based on the findings of the proficiency initiative?

- What other knowledge and abilities should departments assess/profile/showcase (document) apart from proficiency?

- What can be inferred from this project's findings about specific strategies that should be incorporated into curricula (attention to vocabulary development, focus on speaking at higher levels, focus on listening at lower levels, listening in languages with deep orthographies, self-assessment, etc.)?

Thank you!
Questions?

Fernando Rubio & Jane Hacking, University of Utah
Dan Soneson & Kate Paesani, University of Minnesota
Paula Winke & Emily Heidrich, Michigan State University

4. Next steps: Changing the curricula, articulating goals

Multilingual Corpus of Second Language Speech

Welcome to the Multilingual Corpus of Second Language Speech

The Multilingual Corpus of Second Language Speech is being developed by researchers at the University of Utah's Second Language Teaching & Research Center. It provides researchers and teachers with an unprecedentedly large and varied set of transcribed and tagged L2 speech samples as well as access to the original MP3 recordings.

When complete, the corpus will include samples from three learning contexts (child classroom immersion, adult classroom, adult immersive) across six languages: Chinese, French, German, Portuguese, Russian and Spanish. For each speech sample, a user can listen to the audio file and access both a basic transcription and a transcription tagged according to CHAT protocols established by CHILDES.[1] These latter transcripts can be used to run various analyses in CLAN. All samples come from testing situations (ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) online tool in the case of child samples and ACTFL Oral Proficiency Interview by computer (OPIc) for adult samples).

The corpus is searchable using various filters, e.g., age, gender, language, learning context, topic. Because the samples come from testing, each has been independently rated and samples can also be searched by proficiency rating.

This is an ongoing project and we welcome feedback and suggestions. New samples will continue to be added so check back regularly.

[1] MacWhinney, B. (2000). The CHILDES Project: Tools for Analyzing Talk. 3rd Edition. Mahwah, NJ: Lawrence Erlbaum Associates.

We are grateful for seed funding from the VP for Research and the College of Humanities at the University of Utah, as well as funding to support corpus development from the Language Flagship. Here is the link to our pilot site.

Takeaway for Flagship

High School language study a strong catalyst for advancing proficiency

Differentiated instruction needed to meet classroom composition of several proficiency levels

Study Abroad supports Oral Proficiency development

Course grades do not necessarily correspond with proficiency

So far, the 3 Institutions have investigated Background Variable Impact on Outcomes, with more Merged-Datasets Analyses forthcoming

In joint meetings, we spent considerable amount of time in defining our constructs to ensure comparability across institutions.

Local/Institutional Impact

National Impact: Presentations - MSU/UMN/UU

- Gass, S., Rubio, F., Soneson, D., & Malone, M. (2018, November). *Meeting expectations: Proficiency assessment and curricular response.* Panel presented at the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL). New Orleans, LA.
- Hacking, J., Heidrich, E., Paesani, K., Rubio, F., Soneson D., & Winke, P. (2018, June). *Foreign language outcomes.* Plenary panel at the ADFL Summer Seminar North, East Lansing, MI.
- Rubio, F., Hacking, J., Winke, P., Gass, S., & Soneson, D. (2018, May). *Flagship proficiency initiative panel.* Plenary panel at the Language Flagship Annual Meeting. Philadelphia, PA.
- Soneson, D., Paesani, K., Rubio, F., Gass, S., & Winke, P. (2018, January). *Large-scale language proficiency assessment: Pedagogical and curricular implications.* Panel presented at the Sixteenth Annual Hawaii International Conference on Arts & Humanities, Honolulu, HI.
- Soneson, D., Rubio, F., Hacking, J., Gass, S., & Winke, P. (2017, June). *Foreign language outcomes.* Panel presented at the annual ADFL/ADE Summer Seminar Midwest, Minneapolis, MN.
- Winke, P., Gass, S., Rubio, F., & Soneson, D. (2017, May). *Proficiency initiative results.* Panel presented at the Language Flagship Annual Meeting, Bloomington, IN.
- Soneson, D., Gass, S., & Hacking, J. (2017, January). *The state of language proficiency in United States postsecondary education.* Paper presented at the annual meeting of the Modern Language Association (MLA), Philadelphia, PA.
- Rubio, F., Gass, S., Winke, P., Soneson, D., Tschirner, E., & Malone, M. (2016, November). *Large-scale implementation of ACTFL computerized proficiency testing.* Panel presented at the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.
- Tschirner, E., Gass, S., Winke, P., Hacking, J., Rubio, F., & Soneson D. (2016, October). *Correlations between speaking, listening, and reading proficiency scores.* Paper presented at the annual conference of the East Coast Organization of Language Testers (ECOLT), Washington, DC.
- Soneson, D., & Rubio, F. (2016, April). *Language proficiency initiative.* Paper presented at the annual ProjectGO meeting, San Diego, CA.
- Winke, P., Soneson, D., Rubio, F., & Malone, M. (2016, March). *Assessing college foreign language learners' proficiency: What, why and how.* Colloquium panel at the annual Georgetown University Roundtable (GURT) on Languages and Linguistics, Washington, DC.
- Winke, P., Gass, S., Rubio, F., Soneson, D., & Malone, M. (2015, October). *Outcomes in higher-education world language programs: Results and implications.* Panel presented at the annual conference of the Consortium for Useful Assessment of Language in Higher Education (CUALHE), Washington, DC.
- Tschirner, E., Winke, P., Gass, S., Rubio, F., & Soneson, D. (2015, May). *Language proficiency initiative.* Panel presented at the Language Flagship Annual Meeting, Norman, OK.

National Impact: Presentations UMN

- Killackey, S., & Barnett, B. (2018, July). *Proficiency testing in French: Post-secondary results informing the K-16 curriculum.* Paper presented at the annual meeting of the American Association of Teachers of French (AATF), Pointe-du-Bout, Martinique.
- Paesani, K. (2017, October 16). *Do you hear what I hear? Foreign language listening and the multiliteracies framework.* Paper presented at the Language Resource Center, Cornell University, Ithaca, NY.
- Paesani, K., & Menke, M. (2017, November 19). *Making multiliteracies real: A tool for analyzing instructional materials.* Paper presented at the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN.
- Soneson, D. (2017, November). *Impact of high school study on post-secondary proficiency.* Paper presented at the American Council on Teaching of Foreign Languages (ACTFL) Annual Convention, Nashville, TN.
- Stone, S., Strawbridge, A., Elsherbiny, H., Carrillo Cabello, A., & Soneson D. (2017, June). *Systematic professional development for all: Can it be done?* Paper presented at the biennial meeting of the International Association for Language Learning with Technology (IALLT), Moorhead, MN.
- Sweet, G., Olivero-Agney, A., Carrillo Cabello, A., & Soneson, D. (2017, June). *Student language proficiency self-assessment: The BOSSA protocol.* Half-day pre-conference workshop presented at the biennial meeting of the International Association for Language Learning with Technology (IALLT), Moorhead, MN.
- Paesani, K., & Soneson, D. (2017, June). *Re-configuring the two-tier curriculum divide in language programs.* Preseminar workshop, presented at the annual ADE-ADFL Summer Seminar Midwest, Minneapolis, MN.
- Soneson, D., & Carrillo Cabello, A. (2017, May). *Gearing towards large-scale self-assessment of language proficiency: How and why.* Paper presented at the annual meeting of the Computer Assisted Language Instruction Consortium (CALICO), Flagstaff, AZ.
- Carrillo Cabello, A., Soneson, D., & Sweet, G. (2017, May). *Contextualizing, reviewing, and adopting self-assessment instruments to promote language proficiency.* Pre-conference workshop presented at the annual meeting of the Computer Assisted Language Instruction Consortium (CALICO), Flagstaff, AZ.
- Soneson, D. (2017, April). *PACE: A systematic program of proficiency assessment and professional development.* Paper presented at the ProjectGO Annual Meeting, Charleston, SC.

National Impact: Presentations UMN

- Carrillo Cabello, A., & Menke, M. (2017, March). *PD interventions and curricular changes: Towards an integrated PD approach for supporting higher language proficiency.* Roundtable presentation at the annual meeting of the American Association of Applied Linguistics (AAAL), Portland, OR.
- Mack, S., & Sweet, G. (2017, March). *Self assessment and learner agency: A new approach.* Paper presented at the annual American Association of Applied Linguistics (AAAL) convention, Portland, OR.
- Carrillo Cabello, A., Soneson, D., & Sweet, G. (2016, October). *Scaling up self assessment while managing technology overload: The one-touch BOSSA protocol.* Paper presented at the annual meeting of the Midwestern Association for Language Learning and Technology (MWALLT), Ann Arbor, MI.
- Soneson, D., Sweet, G., Carrillo Cabello, A., & Tarone, E. (2016, September). *Root locally, stretch globally: Students empowered through higher language proficiency.* Paper presented at the annual Internationalizing the Curriculum and Campus Conference, University of Minnesota, Minneapolis, MN.
- Sweet, G. (2016, March). *Supporting collegelevel language learners through training in selfassessment.* Paper presented at the annual Georgetown University Roundtable (GURT) on Languages and Linguistics, Washington, DC.
- Dillard, B. (2016, April). *Lesson study in higher education: Mediating language teacher conceptual development through shared inquiry.* Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, FL.
- Tarone, E. (2016, April). *How can a systematic program of proficiency assessment and professional development impact pedagogy in higher education?* Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, FL.
- Sweet, G., & Mack, S. (2015, November). *BOSSA: Transforming classroom practice through student selfassessment.* Paper presented at the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA.
- Dillard, B., Inada, M., & Mita, A. (2015, May). *Lesson study in higher education: Enhancing instructor learning by placing students in the center.* Paper presented at the ninth International Language Teacher Education Conference, Minneapolis, MN.

National Impact: Presentations - MSU

- Tigchelaar, M. (2018, March.) *Assessing the validity of ACTFL can do statements for spoken proficiency.* Paper presented at Language Assessment Research Conference (LARC) at Iowa State University, Ames, IA.
- Winke, P., Gass, S., & E. Heidrich. (2018, February.) *Individual differences in Advanced Spanish proficiency: Cluster and case-matching analyses on 127 Advanced learners.* Paper presented at Evolving Perspectives on Advancedness: A Symposium on Second Language Spanish at the University of Minnesota, Minneapolis, MN.
- Tigchelaar, M. (2018, February.) *Assessing the Validity of ACTFL Can-do Statements for Spoken Proficiency in Spanish.* Paper presented at Evolving Perspectives on Advancedness: A Symposium on Second Language Spanish at the University of Minnesota, February 17, 2018, Win, MN.
- Winke, P. & S. Gass. (2017, November.) *Modern-day foreign language majors: Their goals, attainment, and fit within a 21st century curriculum.* Paper presented at the American Council on Teaching of Foreign Languages (ACTFL) conference, Nashville, TN.
- Isbell, D. R., Winke, P. & S. Gass. (2017, October.) *Using the ACTFL OPIc to monitor progress in a tertiary foreign languages program.* Paper presented at the East Coast Organization of Language Testers (ECOLT) conference, Washington, DC.
- Van Gorp, K., Reed, D. & S. Gass. (2017, May.) *Comparing speaking performances across tests and languages: Evaluating the success of an institutional rater training program.* Paper presented at ALTE 6th International Conference, Bologna, Italy.
- Van Gorp, K. & P. Winke (2017, May.) *How big should the carrot be? An investigation into effects of differential incentivization on students' standardized proficiency test scores.* Poster presented at ALTE 6th International Conference, Bologna, Italy.
- Winke, P. (2017, May.) Advanced proficiency: How to get there. Poster presented at ALTE 6th International Conference, Bologna, Italy.
- Kraemer, A. (2017, March.) *Testing Foreign Language Proficiency to See How We're Doing.* Paper at the Central States Conference on the Teaching of Foreign Languages, Chicago, IL.
- Tigchelaar, M. (2017, March.) *Using self-assessments to predict spoken French proficiency.* Paper presented at the American Association of Applied Linguistics (AAAL), Portland, OR.
- Winke, P. (2016, October.) *Let's listen and talk about listening: Theories and practice on listening for the language teacher.* Talk and workshop at the Language Resource Center at Cornell University, Ithaca, NY.
- Van Gorp, K., Winke, P., VanPatten, B., & Gass, S. (2016, October.) *Incentivizing students to reach stated proficiency goals.* Paper at the Midwest Association of Language Testers (MwALT) at Purdue University, West Lafayette, IN.Gass, S., VanPatten, B., Winke, P., & K.V.G. (2016, June.) *Incentivizing students to reach stated proficiency goals.* Paper presented at the International Language Testing Research Colloquium (LTRC), Sicily, Italy.

National Impact: Presentations - Utah

- Hacking, J., Schnur, E., Rubio, F. "MuSSeL: Designing and building a corpus of multilingual second language speech." Slavo Conference. Prague, Czech Republic.
- Schnur, E., Hacking, J., Rubio, F. "MuSSeL: Designing and building a corpus of multilingual second language speech." American Association of Corpus Linguistics. Atlanta.

National Impact: Publications

- Hacking, J. & Rubio, F. (2016). A proficiency-based articulation project between two post-secondary institutions. In P. Urlaub & J. Watzinger Tharp (Eds.), *The interconnected language curriculum: Critical transitions and interfaces in articulated K-16 contexts.* Boston: Cengage/Heinle.
- Hacking, J. & Tschirner, E. Reading proficiency, vocabulary development and curricular design: The case of college Russian. *Foreign Language Annals, 50*(3), 1-19.
- Suvorov, R., Carrillo Cabello, A., & Janssen Sánchez, B. (Forthcoming). Professional Development in Language Centers: Approaches and Guidelines for Design and Implementation. In E. Lavolette & E. Simon (Eds.), *Language Center Design* (pp. 197-222). Alabama: IALLT.
- Tschirner, E., Hacking, J. & Rubio, F. (forthcoming). Reading proficiency and vocabulary size: An empirical investigation. Eckerth, P. & Rott, S. (eds.) *Understanding vocabulary learning and teaching: Implications for language program development.* Boston: Cengage/Heinle.
- Mack, S. & Sweet, G. (2017). Taking the next step and empowering students with self-assessment. *The Language Educator (2),* 37-39.

- Winke, P., & Gass, S. (in press). Individual differences in advanced proficiency. In P. A. Malovrh & A. Benati (Eds.), *The Wiley handbook of advanced proficiency in second language acquisition*. Malden, MA: John Wiley & Sons.
- Winke, P., & Gass, S. (in press). When some study abroad: How returning students realign with the curriculum and impact the wider learning. In C. Sanz (Ed.), *The Routledge handbook of study abroad*. New York: Routledge.
- Tigchelaar, M., Bowles, R., Winke, P., & Gass, S. (2017). Assessing the validity of ACTFL *can-do* statements for spoken proficiency. *Foreign Language Annals*, 50(3).
- Van Gorp, K., Reed, D., Gass, S., & Winke, P. (2017). Comparing speaking performances across tests and languages: the evaluating success of an institutional rater training program. In Savage, J., M. Marulli, & A. French (Eds.), *Learning and Assessment: Making the connections* (pp. 194-200). Cambridge, UK: Association of Language Testers in Europe.
- Cox, T. L., Malone, M. E., & Winke, P. (2018). Future directions in assessment: Influences of standards and implications for language learning. *Foreign Language Annals*, 51(1), 104-115.
- Isbell, D., Winke, P., & Gass, S. (under review). Using the ACTFL OPIc to assess proficiency and monitor progress in a tertiary foreign languages program. *Language Testing*.
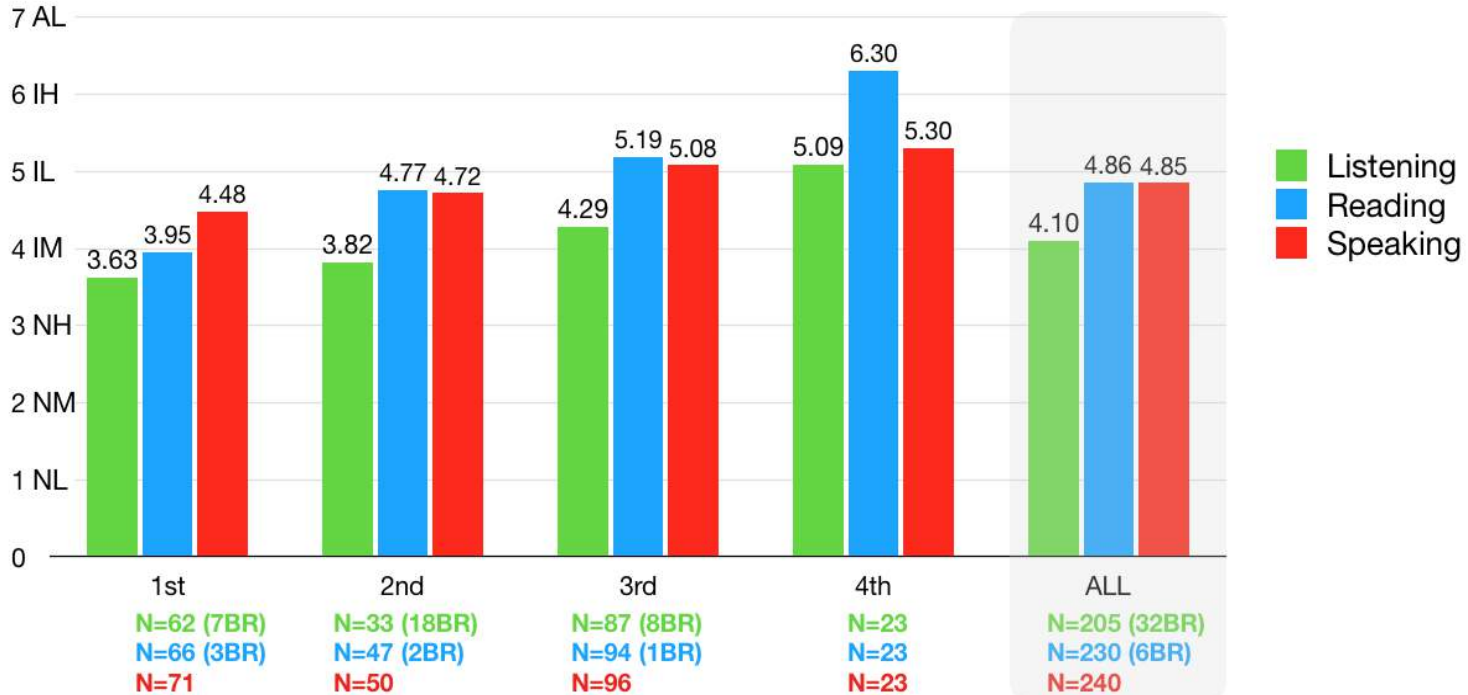
Individual Institution Highlights – Minnesota

Effect of High School Study on Postsecondary Proficiency

Spring 2017 ACTFL Ratings of students in 4th semester
By Semester of Entry into Language Program
French, German, Spanish

| Semester of Entry	Listening	Reading	Speaking	N	BR	Mean HS Study years
1st	3.63	3.95	4.48	62/66/71	7/3/0	0.7
2nd	3.82	4.77	4.72	33/47/50	17/2/0	2.5
3rd	4.29	5.19	5.08	87/94/96	8/1/0	3.8
4th	5.09	6.30	5.30	23	0	4.5
ALL	4.10	4.86	4.85	205/230/240	32/6/0	

Individual Institution Highlights – Minnesota

Spring 2017 ACTFL Ratings of students in 4th semester
By Semester of Entry into Language Program
French, German, Spanish

Individual Institution Highlights – Minnesota

Upper Division Student Ratings by Program Entry Semester
French, German, Spanish, Spring 2017
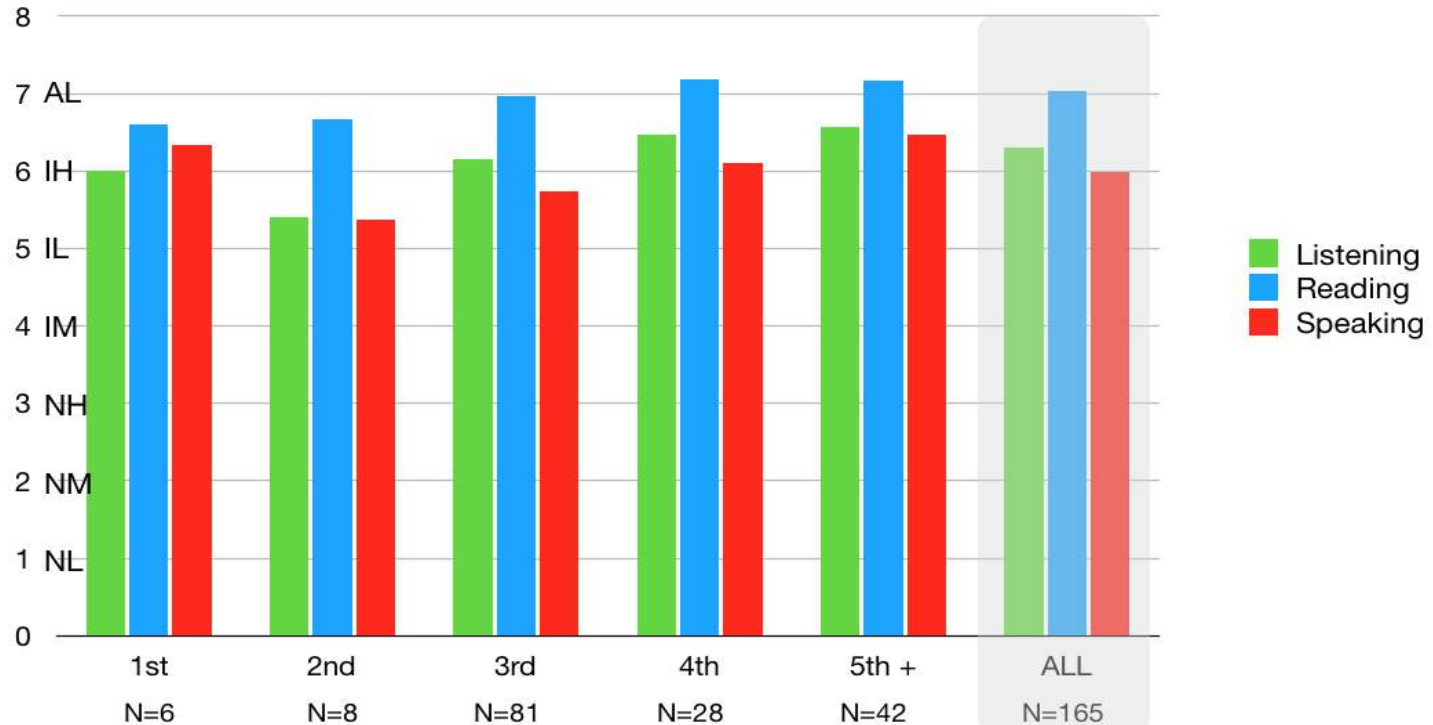
4. Next steps: Changing the curricula, articulating goals

UMN - Curriculum Revision Projects

Targeted Listening
            FREN 3015‑3016 (third year)
            GER 1001‑1004 (first two years)
            SPAN 1003‑1004 (second year)

Targeted Speaking
            KOR 3021 (Third year)

Differentiated Learning
            ARAB 5101‑5102 (Third year)

Measuring Impact

SPEAKING TASK

- Measure students' speaking performance at start and end of semester

- Story (re)telling to assess students' ability to narrate in the target language

- Intended to gauge difference / speaking improvement based on **quality, content,** <u>critical thinking</u> **, and quantity/fluency** of student discourse

STUDENT SELF-ASSESSMENT

- Measure students' perceived speaking proficiency at start and end of semester

- Based on ACTFL "can-do" statements

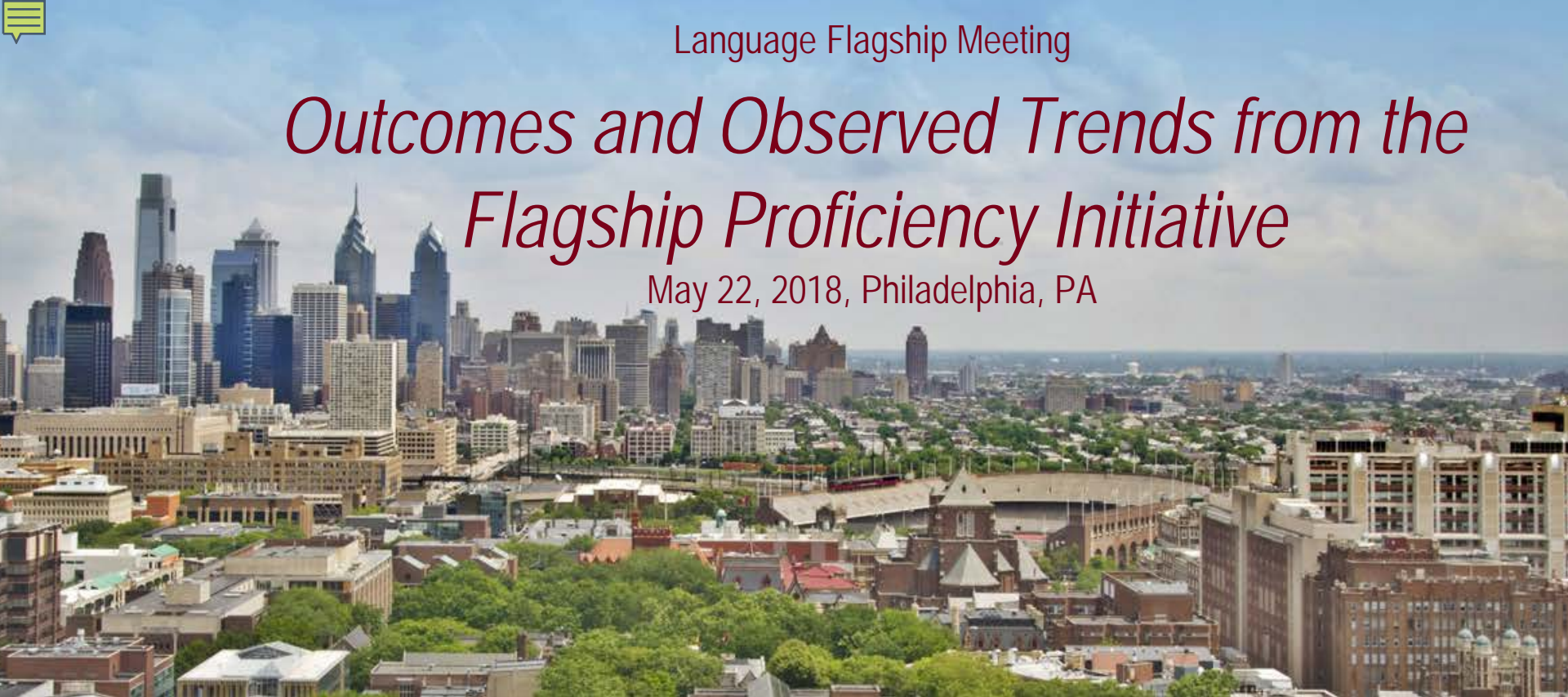- Intended to develop student autonomy and self-awareness

Language Flagship Meeting

Outcomes and Observed Trends from the Flagship Proficiency Initiative

May 22, 2018, Philadelphia, PA

Fernando Rubio & Jane Hacking, University of Utah
Dan Soneson & Kate Paesani, University of Minnesota
Paula Winke & Susan Gass, Michigan State University