



**University of Minnesota Proficiency Project**



UNIVERSITY OF MINNESOTA™

**FALL 2014 Evaluation Report**

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## INTRODUCTION

In 2014, the National Security Education Program (NSEP)'s Language Flagship awarded contracts to three major state universities (Michigan State University, the University of Minnesota, and the University of Utah) to investigate language proficiency outcomes of university students in both commonly taught languages (CTL) and less commonly taught languages (LCTL). NSEP in general and the Language Flagship in particular have as their mission to “graduate students who will take their place among the next generation of global professionals, commanding a superior level of fluency in one of many languages critical to U.S. competitiveness and security” (NSEP). At the University of Minnesota, the project is known as the Proficiency Assessment for Curricular Enhancement Project (PACE).

In Fall 2014, the first semester of data collection for this project, data were collected from 306 students of French, German, Portuguese, and Spanish at the University of Minnesota. In addition to administering language proficiency tests to students, the University of Minnesota collected demographic, experiential, attitudinal and self-assessment data. The Center for Applied Linguistics (CAL) is providing a report on the research questions provided by the university based on the data provided by the University of Minnesota.

This report presents aggregation and analysis of data collected from students enrolled in foreign language courses during the Fall 2014 semester at the University of Minnesota. The data, which consist of students' foreign language proficiency scores, coupled with their self-assessments and surveys about their background preparation, have been collected under the auspices of PACE. For this project, three large public universities are collecting data on student language proficiency outcomes. In addition to administering tests to students of French, German, Portuguese and Spanish, the University of Minnesota collected demographic, experiential, attitudinal, and self-assessment data in Fall 2014 from 306 students.

In this report, the Center for Applied Linguistics provides an evaluation of the students' data and attempts to answer the following research questions provided by the University of Minnesota.

### *Research Questions*

The research questions addressed in this report are:

1. What levels of proficiency do students demonstrate at which course levels in which languages?
2. Do students in higher-level courses demonstrate higher levels of proficiency than students in lower levels?
3. Are there patterns in responses on surveys and proficiency scores?
4. Are there correlations between self-assessments and actual ratings?
5. What factors contribute to advanced proficiency in study abroad experiences?

## METHODOLOGY

This section presents the methodology utilized for data collection at the University of Minnesota, including details about the participant population, the procedures of research, the instruments employed, the data collection, and analysis of the data.

### *Participants*

The participants in this study are university students taking foreign language courses at the University of Minnesota during the fall semester of 2014. Students from several course levels across four languages participated in the study. Table 1 describes the sequencing of the courses.

**Table 1. Course levels and descriptions for Fall 2014**

Course	Sequence
1002/1022	Second semester
1004	Fourth semester
3105W/3016/3012W	Sixth semester
3001 (Portuguese only)	First semester for Spanish speakers
3972W	Senior seminar
Certificate	Certificate candidates

Table 2 shows the breakdown of the 306 participants by language and course level.

**Table 2. Number of participants by course and course level**

Course	Spanish	German	French	Portuguese	Total
1002/1022	43	--	27	--	<b>70</b>
1004	44	39	47	--	<b>130</b>
3001	--	--	--	16	
3012	--	14	--	--	
3105	38	--	--	--	<b>86</b>
3016	--	--	18	--	
3972	15	--	--	--	<b>15</b>
Certificate	5				<b>5</b>
Total	145	53	92	16	306

As Table 2 shows, a total of 306 students participated in data collection in Spanish ( $N=145$ ), German ( $N=53$ ), French ( $N=92$ ), and Portuguese ( $N=16$ ). The largest populations of



students come from the second semester (1002/1022) levels and the fourth semester (1004) levels. The smallest group is the students who are certificate candidates. For analysis purposes, in later sections of this report, all students in the advanced level courses beginning with “3” will at times be grouped together using the code used by PACE, “3XXX”.

### *Procedures*

The University of Minnesota used several instruments (details in the next subsection) to collect data from the 306 students, and then sent all data to CAL in an Excel spreadsheet for analysis. Upon receiving this data, CAL began organizing and analyzing the data to respond to the five previously stated research questions provided.

### *Instruments*

In order to answer the research questions, the University of Minnesota used seven instruments for data collection. In order to assess language proficiency across modalities, PACE utilized three instruments developed by the American Council on the Teaching of Foreign Languages (ACTFL): the Oral Proficiency Interview-computerized (OPIc), the ACTFL Listening Test of Proficiency (LTP), and the ACTFL Reading Test of Proficiency (RTP). In addition to completing the instruments above, the students completed self-assessments of their abilities in speaking, listening, and reading as well as a language experience background and motivation questionnaire that was created by the university. The University of Minnesota conducted all material selection/design and implementation.

### *Data Collection*

The University of Minnesota conducted the process of data collection, including research design, gathering of participants, material creation, testing of participants, and survey completion. After the data collection process was completed, CAL received data from the University of Minnesota for analysis and evaluation.

### *Data Analysis*

For analysis of proficiency scores, ratings on the ACTFL Proficiency Guidelines (ACTFL, 2012) were converted to numerical values using conversions that have been previously used in many research studies (see e.g. Dandonoli & Henning, 1990; Vande Berg, Connor-Linton, & Paige, 2009).

Table 3 shows the conversion scale used.

**Table 3. ACTFL sublevel conversion scale**

<b>ACTFL Sublevel</b>	<b>Numeric Conversion</b>
Novice Low	0.1
Novice Mid	0.3
Novice High	0.8
Intermediate Low	1.1
Intermediate Mid	1.3
Intermediate High	1.8
Advanced Low	2.1
Advanced Mid	2.3
Advanced High	2.8
Superior	3.0

For reporting purposes, means will be reported numerically and/or in terms of the closest ACTFL sublevel. For the purpose of assigning participants and group means a corresponding ACTFL proficiency level, the numerical ratings will be rounded to the closest sublevel. For example, a mean of 1.15 would be reported as Intermediate Low, whereas a mean of 1.22 would be reported as Intermediate Mid.

It is important to note that the Fall 2014 data contained a large amount of unanalyzable data. The LTP and RTP are leveled tests, and students received a test aimed at a specific range of levels based on expectations of their proficiency. For example, students enrolled in a 1002 course were given an LTP for the Novice High to Advanced Low levels. However, if a student's actual proficiency falls below that range, the test is scored "BR", or "Below Range". Similarly, on the OPIc, students whose responses were not consistent or did not fit the scoring profile of the test could have a test that is unratable (UR). Such tests were regarded as unanalyzable, and thus are not included in the group means.

Students also completed a self-assessment that consisted of a series of "can do" statements on which students gave themselves a rating to indicate the extent to which they could do each described statement, for example, "When I hear the language that I study and the topic is generally familiar to me, I can understand the gist of what I hear." Student responses to each of the statements were converted to a numeric total score for each skill, and converted to an ACTFL level using a conversion chart provided by the University of Minnesota. Like the LTP and RTP, the self-assessments are leveled; therefore students could receive a limited range of sublevels as a rating, depending on which self-assessment they received.

## FINDINGS

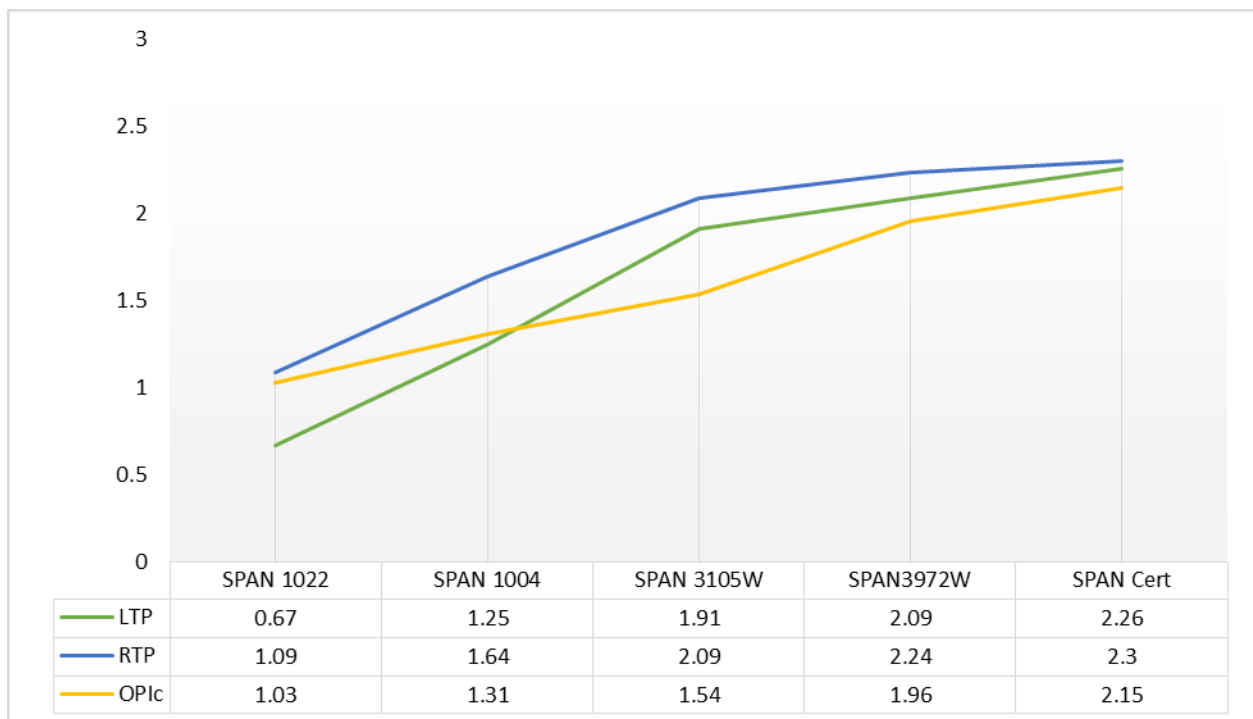
### *RQ 1: What levels of proficiency do students demonstrate at which course levels in which languages?*

Participants' proficiency ratings (means) were calculated for each language, skill test (LTP, RTP, OPIc), and course level in order to address this first research question. Using the means of the groups, this report addresses: 1) patterns for a specific language, 2) patterns for specific skill tests, and 3) patterns for course levels in each language. Divided into each of the four languages, the overall proficiency scores of each language course in each language are reported along with any unanalyzable data, followed by a narrower view at each individual course level with the number of participants at each proficiency level.

#### I. Spanish

A total of five Spanish courses were included in the analysis with a total of 145 participants. Figure 1 charts the average proficiency levels for Spanish students at each course level for each skill.

**Figure 1. Overall means for Spanish courses**



As Figure 1 shows, although the rate of proficiency growth starts to decrease in the higher courses, there is still an increase in the means throughout each course level across all three skills. By order of increasing course level (SPAN 1022 to 1004, 1004 to 3105W, 3105W to

3972W, and 3972W to SPAN Cert), the mean listening proficiency score of the participants improved by +0.58 (from NH to IM), +0.66 (from IM to IH), +0.18 (from IH to AL), +0.17 (from AL to AM). In that same order, the mean reading increased by +0.55 (from IL to IH), +0.45 (from IH to AL), +0.15 (from AL to AM), +0.06 (AM). Lastly, the oral proficiency rose +0.28 (from IL to IM), +0.23 (IM), +0.42 (from IM to IH/AL), +0.19 (from IH/AL).

Table 4 shows the total sample size for each Spanish course level and the number of examinees' with unanalyzable data at each level.

**Table 4. Spanish courses: N-size and unanalyzable data**

Course	N-size	LTP				RTP				OPIc			
		BR	UR	NR	Total	BR	UR	NR	Total	BR	UR	NR	Total
SPAN 1022	43	0	0	0	<b>0</b>	0	0	0	<b>0</b>	0	0	0	<b>0</b>
SPAN 1004	44	8	0	1	<b>9</b>	0	0	1	<b>1</b>	0	0	0	<b>0</b>
SPAN 3105W	38	3	0	0	<b>3</b>	0	0	0	<b>0</b>	0	3	0	<b>3</b>
SPAN 3972W	15	0	0	0	<b>0</b>	0	0	0	<b>0</b>	0	1	0	<b>1</b>
SPAN Cert	5	0	0	0	<b>0</b>	0	0	0	<b>0</b>	0	1	0	<b>1</b>
Total	145	11	0	1	12	0	0	1	1	0	5	0	5

When reviewing the data, it is important to note a few factors. First, note that there is unequal distribution between the total participants in the five course levels. As Table 4 shows, the number of participants tends to drop as the course levels rise, leaving only 15 participants in SPAN 3972W and 5 in the SPAN Certificate program. In addition to this, there are also a number of participants with ratings of BR, UR, or NR.

#### A. SPAN 1022

Figure 2 shows the distribution of proficiency ratings for students in SPAN 1022.

**Figure 2. Counts of proficiency levels in SPAN 1022**

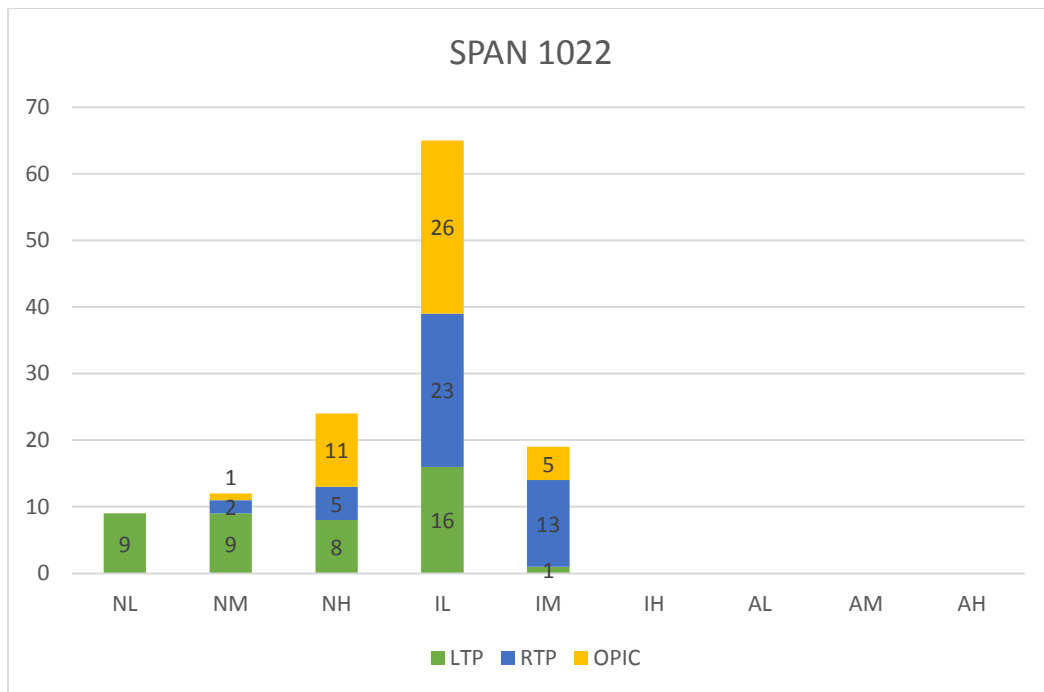


Figure 2, when displaying all three skills cumulatively, shows that all the participants' proficiency scores in SPAN 1022 (total  $N = 43$  students) range from Novice Low to Intermediate Mid, with the majority at Intermediate Low (50.4%), followed by Novice High (18.6%) and Intermediate Mid (14.7%), and the rest Novice Mid and lower. Also, it is notable that the listening scores tend to be lower than reading or oral proficiency.

All participants in SPAN 1022 had analyzable scores.

#### B. SPAN 1004

Figure 3 shows the distribution of proficiency ratings for students (total  $N = 44$ ) in SPAN 1004.

**Figure 3. Counts of proficiency levels in SPAN 1004**

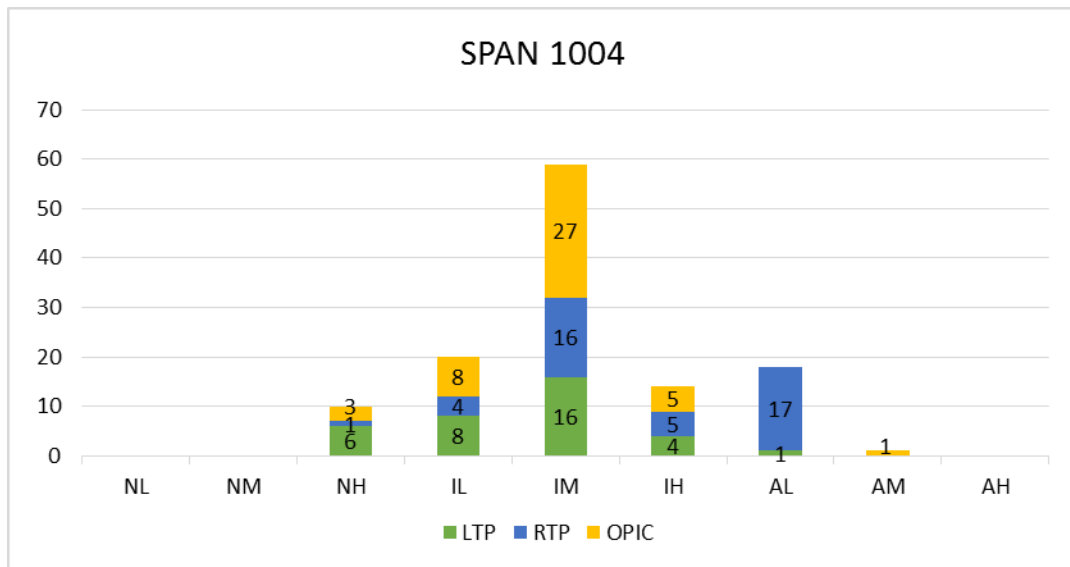


Figure 3 shows that the highest number of participants' ratings fall at Intermediate Mid (48.4%), followed by Intermediate Low (16.4%) and Advanced Low (14.8%). The remaining participants' ratings are at Novice High and Intermediate High with one rating in Advanced Mid. 86.9% of the participants' ratings in the SPAN 1004-course level fall between Intermediate Low and Intermediate High.

For SPAN 1004, nine students received an unanalyzable score on the LTP, one on the RTP, and none on the OPIC. This represents approximately 20.5% of the total LTP data, and thus exclusion of the unanalyzable scores likely has an effect on the reported means.

### C. SPAN 3105W

Figure 4 shows the distribution of proficiency ratings for students (total  $N = 38$ ) in SPAN 3105W.

**Figure 4. Counts of proficiency levels in SPAN 3105W**

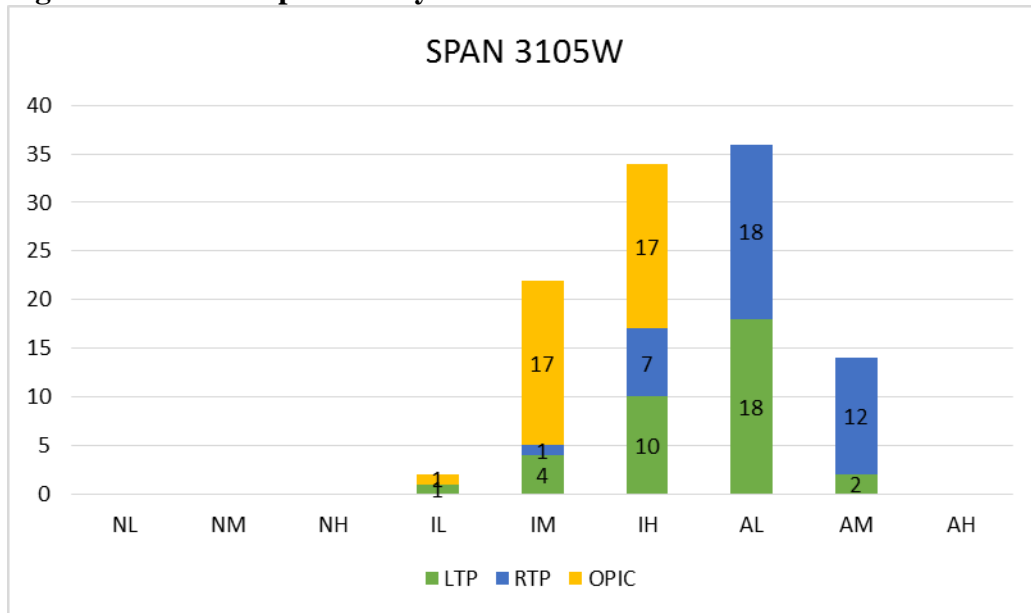


Figure 4 shows, in the SPAN 3105W course, almost all participants' scores (98.1%) range between Intermediate Mid and Advanced Mid with only a few falling in the Intermediate Low rating. The proficiency levels with the greatest number of scores are Advanced Low (33.3%) and Intermediate High (31.5%). The next highest number of participant scores is at Intermediate Mid (20.4%) and Advanced Mid (13.0%), and only two students in Intermediate Low (1.8%).

For SPAN 3105W, three participants received an unanalyzable score in the LTP, none for the RTP, and three for the OPIC. This represents 7.9% of the total participants in this course level that were excluded from the LTP and OPIC analysis.

#### D. SPAN 3972W

Figure 5 shows the distribution of proficiency ratings for students (total  $N=15$ ) in SPAN 3972W.

**Figure 5. Counts of proficiency levels in SPAN 3972W**

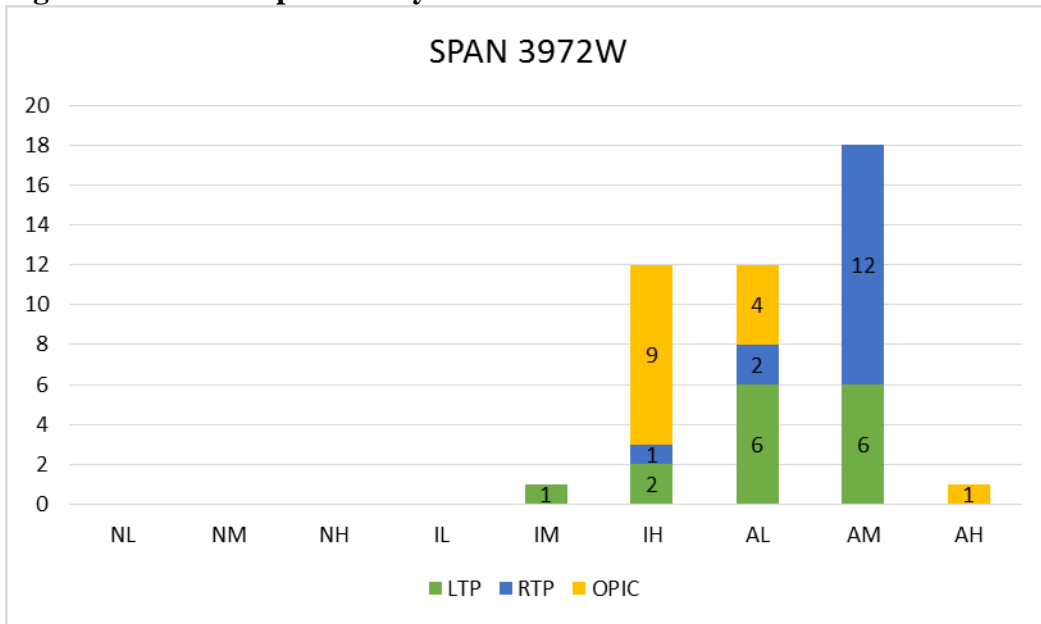


Figure 5 shows the distribution of proficiency ratings for students (total  $N=15$ ) in SPAN 3972W.

**Figure 5** shows that the students' scores in SPAN 3972W range mostly between Intermediate High and Advanced Mid (95.5%). The highest number of ratings was at Advanced Mid (40.9%), followed by Intermediate High (27.3%) and Advanced Low (27.3%). In the listening and reading proficiency, the participants received scores mostly between Advanced Low and Advanced Mid. However, when it came to oral proficiency, the majority of the scores are Intermediate High with a few at Advanced Low and one at Advanced High.

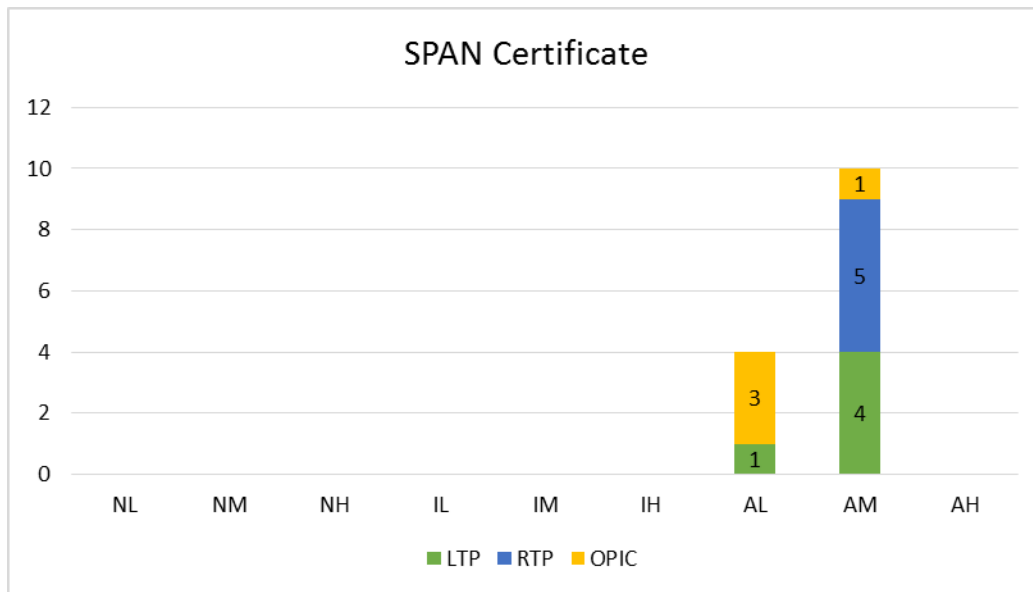
One participant received an unanalyzable rating in the OPIc, which accounts for 6.7% of the total number of participants that were excluded from the OPIc analysis.

#### E. SPAN Certificate

Figure 6 shows the distribution of proficiency ratings for students (total  $N = 5$ ) in SPAN Certificate.



**Figure 6. Counts of proficiency levels in SPAN Certificate**



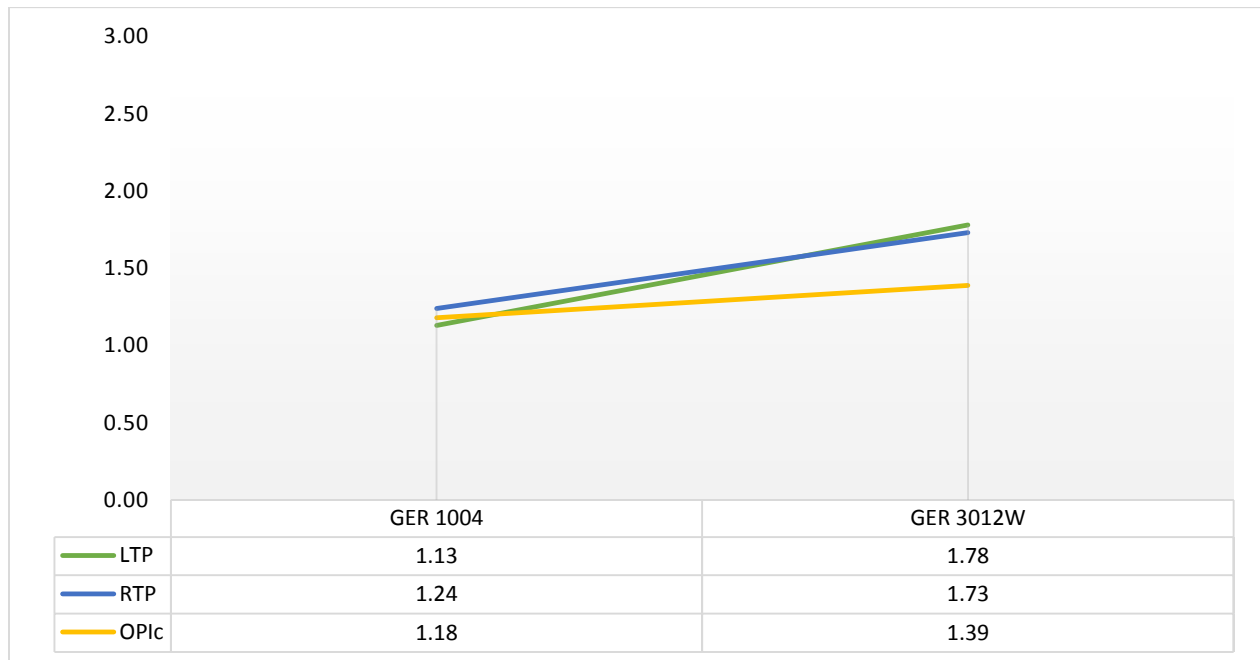
In the SPAN Certificate level, all of the students' ratings are consistent with the Advanced Low and Advanced Mid, as shown in Figure 6. Most of the ratings fall into Advanced Mid with the remaining in Advanced Low. At this level more participants scored a higher rating in reading and listening proficiency than oral proficiency.

For the SPAN Certificate course level, one out of the five participants received an unanalyzable score for the OPIc, representing 20.0% of the total number of participants.

## II. German

Figure 7 shows the average proficiency levels for German students at each course level for each skill.

**Figure 7. Overall means for German courses**



A total of 53 participants ( $N=53$ ) were enrolled in two German courses. In Figure 7, we can see that the general trend for all three skills is a steady increase, although with a slower rate of increase in oral proficiency (OPIc). From GER 1004 to GER 3012W, the mean listening proficiency rating increased +0.65, from IL to IH. The mean reading proficiency of participant scores grew by +0.48, from near IM to near IH. Lastly, the mean oral proficiency improved by +0.22, from IL to IM. The data show that the listening ability improves the most from one course level to the next, followed by reading and then speaking.

Table 5 shows the total sample size for each German course level and the number of examinees with unanalyzable data at each level.

**Table 5. German courses: N-size and unanalyzable data**

Course	N-size	LTP				RTP				OPIC			
		BR	UR	NR	Total	BR	UR	NR	Total	BR	UR	NR	Total
GER 1004	39	13	0	0	<b>13</b>	6	0	0	<b>6</b>	0	0	0	<b>0</b>
GER 3012W	14	2	0	0	<b>2</b>	3	0	0	<b>3</b>	0	0	0	<b>0</b>
Total	53	15	0	0	15	9	0	0	9	0	0	0	0

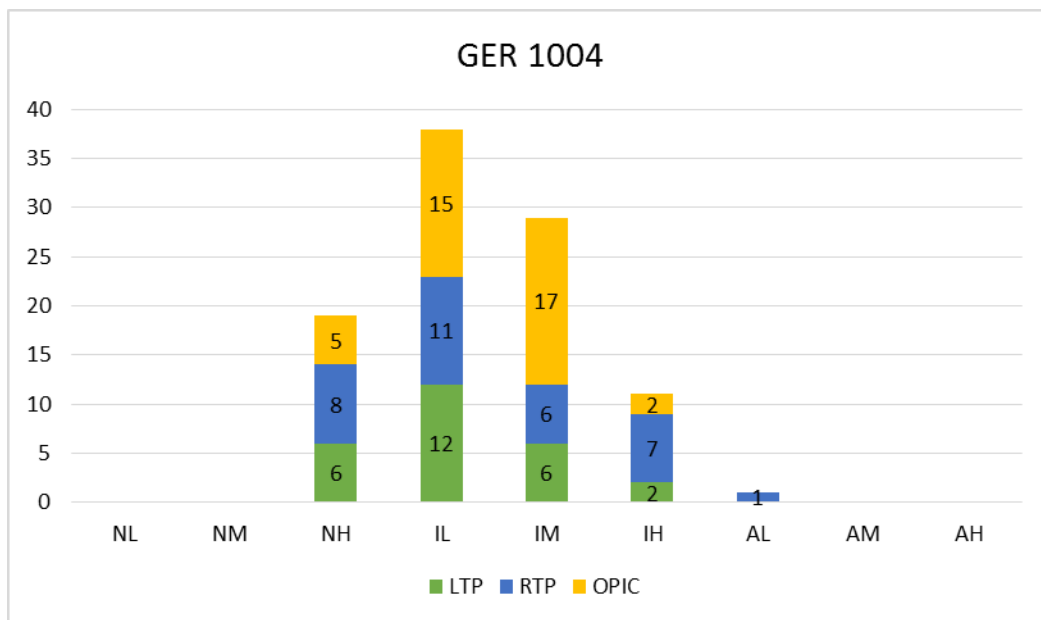
Again, the distribution of students in the two course levels are uneven ( $N=39$  in GER 1004,  $N=14$  in GER 3012W) and the number of unanalyzable data relative to the total number of participants is quite large; these factors should be considered when looking at the results.

Table 5, which focuses on listening proficiency, includes 15 participants that were scored BR (13 in GER 1004 and 2 in GER 3012W). In reading, 9 participants scored BR (6 in GER 1004 and 3 in GER 3012W). All the data from the OPIC were analyzable and included into the means seen in Figure 7.

A. GER 1004

Figure 8 shows the distribution of proficiency ratings for students (total  $N = 39$ ) in GER 1004.

**Figure 8. Counts of proficiency levels in GER 1004**



In Figure 8, we can see that the majority of the participants' proficiency ratings fall between Novice High and Intermediate High (99.0%). Most of the participants' results were rated Intermediate Low (38.8%) and Intermediate Mid (29.6%), followed by Novice High (19.4%) and then Intermediate High (11.2%). It appears that the different skills are distributed fairly evenly in GER 1004.

In German 1004, 13 participants received an unanalyzable score for the LTP (33.3%) and 6 for the RTP (15.4%). Thus the data represents only 67.7% of the participants for the LTP and 84.6% for the RTP.

### B. GER 3012W

Figure 9 shows the distribution of proficiency ratings among students (total  $N = 14$ ) in GER 3012W.

**Figure 9. Counts of proficiency levels in GER 3012W**

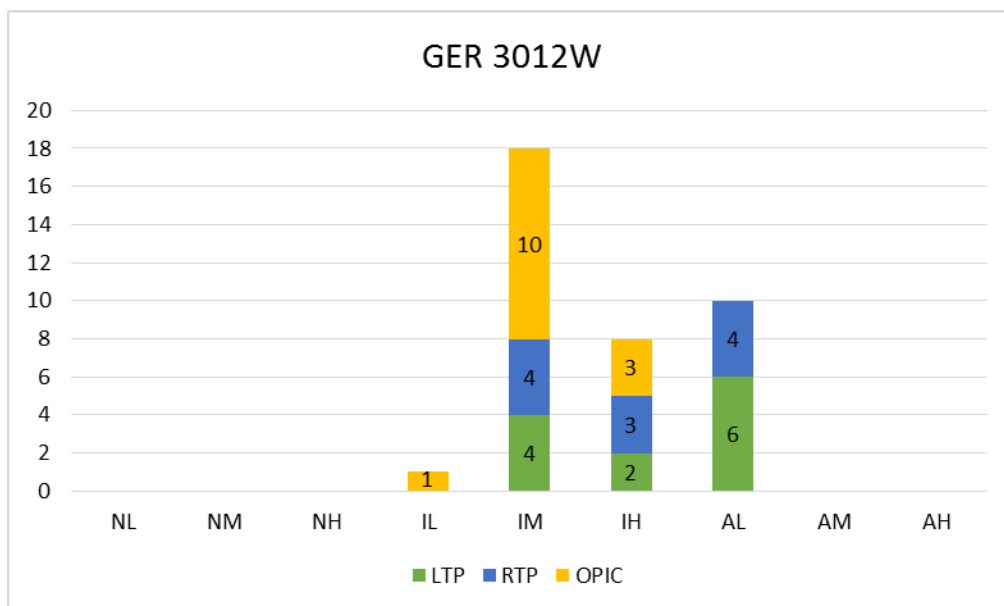


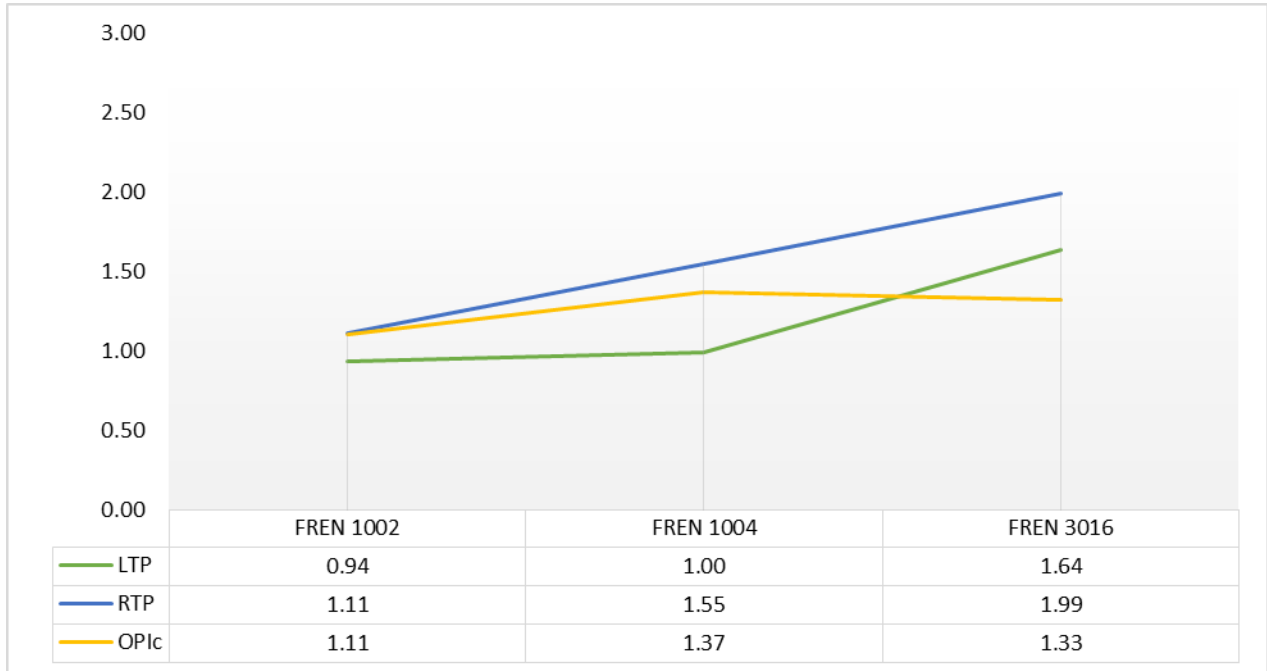
Figure 9 shows that almost all (97.3%) of the participant ratings fall between Intermediate Mid and Advanced Low, with only one rating in Intermediate Low. The majority of the ratings are at the Intermediate Mid proficiency level (48.6%), along with many at Advanced Low (27.0%) and Intermediate High (21.6%). The participants' reading and listening scores are somewhat evenly spread between Intermediate Mid and Advanced Low; however, the oral proficiency of the participants tends to fall mostly below Intermediate Mid.

In the GER 3012W course level, two participants (14.3%) for the LTP received an unanalyzable rating and three participants (21.4%) for the RTP. Thus, the data represents only 85.7% of the total participants for the LTP, 78.6% for the RTP, and 100.0% for the OPIC.

### III. French

Figure 10 shows the average proficiency scores for French students at each course level for each skill.

**Figure 10. Overall means for French courses**



French courses included 92 participants across three course levels. The reading and listening skills test results demonstrated an increase in proficiency overall. For reading, results showed a steady increase from NH to NH/IL (+0.44) between the courses FREN 1002 to FREN 1004 as well as between FREN 1004 and FREN 3016 (from NH/IL to IH, +0.44). The listening results show a minor increase between the first two courses (NH/IL, +0.06) but a more drastic jump from IL to IH (+0.64) between the latter two courses. The OPIc results show interesting findings; there is a moderate increase from IL to IM (+0.26) from FREN 1002 to FREN 1004 but a decline (IL, -0.04), albeit slight, of oral proficiency from FREN 1004 to FREN 3016. Details are shown in Figure 10.

Table 6 shows the total sample size for each French course level and the number of examinees with unanalyzable data at each level.

**Table 6. French courses: N-size and unanalyzable data**

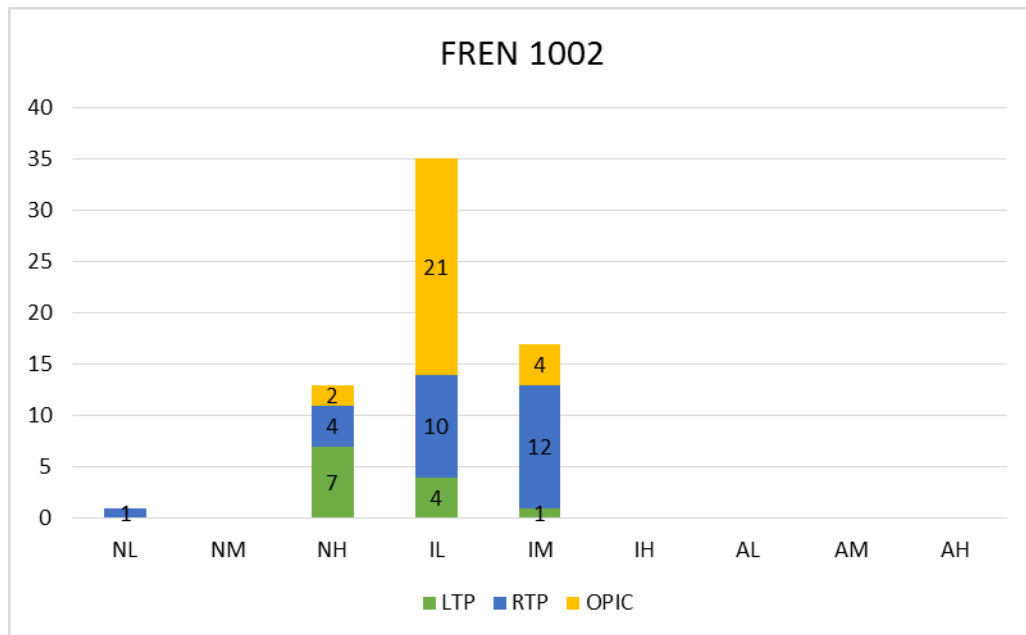
Course	N-size	LTP				RTP				OPIc			
		BR	UR	NR	Total	BR	UR	NR	Total	BR	UR	NR	Total
FREN 1002	27	15	0	0	<b>15</b>	0	0	0	<b>0</b>	0	0	0	<b>0</b>
FREN 1004	47	16	0	1	<b>17</b>	2	0	1	<b>3</b>	1	0	1	<b>2</b>
FREN 3016	18	8	0	1	<b>9</b>	1	0	1	<b>2</b>	0	0	0	<b>0</b>
Total	92	39	0	2	41	3	0	2	5	1	0	1	2

In the French courses, there are a large number of unanalyzable results, especially for the LTP. A total of 39 BRs and 2 NRs in the LTP (44.6% of the total N), 3 BRs and 2 NRs in the RTP (5.4%), and 1 BR and 1 NR in the OPIc (2.2%) were found. Table 6 describes the distribution of these unanalyzable data throughout the course levels.

A. FREN 1002

Figure 11 shows the distribution of proficiency ratings for students (total  $N = 27$ ) in FREN 1002.

**Figure 11. Counts of proficiency levels in FREN 1002**



In the FREN 1002 courses, 98.5% of all proficiency ratings are between Novice High and Intermediate Mid, as seen in Figure 11. The majority of these ratings are at Intermediate Low (53.0%), followed by Intermediate Mid (25.8%) and Novice High (19.7%). Proportionally, the

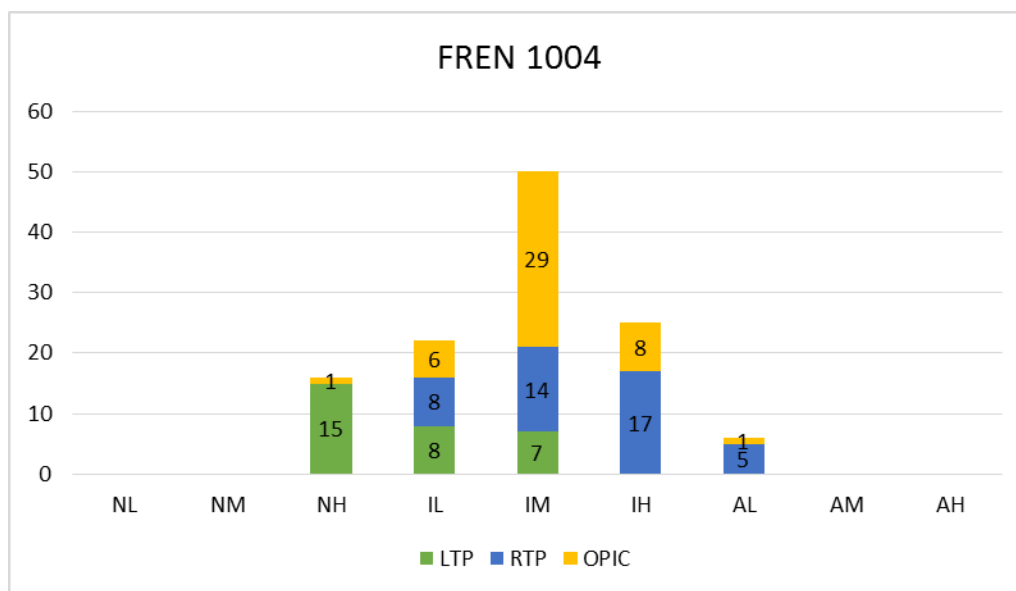
participants' scores demonstrated higher results on reading, where more participant scores were between Intermediate Low and Intermediate Mid, than listening, where most scores fall in the Novice High range. However, the large number of unanalyzable LTP tests makes it difficult to argue with certainty that participants do indeed show increases in proficiency. The oral proficiency scores of the participants tend to fall somewhere in between, with the majority of the participants scoring in the Intermediate Low range.

A total of 15 participants (55.6%) received unanalyzable ratings in the LTP, none for the RTP or OPIc. For the LTP, only 44.4% of the data is represented in the analysis. Thus, the exclusion of this large proportion of data is likely to have an effect on the means of the results.

## B. FREN 1004

Figure 12 shows the distribution of proficiency ratings for students (total  $N = 47$ ) in FREN 1004.

**Figure 12. Counts of proficiency levels in FREN 1004**



In Figure 12, we can see that 95.0% of the participant ratings in FREN 1004 are between Novice High and Intermediate High, with only a few RTP and OPIc ratings in Advanced Low. The highest number of ratings was Intermediate Mid level (42.0%), with many at the Intermediate High (21.0%), Intermediate Low (18.5%), and Novice High (13.4%). Similar to the FREN 1002 data, the participants' reading proficiency results tend to surpass their listening, and many of the LTP ratings were Below Rating ( $N=16$ ). The oral proficiency results showed a majority of the participants scoring in Intermediate Mid.

In FREN 1004, 17 out of the 47 participants (36.2%) had unanalyzable scores for the LTP, 3 for the RTP (6.4%), and 2 for the OPIc (4.3%). The LTP results need to be read with caution due to the large proportion of excluded data.

### C. FREN 3016

Figure 13 shows the distribution of proficiency ratings for students (total  $N = 18$ ) in FREN 3016.

**Figure 13. Counts of proficiency levels in FREN 3016**

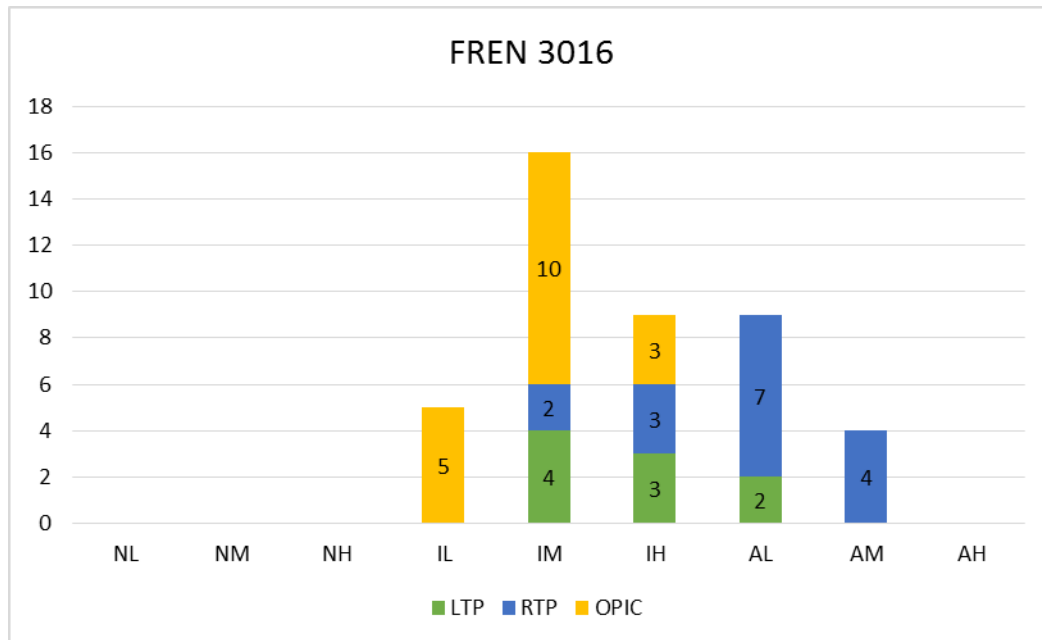


Figure 13 shows a range of proficiencies from Intermediate Low to Advanced Mid, with the most ratings at Intermediate Mid (36.4%), followed by Intermediate High (20.5%) and Advanced Low (20.5%), and the remainder at Intermediate Low (11.4%) and Advanced Mid (9.1%). However, in the FREN 3016 course level, there is a different pattern as to which skills are at a higher proficiency. Although the reading proficiency results are still the highest for the participants in this course level, their oral proficiency results appear to be lower than the listening. However, it should be noted that there is a proportionally large number of unanalyzable data points for listening.

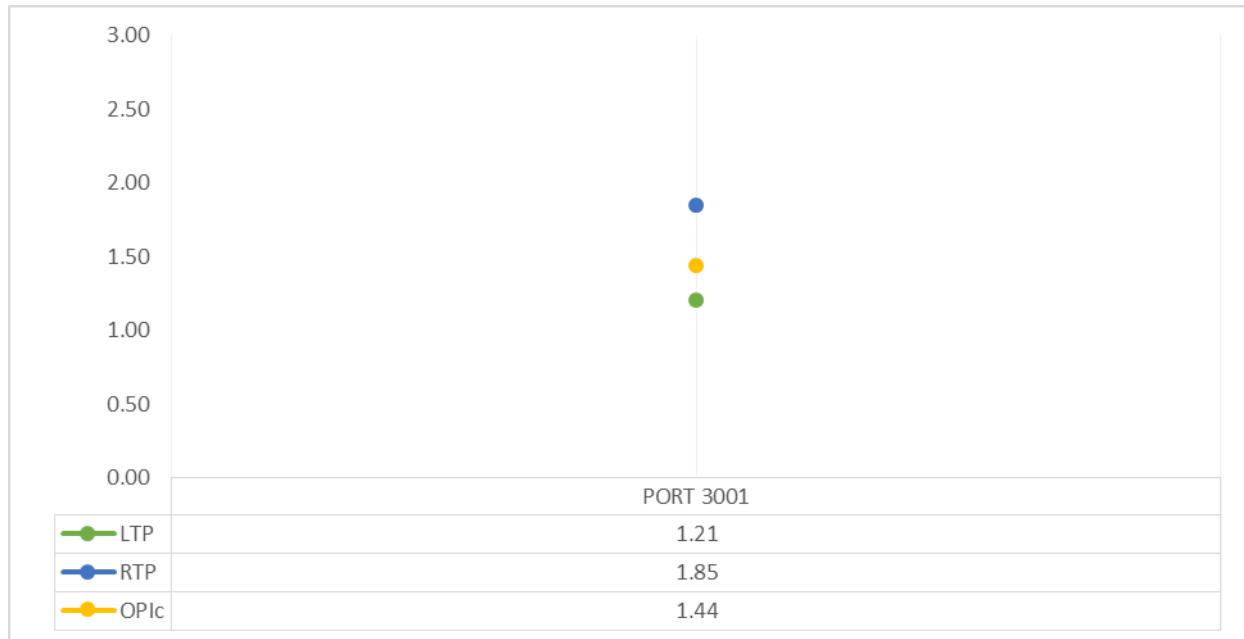
Of the 18 participants in FREN 3016, nine (50.0%) received unanalyzable ratings in the LTP, two for the RTP (11.1%), and none for the OPIc. Thus, the amount of unanalyzable data is likely to have an effect on the results for the LTP.



#### IV. Portuguese

Figure 14 shows the average proficiency levels for Portuguese students in the PORT 3001 course for each skill.

**Figure 14. Overall means for Portuguese courses**



The 16 participants from Portuguese were enrolled in only one course level – PORT 3001. For that reason, no comparable analysis was conducted with the Portuguese results. Therefore, the report only focuses on the results on participants’ proficiency results in PORT 3001 course level. Figure 14 shows that the participants’ highest scores were in reading proficiency with a mean rating of Intermediate High (1.85), followed by oral proficiency with a mean rating of Intermediate Mid (1.44), and lastly by listening proficiency with a mean rating between Intermediate Low and Intermediate Mid (1.21).

Table 7 shows the total sample size for the PORT 3001 course level and the number of examinees’ with unanalyzable data.

**Table 7. Portuguese courses: N-size and unanalyzable data**

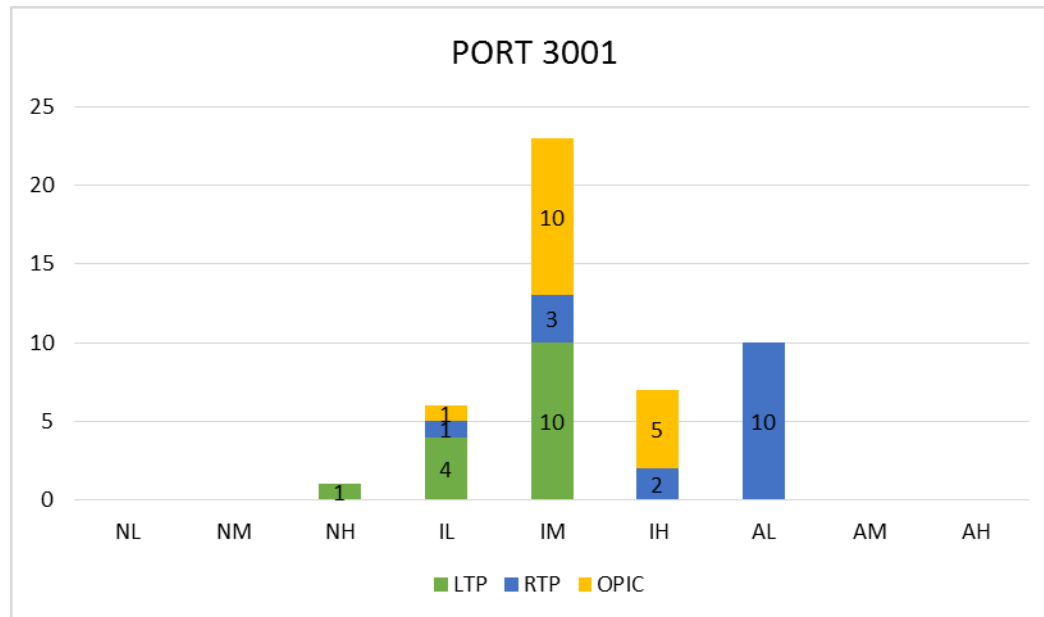
Course	N-size	LTP				RTP				OPIc			
		BR	UR	NR	Total	BR	UR	NR	Total	BR	UR	NR	Total
PORT 3001	16	1	0	0	1	0	0	0	0	0	0	0	0
Total	16	1	0	0	1	0	0	0	0	0	0	0	0

Unlike results from the other languages, there is only one instance of a BR score in the LTP and none elsewhere. In addition, there is only one level of Portuguese courses included in the data, so there is no unequal distribution of students, as with the previous language courses.

#### A. PORT 3001

Figure 15 shows the distribution of proficiency ratings for students (total  $N = 16$ ) in PORT 3001.

**Figure 15. Counts of proficiency levels in PORT 3001**



The majority of participants' ratings were at Intermediate Mid (48.9%), followed by Advanced Low (21.3%), and the remaining at Intermediate High (14.9%), Intermediate Low (12.8%), and a single rating at Novice High. Although the mean rating of the PORT 3001 participants' reading proficiency were at the Intermediate High level (see Figure 14), the majority of the participants (62.5%) received ratings at the Advanced Low proficiency level in the RTP, but because of a few ratings of Intermediate Low and Intermediate High, the mean decreased to Intermediate High. For the OPIC and LTP, the number of ratings was similar to that of the group means with the majority of participants scoring Intermediate Mid with a few Intermediate High on the OPIC and Intermediate Low to Intermediate Mid on the LTP.

For the PORT 3001 course, only one participants' LTP rating (6.3%) was unanalyzable. The remainder of the LTP data (93.7%) and all of the RTP and OPIC data were used in the analysis.

*RQ 2: Do students in higher-level courses demonstrate higher levels of proficiency than students in lower levels?*

The second research question will be answered by analyzing results of each skill test by course level. In addition, the results will be displayed across all course levels for each language in one figure for comparison. The numerical value in each figure corresponds to the number of students who scored at each proficiency level. In the results displayed, the total scores only include test instances that received a rating on the ACTFL Guidelines. (For more details on the unanalyzable data for each course, refer back to Table 4 (Spanish),

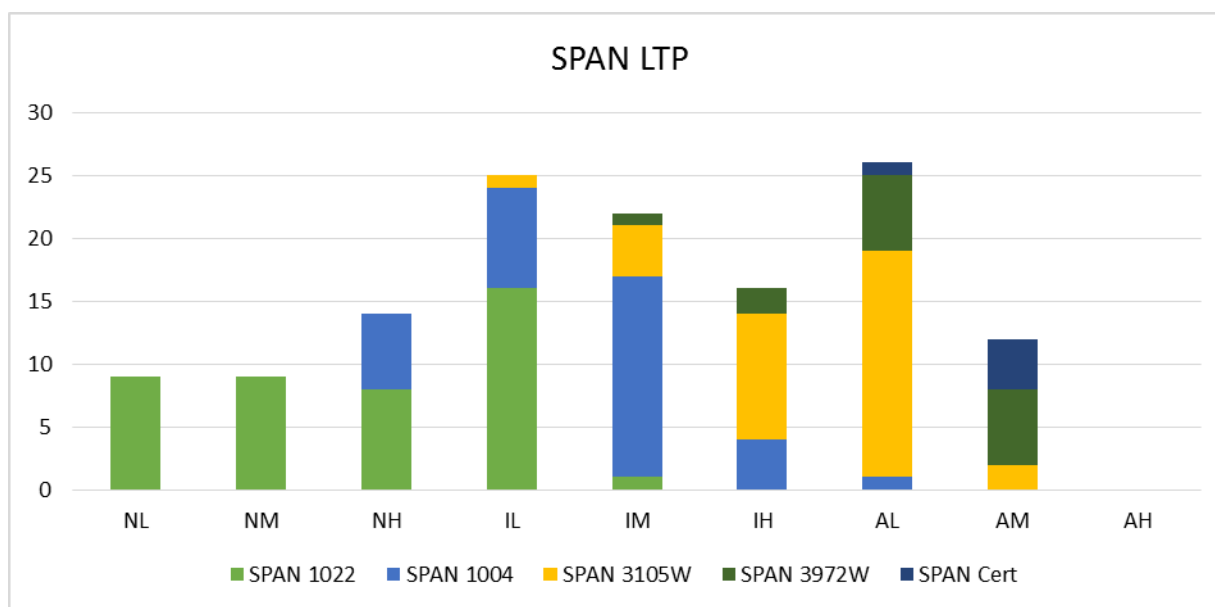
Table 5 (German), Table 6 (French), and

Table 7 (Portuguese) in the findings for Research Question 1.) The results for Research Question 2 will be reported by language: Spanish, German, French, and then Portuguese.

*I. Spanish*

Figure 16 shows the LTP proficiency counts for all the Spanish course level participants.

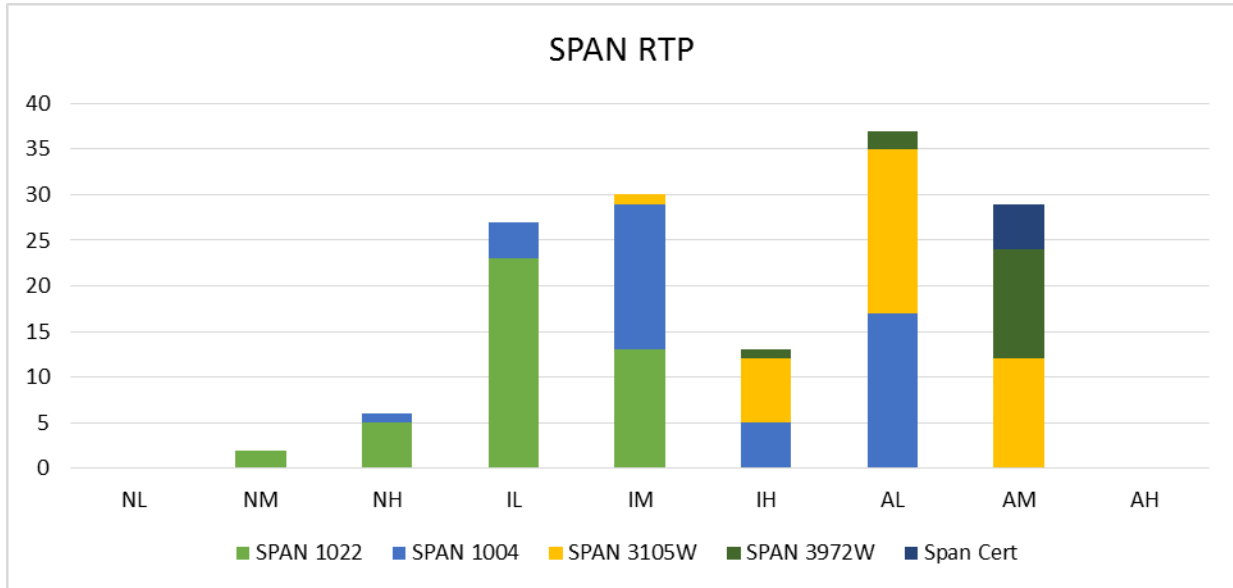
**Figure 16. LTP proficiency counts by Spanish course levels**



As Figure 16 demonstrates, the majority of the SPAN 1022 (light green) participants received proficiency scores at the lower end of the proficiency range (NL to IL). The SPAN 1004 participant scores (light blue) fall mainly in the middle range (NH to IH). The majority of the SPAN 3105W participant scores (yellow) are in the upper middle range (IM to AL). The SPAN 3972W participant scores are (dark green) in the upper range (IH to AM). Lastly, the SPAN Certificate participant scores (dark blue) are mostly at the Advanced Mid proficiency level with a few in Advanced Low. Thus, the level of listening proficiency for the majority of the participants in each course level does tend to rise in the order of ascending course level.

Figure 17 shows the RTP proficiency counts for all the Spanish course level participants.

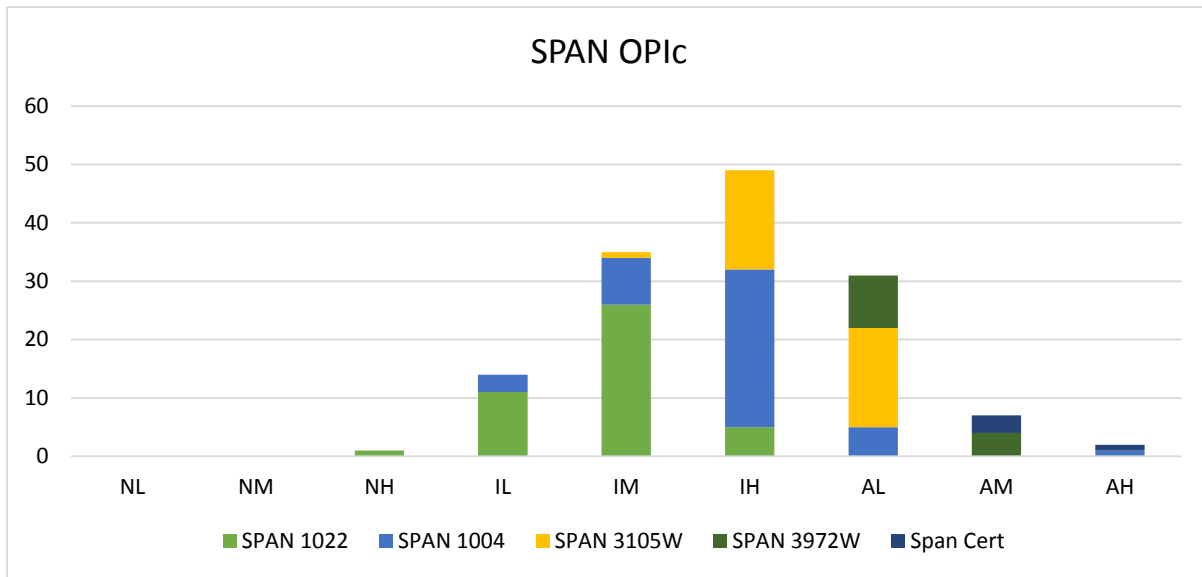
**Figure 17. RTP proficiency counts by Spanish course levels**



Similar to the LTP, the RTP proficiency levels tend to increase as the course level rises, although not quite as evenly as with the listening, particularly with SPAN 1004. Generally, the participants in higher course levels tested higher in reading proficiency than the participants in the lower course levels

Figure 18 shows the OPIc proficiency levels for all the Spanish course level participants.

**Figure 18. OPIc proficiency counts by Spanish course levels**

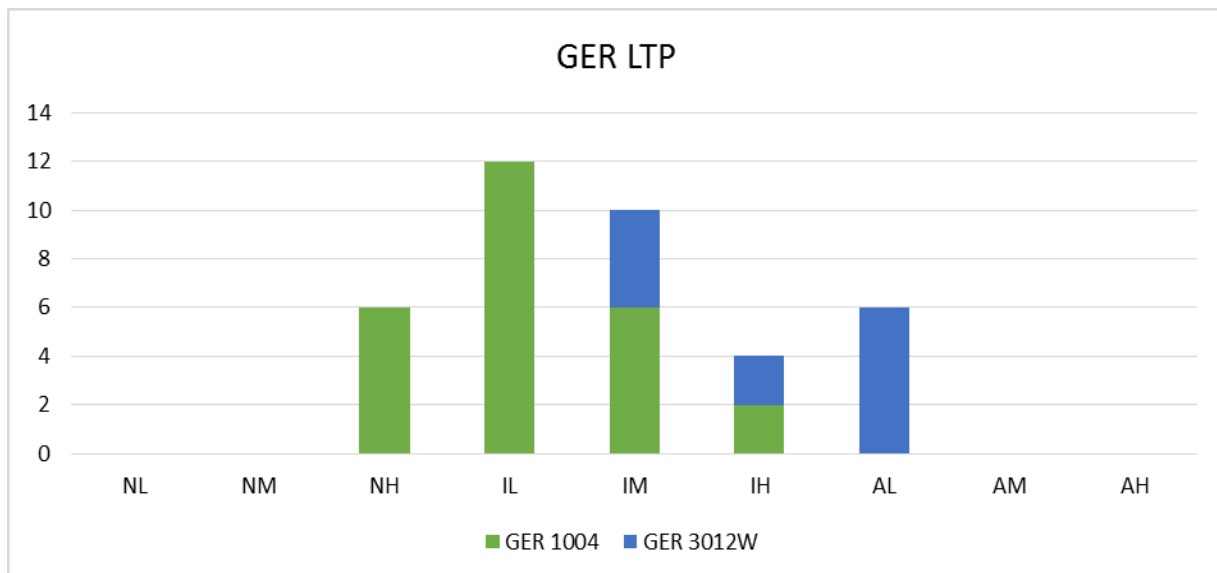


As Figure 18 shows, OPIc ratings increase as the course levels increase. Ratings in the lower level courses (SPAN 1022 and 1004) fall across four proficiency levels, and the ranges narrow as course levels increase and N sizes decrease.

## II. German

The German language courses represent two course levels. As previously mentioned, it must be noted that GER 1004 has 39 participants, while GER 3012W has 14. Figure 19 shows the LTP proficiency counts for all the German language participants.

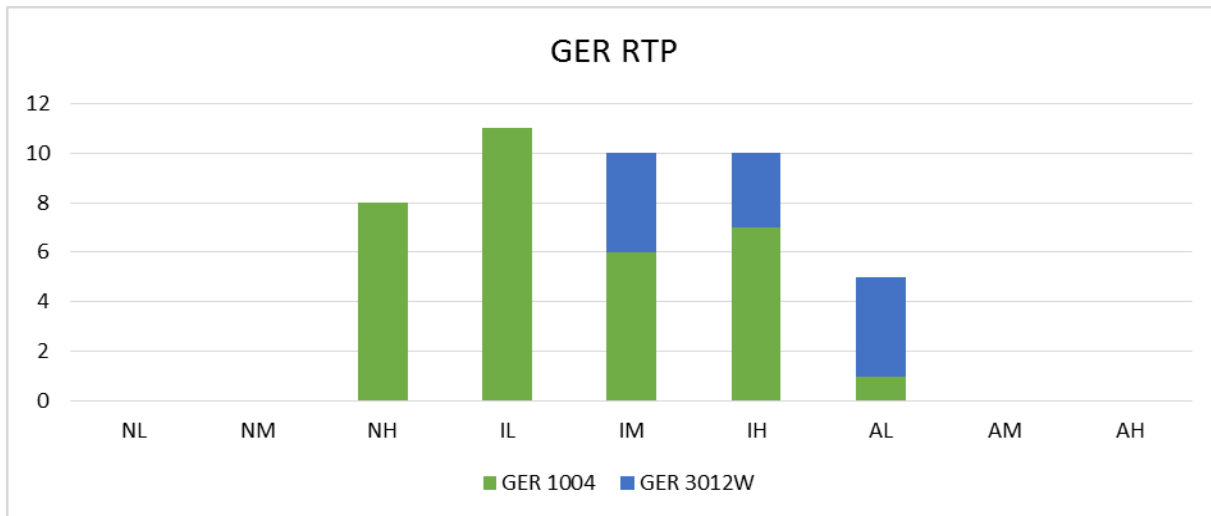
**Figure 19. LTP proficiency counts by German course levels**



As shown in Figure 19, the GER 3012W participants clearly test better in listening proficiency than the GER 1004 participants. The GER 1004 participants have a larger range of proficiency (NH to IH), but overall, the GER 3012W participants perform better in listening (IM to AL).

Figure 20 shows the RTP proficiency counts for all the German course level participants.

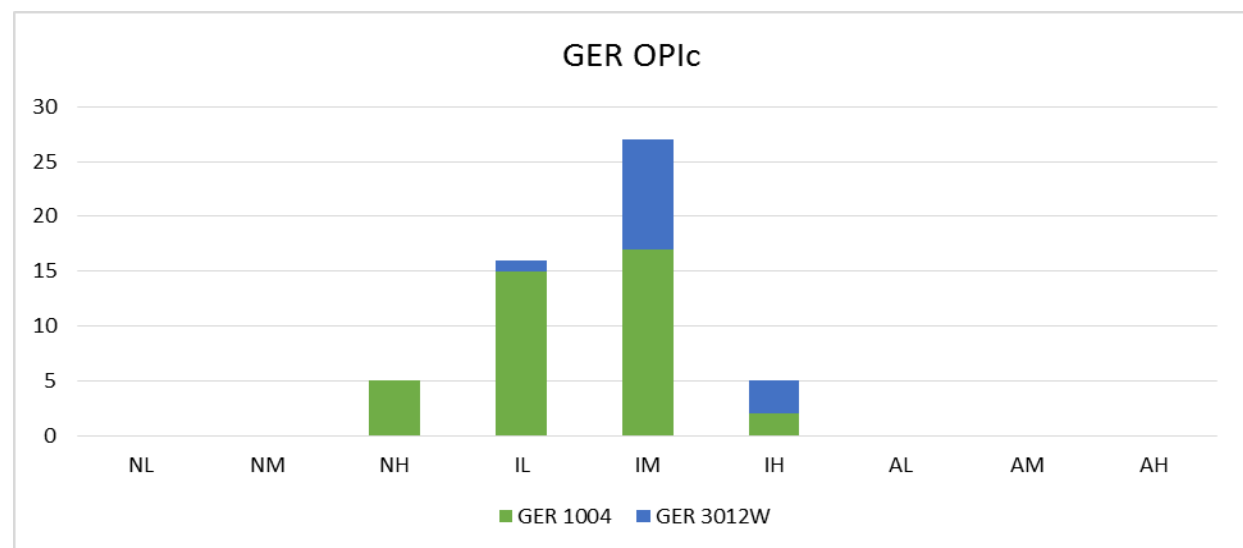
**Figure 20. RTP proficiency counts by German course levels**



GER 1004 participants showed a larger range of proficiency levels in reading than in listening with some participants even falling in the AL proficiency level. Overall, the GER 3012W participants still tend to score higher than participants in the GER 1004 course.

Figure 21 shows the OPIc proficiency results for all the German course participants.

**Figure 21. OPIc proficiency counts by German course levels**



Most student proficiency results for the OPIc were at the Intermediate Mid level. However, the difference between the enrollments for the two courses (39 in 1004 and 14 in 3012W) makes it difficult to determine whether the GER 3012W participants are actually performing better. However, it is clear that there are a proportionally larger number of participants in the lower range of the proficiency scale with the GER 1004 participants than the GER 3012W participants.

### III. French

There were an unequal number of participants across levels in French. The FREN 1002 course has 27 participants, FREN 1004 has 47 participants; and the FREN 3016 has 18. Figure 22 shows the LTP proficiency counts for all the French course level participants.

**Figure 22. LTP proficiency counts by French course levels**

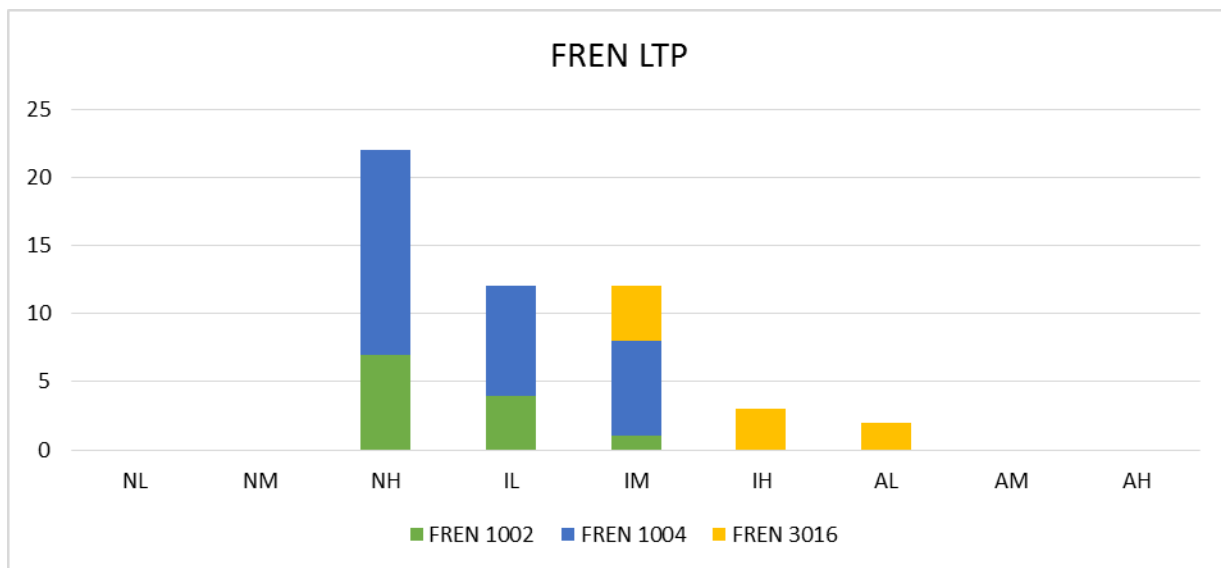
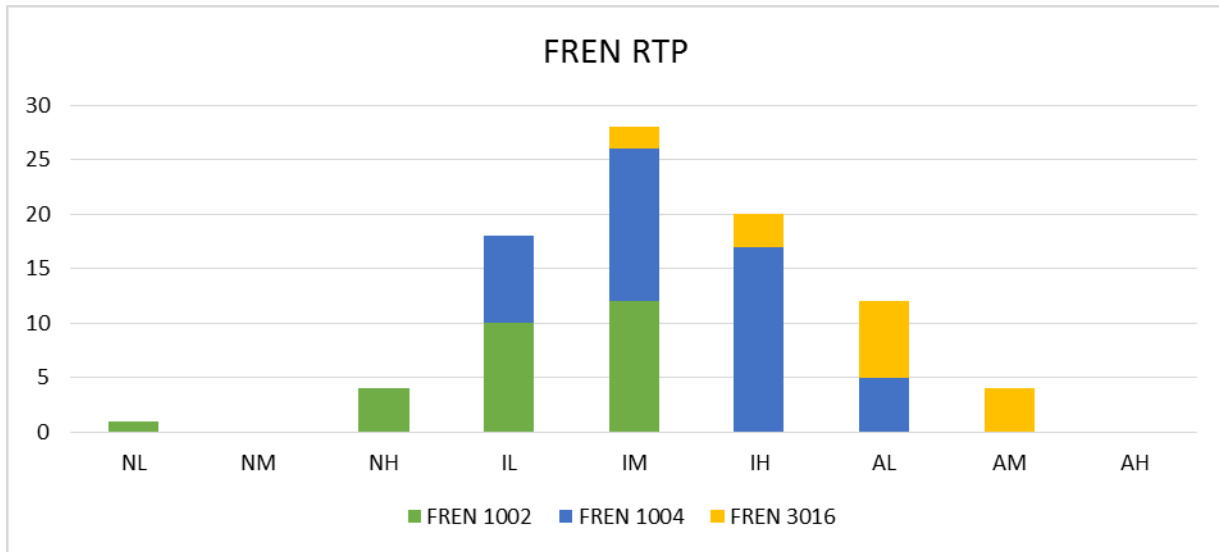


Figure 22 shows that listening proficiency outcomes of the participants in the FREN 3016 course is higher (IM to AL) than the other two courses, but the difference between FREN 1002 and FREN 1004 may not be as obvious since they both range from NH to IM. Numerically, it may appear that there are more FREN 1004 participants rated in NH, IL, and IM than FREN 1002 participants. However, a more accurate picture is shown when viewed proportionally. In FREN 1002, 58.3% of the participants fall under NH, followed by 33.3% in IL and only 8.3% in IM. However, in FREN 1004, 50.0% are in NH, 26.67% in IL, and 23.3% in IM. What this means is that although a larger number of participants are in the lower end of the proficiency scale, we see that a lesser proportion of participants are actually in NH for the FREN 1004 participants, and a higher proportion of them are actually in IM than the FREN 1002 participants.

Figure 23 shows the RTP proficiency counts for all the French course level participants.

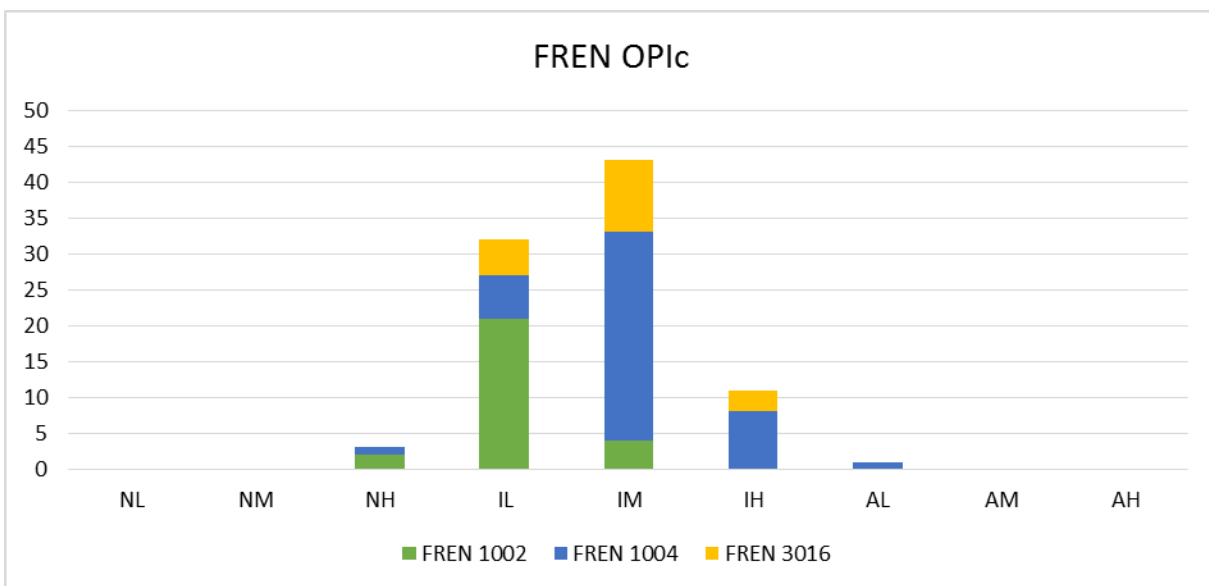
**Figure 23. RTP proficiency counts by French course levels**



In Figure 23, the RTP score counts show less ambiguity than the LTP. With the FREN 1002 participants, there is a range between NH and IM with one outlier in NL. In the FREN 1004 course level, the participants range between IL and AL. Lastly, in the FREN 3016 course level, they range between IM and AM. Thus, in regards to reading proficiency in the French courses, the participants in the higher course levels are performing better than the participants in the lower.

Figure 24 shows the OPIc proficiency counts for all the French course level participants.

**Figure 24. OPIc proficiency counts by French course levels**



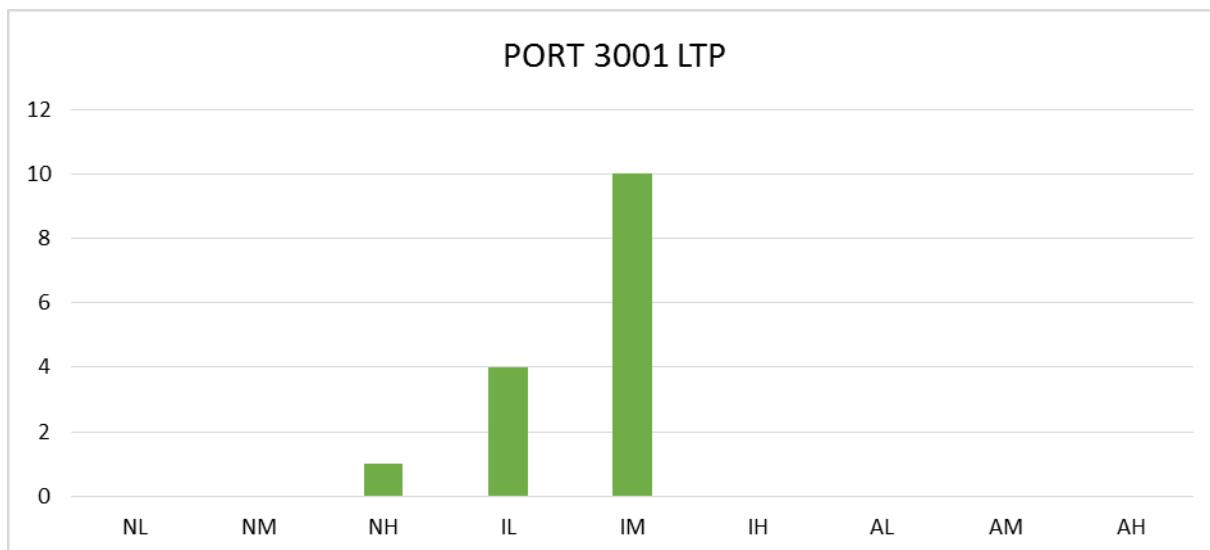


As Figure 24 shows, the FREN 1002 proficiency range is between NH and IM, with the majority of participants scoring in the IL range. The FREN 1004 and FREN 3016 data show similar proficiency levels across both courses. 13.3% of the FREN 1004 participants fell under IL, 64.4% under IM, and 17.8% under IH, with one participant in NH and another in AL. In the FREN 3016 course level, 27.8% of the participants were in the IL proficiency level, 55.6% in IM, and 16.7% in IH. It appears that there is a higher proportion of FREN 3016 participants in NH and a lower proportion in IH, compared to the FREN 1004 participants. Although the proportional difference is not very large, the data show that the FREN 1004 participants are performing better in oral proficiency than the FREN 3016 participants. This is also consistent with the overall mean data found in Figure 10, where the FREN 1004 mean scores in the OPIc are also slightly higher than the FREN 3016 mean.

#### IV. Portuguese

Only one level of Portuguese language is included in the Fall 2014 data. Thus, this section will descriptively show how many participants are in each proficiency level for each modality. There are 16 participants total in the PORT 3001 course level. Figure 25 shows the LTP proficiency counts for all the Portuguese language participants.

**Figure 25. LTP proficiency counts in the Portuguese course**



In Figure 25 we can see that the majority of participants' listening proficiency is at the IM proficiency level, with a few in IL and one in NH.

Figure 26 shows the RTP proficiency counts for all the Portuguese course level participants.

**Figure 26. RTP proficiency counts in the Portuguese course**

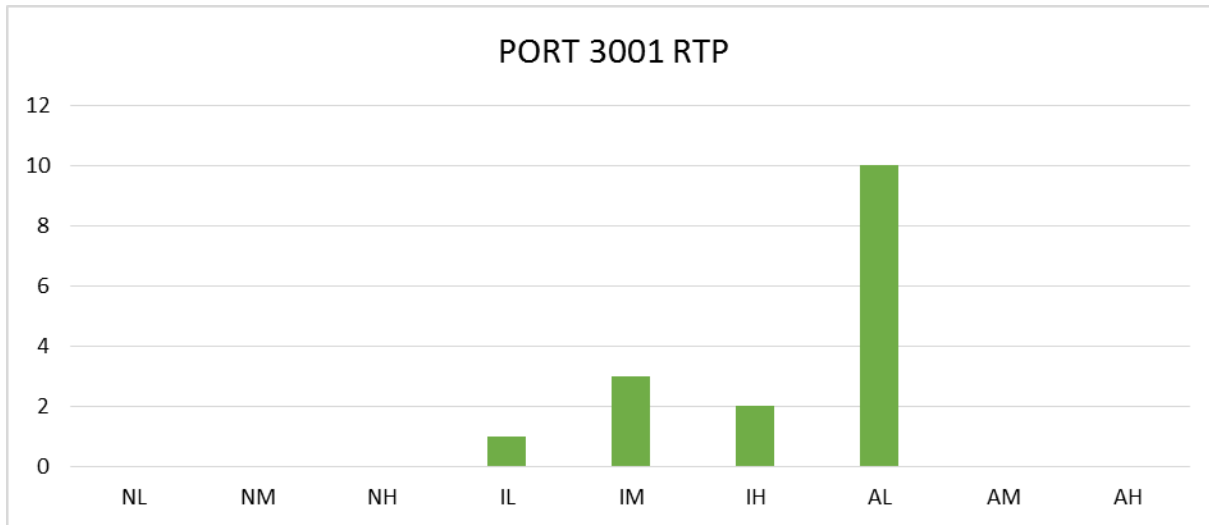
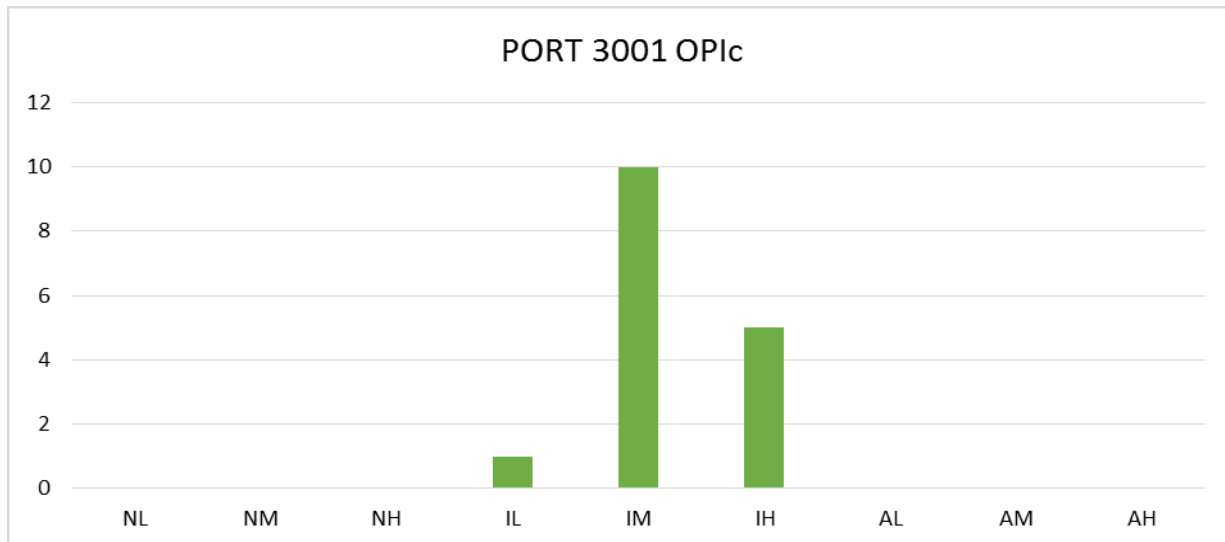


Figure 26 shows that the range of the proficiency for the RTP is between IL and AL, with the majority of participants scoring in AL. This indicates that the PORT 3001 participants' reading proficiency is higher than their listening proficiency.

Figure 27 shows the OPIc proficiency counts for all the Portuguese course level participants.

**Figure 27. OPIc proficiency counts in the Portuguese course**



In Figure 27, we can see that the range of participants is between IL and IH, with most participants in IM, followed by five participants in IH and one in IL. By looking at the three figures for the Portuguese course, the participants in this course level seem to perform best in the order of: 1) reading, 2) speaking, and 3) listening. Because there is no source of comparison between or among any other Portuguese classes, no other conclusions can be drawn.

### *RQ 3: Are there patterns in responses on surveys and proficiency scores?*

In addition to taking language proficiency tests, students completed surveys detailing their previous language and cultural experiences, current language practices, and motivation for participating in language courses. This section provides selected data from these survey questions to show the distribution of student survey responses and how they relate to proficiency scores. In order to best represent this data, this section collapses the course numbers beginning with “3”, per the PACE project tracking code for courses. These courses will be represented as “3XXX”. Analysis for this research question is organized by the sections of the student surveys: previous language experience, cultural experience, language practices, and motivation.

#### *I. Previous Language Experience*

The previous language experience section of the survey asked students about their home language and primary and secondary school learning experiences. 30 of the 306 students reported a home language other than English, as detailed in Table 8.

**Table 8. Home languages other than English**

<b>Home Language</b>	<b>Count (N=30)</b>
Chinese	4
French	1
Hebrew	1
Hmong	2
Japanese	1
Other African	3
Persian	1
Russian	4
Spanish	5
Vietnamese	2
Other	6

Of the participating students, a total of only three were studying their home language, too few to comprise their own group for analysis. Students also reported whether they had previously participated in language immersion programs in which the target language was used for at least half of the day. A total of 11 respondents reported participating in such programs. This group is also too small to continue with any additional meaningful analysis.

Students were asked about receiving instruction in their target language in middle and high school. The results appear in Table 9.

**Table 9. Prior instruction by language**

Language	Prior instruction?		Total
	No	Yes	
Spanish	7 (4.8%)	138 (95.2%)	145
German	11 (20.8%)	42 (79.2%)	53
French	23 (25.3%)	68 (74.7%)	91
Portuguese	16 (100.0%)	0 (0.0%)	16
Total	57	248	305

As Table 9 shows, the majority of respondents indicated that they had previously studied the language in middle and/or high school, although rates vary by language. None of the Portuguese-learning respondents had previously studied Portuguese, although all had previously studied Spanish because the only Portuguese course included was a Portuguese for Spanish speakers class (PORT 3001). The effect of this prior instruction will be analyzed by language, prior length of study, and by course level. The following tables present averages on the three skills tested, converting test ratings on the ACTFL Guidelines using the scale presented in

Table 3. Table 10 shows the differences in proficiency level based on prior study by language.

**Table 10. Proficiency levels by language and prior language study**

	Prior Instruction	Average LTP Rating (N-size)		Average RTP Rating (N-size)		Average OPIc Rating (N-size)	
Spanish	No	1.31	(N=7)	1.74	(N=7)	1.23	(N=7)
	Yes	1.37	(N=126)	1.68	(N=137)	1.38	(N=133)
German	No	1.52	(N=9)	1.51	(N=8)	1.23	(N=11)
	Yes	1.28	(N=29)	1.33	(N=36)	1.24	(N=42)
French	No	0.95	(N=11)	1.30	(N=21)	1.17	(N=23)
	Yes	1.14	(N=40)	1.56	(N=65)	1.32	(N=67)
Total	No	1.23	(N=27)	1.56	(N=36)	1.26	(N=41)
	Yes	1.31	(N=195)	1.59	(N=238)	1.34	(N=242)

Note: Portuguese has been excluded because no students had previously studied Portuguese.

Table 10 shows that overall, students who received instruction in the target language in middle or high school have slightly higher proficiency ratings. However, within language groups, these relationships do not always follow this pattern. Furthermore, this analysis does not take into account the instruction received after high school, which varies by course level.

Students in level 1002/1022 would have limited interference from university courses, while some students in level 3XXX have several years of college-level study. As a result, cell sizes are too small for any meaningful comparisons.

Table 11 shows the average ratings on all three skills when analyzed by length of prior study in middle and/or high school.

**Table 11. Proficiency levels by prior language study**

Length of prior study	Average LTP		Average RTP		Average OPIc	
	Rating	(N-size)	Rating	(N-size)	Rating	(N-size)
None	1.23	(N=42)	1.56	(N=52)	1.26	(N=57)
Less than 1 year	1.30	(N=1)	1.80	(N=1)	1.30	(N=1)
1 - 2 years	0.85	(N=27)	1.23	(N=36)	1.10	(N=38)
2 - 3 years	1.10	(N=37)	1.44	(N=45)	1.25	(N=47)
3 - 5 years	1.35	(N=92)	1.61	(N=112)	1.36	(N=114)
More than 5 years	1.74	(N=38)	2.00	(N=44)	1.58	(N=42)

Table 11 shows a consistent pattern among students who previously studied the language. Averages for students (not including the single student in the “Less than 1 year” category) increased with additional years of study. This does not hold true for students who have no prior experience with the language, suggesting that these students’ proficiency development is following a different pattern.

To account for level of university study, Table 12, Table 13, Table 14, and Table 15 break down the length of prior study in middle and/or high school and average proficiency ratings by current level of study, combining all languages for each level.

**Table 12. PACE 1002/1022 Proficiency levels by prior study**

Length of prior study	Average LTP		Average RTP		Average OPIc	
	Rating	(N-size)	Rating	(N-size)	Rating	(N-size)
None	0.79	(N=9)	1.11	(N=14)	1.04	(N=14)
Less than 1 year	-	(N=0)	-	(N=0)	-	(N=0)
1 - 2 years	0.46	(N=13)	1.06	(N=13)	0.96	(N=13)
2 - 3 years	0.86	(N=16)	1.07	(N=19)	1.08	(N=19)
3 - 5 years	0.79	(N=17)	1.13	(N=24)	1.10	(N=24)
More than 5 years	-	(N=0)	-	(N=0)	-	(N=0)

Table 12 shows that students in a second-semester course do not show a clear pattern of proficiency outcomes related to level of prior study.

Table 13 shows the distribution of proficiency levels by length of prior language study for fourth semester students.

**Table 13. PACE 1004 Proficiency levels by prior study**

<b>Length of prior study</b>	<b>Average LTP Rating (N-size)</b>		<b>Average RTP Rating (N-size)</b>		<b>Average OPIc Rating (N-size)</b>	
None	0.98	(N=9)	1.41	(N=15)	1.22	(N=16)
Less than 1 year	1.30	(N=1)	1.80	(N=1)	1.30	(N=1)
1 - 2 years	1.06	(N=11)	1.19	(N=19)	1.16	(N=21)
2 - 3 years	1.09	(N=16)	1.64	(N=18)	1.34	(N=20)
3 - 5 years	1.17	(N=44)	1.54	(N=54)	1.33	(N=56)
More than 5 years	1.24	(N=10)	1.66	(N=13)	1.36	(N=14)

Table 13 also shows that for fourth semester students, there is not a clear relationship between length of prior study and proficiency outcomes.

Table 14 shows the distribution of proficiency levels by length of prior language study for sixth semester students.

**Table 14. PACE 3XXX Proficiency levels by prior study**

<b>Length of prior study</b>	<b>Average LTP Rating (N-size)</b>		<b>Average RTP Rating (N-size)</b>		<b>Average OPIc Rating (N-size)</b>	
None	1.48	(N=24)	1.91	(N=24)	1.41	(N=27)
Less than 1 year	-	(N=0)	-	(N=0)	-	(N=0)
1 - 2 years	1.73	(N=3)	1.95	(N=4)	1.25	(N=4)
2 - 3 years	1.92	(N=5)	1.83	(N=8)	1.46	(N=8)
3 - 5 years	1.90	(N=29)	2.06	(N=32)	1.58	(N=33)
More than 5 years	1.88	(N=25)	2.12	(N=28)	1.63	(N=25)

Table 14 also does not show a pattern in proficiency outcomes by length of prior language study, and also has quite small cell sizes for the 1-2 years and 2-3 years categories. However, there is a difference in outcomes between students with no prior experience and with those with more than three years of experience.

Table 15 shows the distribution of proficiency levels by length of prior language study for students applying for the Spanish Certificate.

**Table 15. PACE Certificate Proficiency levels by prior study**

<b>Length of prior study</b>	<b>Average LTP Rating (N-size)</b>		<b>Average RTP Rating (N-size)</b>		<b>Average OPIc Rating (N-size)</b>	
None	-	(N=0)	-	(N=0)	-	(N=0)
Less than 1 year	-	(N=0)	-	(N=0)	-	(N=0)
1 - 2 years	-	(N=0)	-	(N=0)	-	(N=0)
2 - 3 years	-	(N=0)	-	(N=0)	-	(N=0)
3 - 5 years	2.20	(N=2)	2.30	(N=2)	2.10	(N=1)
More than 5 years	2.30	(N=3)	2.30	(N=3)	2.17	(N=3)

The cell sizes for the data for students enrolled in the PACE Certificate program are too small to allow meaningful analysis.

Overall, while a general pattern seems to be evident connecting students' years of prior experience to an upward trend in mean proficiency ratings, when the data are reconsidered by course in order to account for the students' likely exposure to the target language at the college level, those patterns disappear.

## II. Cultural Experience

The next section of the survey asked students about their cultural experience, in terms of time spent in regions where the target language is spoken. Students were asked whether they had spent at least two consecutive weeks in a country or region where the target language was the primary language. 87 of the 305 respondents responded affirmatively. Table 16 shows the number of students studying each language who had spent at least two weeks abroad in a target language context.

**Table 16. Rates of time abroad by language**

<b>Language</b>	<b>No time abroad</b>	<b>At least two weeks abroad</b>	<b>Total</b>
French	71 (78.0%)	20 (22.0%)	91
German	29 (54.7%)	24 (45.3%)	53
Portuguese	16 (100.0%)	0 (0.0%)	16
Spanish	102 (70.3%)	43 (29.7%)	145

Table 17 shows the average proficiency levels of students who have and have not spent time abroad by course level.

**Table 17. Proficiency levels by course level and time abroad**

Course	Time abroad	Average LTP Rating (N-size)		Average RTP Rating (N-size)		Average OPIc Rating (N-size)	
PACE	No	0.73	(N=52)	1.09	(N=66)	1.06	(N=66)
1002/1022	Yes	0.77	(N=3)	1.20	(N=4)	1.10	(N=4)
PACE	No	1.11	(N=66)	1.46	(N=91)	1.26	(N=98)
1004	Yes	1.19	(N=25)	1.64	(N=28)	1.41	(N=30)
PACE	No	1.69	(N=47)	1.98	(N=52)	1.46	(N=50)
3XXX	Yes	1.88	(N=39)	2.05	(N=44)	1.59	(N=47)
PACE	No	-	(N=0)	-	(N=0)	-	(N=0)
Certificate	Yes	2.26	(N=5)	2.30	(N=5)	2.15	(N=4)

Table 17 shows a slight increase in mean proficiencies when comparing the participants who spent time abroad in a country where the target language was spoken with those who didn't. However, it should be noted that the rates of time spent abroad are quite different across the course levels, especially in PACE 1002/1022 and PACE 1004.

For those in PACE 1002/1022, only four students had spent time abroad and they had slightly higher average scores. For PACE 1004, the groups were more evenly distributed, but still more than three times as many students had not spent time abroad as those who had. For PACE 1004, students who had spent time abroad had higher scores: 0.08 higher in LTP, 0.18 higher in RTP, and 0.15 higher in OPIc. For the PACE 3XXX participants, the proficiency of students who had spent time abroad was 0.19 higher for listening, 0.07 higher for reading, and 0.13 higher for speaking. Additionally, the number of participants in the 3XXX course level were more evenly distributed than the lower two PACE levels. Lastly, the PACE Certificate participants had all spent time abroad at one point, thus no comparison could be made between these participants.

### III. Language Practices

The final section of the survey asked students to describe their current language practices outside of the target language classroom. The survey presented a slider scale that respondents could adjust to reflect their language practices, from 1 (Rarely or Never) to 3 (Sometimes) to 5 (Often). To best represent responses, averages were calculated based on the number selected, so that an average of "1" corresponds to "rarely or never." Table 18 shows the rates of language practices across all languages by course level.



**Table 18. Rates of language practice outside class**

<b>Contexts for language use outside of class (N=305)</b>	<b>PACE</b>				<b>Total (N=305)</b>
	<b>1002/ 1022 (N=70)</b>	<b>PACE 1004 (N=129)</b>	<b>PACE 3XXX (N=101)</b>	<b>PACE Cert (N=5)</b>	
Listening to news broadcasts, podcasts, or music	1.63	2.09	2.30	3.00	2.07
Watching visual media: YouTube, TV, or movies	1.74	2.01	2.13	3.00	2.00
Reading books, newspapers, or magazines (could be online)	1.57	1.60	2.22	2.80	1.82
Writing emails, texts, blogs, or online discussion posts	1.41	1.60	1.76	3.40	1.64
Engaging in social media: Facebook, Twitter, etc.	1.20	1.47	1.58	3.40	1.48
Talking with friends and family	1.46	1.64	1.74	2.60	1.65
Interacting with people who share my academic or personal interests (in person, at events, online)	1.43	1.72	1.81	2.40	1.70
Interacting with instructors and fellow students	2.29	2.20	2.35	2.00	2.27
Participating in organized language events (clubs, coffee hour, etc.)	1.07	1.26	1.31	1.80	1.24
At my job	1.29	1.23	1.34	3.00	1.31
In religious contexts	1.04	1.08	1.05	1.20	1.06
Communicating with an assigned conversation (TandemPlus, etc.) partner	1.63	1.66	1.39	1.60	1.56
Playing games online	1.10	1.14	1.09	1.20	1.11

In addition to asking students about their individual activities in the target language, the survey asked students about the total number of hours they use the target language outside of class. Table 19, Table 20, and Table 21 show the LTP, RTP, and OPIc ratings, respectively, in relation to the number of contact hours outside of the classroom.

**Table 19. LTP ratings by course level and language use**

	0-1 hours		1-3 hours		3-5 hours		5-8 hours		8+ hours	
	LTP	N-size	LTP	N-size	LTP	N-size	LTP	N-size	LTP	N-size
PACE 1002/1022	0.79	28	0.68	17	0.68	4	0.78	5	0.10	1
PACE 1004	1.09	45	1.18	34	1.17	9	1.30	2	0.80	1
PACE 3XXX	1.77	53	1.82	20	1.61	9	1.70	2	2.20	2
PACE Cert	-	0	2.30	2	2.2	2	-	0	2.30	1
Total	--	126	--	73	--	24	--	9	--	5

**Table 20. RTP ratings by course level and language use**

	0-1 hours		1-3 hours		3-5 hours		5-8 hours		8+ hours	
	RTP	N-size	RTP	N-size	RTP	N-size	RTP	N-size	RTP	N-size
PACE 1002/1022	1.13	38	1.09	20	1.18	5	0.95	6	0.80	1
PACE 1004	1.47	61	1.52	44	1.51	10	1.90	3	1.10	1
PACE 3XXX	1.97	58	2.06	24	2.10	10	2.20	2	2.30	2
PACE Cert	-	0	2.30	2	2.30	2	-	0	2.30	1
Total	--	157	--	90	--	27	--	11	--	5

**Table 21. OPIc ratings by course level and language use**

	0-1 hours		1-3 hours		3-5 hours		5-8 hours		8+ hours	
	OPIc	N-size	OPIc	N-size	OPIc	N-size	OPIc	N-size	OPIc	N-size
PACE 1002/1022	1.06	38	1.06	20	1.08	5	1.05	6	0.80	1
PACE 1004	1.27	69	1.29	45	1.39	10	1.47	3	1.10	1
PACE 3XXX	1.49	60	1.49	23	1.58	10	1.55	2	2.45	2
PACE Cert	-	0	1.06	2	2.10	1	-	0	2.30	1
Total	--	167	--	90	--	26	--	11	--	5

Table 19, Table 20, and Table 21 do not show a consistent pattern of proficiency ratings as students' self-reported language contact increases.

#### IV. Motivation

The last section of the report asked students to select and rank their top three reasons to learn the target language. Table 22 shows the number of students who cited a particular reason as their first, second, or third reason, respectively, for pursuing study of that language.

**Table 22. Top motivating factors selected for learning the target language**

Motivating factor	Rank			Total
	1	2	3	
Expand my cultural knowledge	49	86	57	192
Complete graduation requirement	116	15	18	149
Travel	33	64	50	147
I like languages	40	47	58	145
Professional reasons	29	44	25	98
Prepare for, or to complete, study abroad	19	19	28	66
Communicate with relatives / friends	5	9	22	36
Access information for academic reasons	9	10	11	30
Access information for personal reasons	3	6	12	21
Widen my social circle	2	3	13	18

Table 22 shows that the motivating factor most often ranked as most important was to complete a graduation requirement, with 62.7% of the first rank responses. Around half of respondents (48.7%) also listed expansion of cultural knowledge as a top motivating factor, although only 49 listed it as their top factor.

Table 23 displays the mean proficiency ratings by first ranked motivating factor.

**Table 23. Proficiency levels by top motivating factors**

<b>Top motivating factor</b>	<b>LTP (N-size)</b>		<b>RTP (N-size)</b>		<b>OPIc (N-size)</b>	
Complete graduation requirement	0.88	(N=84)	1.25	(N=109)	1.14	(N=115)
Expand my cultural knowledge	1.54	(N=36)	1.83	(N=46)	1.44	(N=47)
I like languages.	1.55	(N=37)	1.88	(N=39)	1.52	(N=39)
Travel	1.28	(N=24)	1.63	(N=31)	1.35	(N=33)
Professional reasons	1.77	(N=27)	1.98	(N=29)	1.58	(N=28)
Prepare for or to complete study abroad	1.39	(N=15)	1.63	(N=17)	1.28	(N=18)
Access information for academic reasons	1.57	(N=6)	1.69	(N=9)	1.47	(N=9)
Communicate with relatives/friends	1.43	(N=4)	1.52	(N=5)	1.36	(N=5)
Access information for personal reasons	1.40	(N=3)	1.67	(N=3)	1.47	(N=3)
Widen my social circle	1.30	(N=1)	1.55	(N=2)	1.05	(N=2)

The top two categories most frequently selected by students were graduation requirements and expansion of cultural knowledge. Table 24 displays the proficiency level by these top two choices of motivating factors (graduation requirement and expand cultural knowledge), by course level and language.

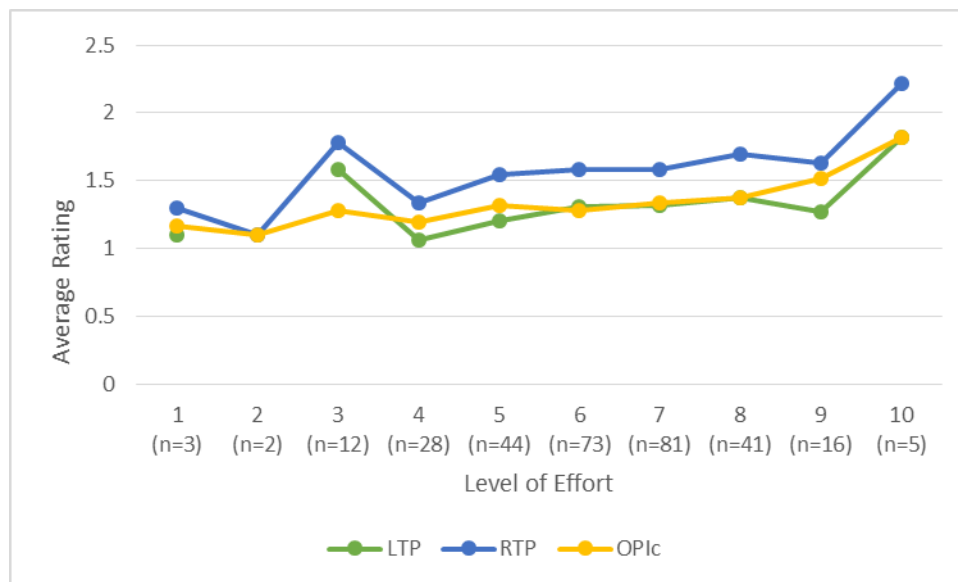
**Table 24. Proficiency levels by top choice of motivation, course level, and language**

<b>Course level</b>	<b>Language</b>	<b>Graduation Requirement</b>			<b>Expand Cultural knowledge</b>		
		<b>LTP (N-size)</b>	<b>RTP (N-size)</b>	<b>OPIc (N-size)</b>	<b>LTP (N-size)</b>	<b>RTP (N-size)</b>	<b>OPIc (N-size)</b>
PACE	Spanish	0.86 (36)	1.12 (36)	1.11 (36)	1.1 (1)	1.1 (1)	1.1 (1)
1002/ 1022	French	0.66 (5)	1.08 (15)	1.03 (15)	-	-	-
PACE 1004	Spanish	1.03 (17)	1.07 (23)	1.07 (23)	0.80 (1)	1.30 (1)	1.30 (1)
	German	0.93 (10)	1.41 (13)	1.29 (19)	1.28 (4)	1.52 (6)	1.27 (6)
	French	1.04 (12)	1.36 (18)	1.20 (18)	1.06 (5)	1.60 (7)	1.41 (8)
PACE 3XXX	Spanish	1.20 (1)	2.10 (1)	1.55 (1)	1.91 (15)	2.09 (17)	1.61 (16)
	German	1.65 (1)	2.03 (1)	1.55 (1)	1.70 (2)	1.30 (1)	1.30 (2)
	French	-	-	-	1.30 (2)	1.97 (6)	1.24 (7)
PACE Cert	Portuguese	2.10 (2)	1.80 (2)	1.80 (2)	1.08 (4)	1.62 (5)	1.40 (5)
	Spanish	-	-	-	2.20 (2)	2.30 (2)	2.30 (1)
Total N-size		84	109	115	36	46	47

These data show no meaningful differences between the two categories; however, what is shown by the data is that students at the lower levels are more often motivated by graduation requirements than expanding cultural knowledge.

Finally, the motivation section asked students to rank the amount of effort they are putting into their language class, on a sliding scale from 1 to 10, with 1 being very little and 10 being an extraordinary amount. Figure 28 visually represents the average proficiency levels by level of effort.

**Figure 28. Proficiency ratings by level of effort**



Note in Figure 28 that the two respondents who evaluated their own level of effort as 2 both had LTPs that could not be rated, which is why the average rating for LTP is not indicated; the *Ns* shown in Figure 28 reflect everyone in each category, not the number of ratable tests for those students. All other unratable scores are also not included in averages. Figure 28 shows that most respondents rated their level of effort between 4 and 8, and these levels of effort with robust response rates have generally similar proficiency averages. Outliers at the ends of the spectrum are likely attributable to low sample size. Closer examination of the levels of effort by course level revealed a similar pattern.

#### *RQ 4: Are there correlations between self-assessments and actual ratings?*

Participants completed self-assessments for listening, reading, and speaking. These consisted of “can do” statements for which students indicated their level of ability on a four-point scale:

- I can seldom do this, or I can't do it yet.
- I can do this some of the time.
- I can do this most of the time.
- I can do this almost always, or always.

For listening and reading, there were two different levels of the self-assessment: one level was given to students in the 1002/1022-course level, and the other was given to all other students. For speaking, there were three self-assessments, one for students in 1002/1022, one for students in 1004, and another for students in 3XXX courses. There were no self-assessment responses for the Spanish Certificate participants.

Self-assessments were specifically tied to individual proficiency levels, so that possible ratings were limited for each, as seen in Table 25.

**Table 25. Self-assessment ranges by level**

	Lowest rating	Highest rating
Level 1	Novice High	Intermediate Mid
Level 2	Intermediate Low	Intermediate High
Level 3	Intermediate Mid	Advanced Low

#### *I. Listening*

For listening skills, students took one of two levels of self-assessment. Level one had a range of Novice High to Intermediate Mid, but some participants’ results placed themselves above that range. These participants’ self-assessment scores are labeled above range (AR). The tables presenting the results of these comparisons are color-coded to indicate if there was a match (green) between the self-assessment and the test score, a one-level difference (yellow), or a two-level or more difference (red). Cells in which a relationship between the self-assessment and test score cannot be classified due to unanalyzable data are shaded grey. Table 26 and Table 27 show the results of the listening self-assessments in relation to the LTP ratings.

Table 26 shows the results of the level 1 self-assessments for listening in relationship to the examinees’ LTP ratings. For the level 1 self-assessments, no students self-assessed their proficiency as lower than their actual proficiency.

**Table 26. Level 1 listening self-assessments and LTP ratings**

LTP rating	Self-assessment				Total
	NH	IL	IM	AR	
BR	0	0	13	1	14
NL	0	0	5	1	6
NM	0	0	4	5	9
NH	0	2	9	4	15
IL	0	1	13	5	19
IM	0	0	0	2	2
Total	0	3	44	18	65

As Table 26 shows, the lower level students taking the level 1 listening assessment most often self-assessed at a higher level than their actual LTP proficiency ratings. Only one of the 65 students' self-assessments aligned with their rating. Fifteen (23.1%) of the students assessed themselves a single sublevel above their LTP rating, while the remaining students self-assessed at least two sublevels higher than their actual proficiency level. Eighteen students' self-assessments placed them at a higher level than the ceiling of the score conversions provided by the University of Minnesota. Students' whose self-assessments were AR and who scored above IL on the LTP may have self-assessed within one sublevel of their actual score, but because of the ceiling of the instrument, this cannot be determined.

Table 27 shows the results of the level 3 self-assessments for listening in relationship to the examinees' LTP ratings.

**Table 27. Level 3 listening self-assessments and LTP ratings**

LTP rating	Self-assessment				Total
	IM	IH	AL	AR	
BR	1	24	5	2	32
NH	3	15	8	0	26
IL	1	8	12	3	24
IM	0	28	14	1	43
IH	0	9	7	1	17
AL	2	8	8	5	23
AM		1	1	1	3
Total	7	93	55	13	169

Table 27 shows a similar pattern to the one seen by level 1. Eighteen students' (13%) self-assessments aligned to their LTP ratings. 45 of the students' (27%) self-assessments were a single sublevel off, the vast majority of those students having self-assessed at a higher level, and 100 students' (59%) self-assessments were more than one sublevel away from their LTP rating.

Six students (4%) self-assessed above the ceiling of the score conversions and the relationship of their self-assessment to the LTP cannot be determined.

## II. Reading

For reading skills, the participants also took one of two levels of self-assessment. Similarly, level one had a range of Novice High to Intermediate Mid. However, unlike with the speaking self-assessments, none of the participants self-rated themselves above range. The color schematics here are the same as for the listening self-assessment tables (i.e., Table 26 and Table 27). Table 28 and Table 29 display the results of the self-assessments for reading in comparison to the RTP ratings.

Table 28 shows the results of the level 1 self-assessments for reading in relationship to the examinees' RTP ratings.

**Table 28. Level 1 reading self-assessments and RTP ratings**

RTP rating	Self-assessment			Total
	NH	IL	IM	
NM	0	1	2	3
NH	0	3	5	8
IL	0	13	18	31
IM	1	5	18	24
Total	1	22	43	66

Table 28 shows that 31 out of 66 (47.0%) of the participants accurately rated themselves, particularly in the IL and IM proficiency level. 26 participants (39.4%) rated themselves one sublevel off from their actual LTP scores, and the remaining (13.6%) rated themselves two or more sublevels away, most of which are above the rating of their RTP scores.



Table 29 shows the results of the level 3 self-assessments for reading in relationship to the examinees' RTP ratings.

**Table 29. Level 3 reading self-assessments and RTP ratings**

RTP rating	Self-assessment			Total
	IM	IH	AL	
BR	1	5	0	6
NM	0	0	0	0
NH	0	5	0	5
IL	1	12	3	16
IM	1	26	15	42
IH	1	16	22	39
AL	5	15	30	50
AM	0	6	9	15
Not completed	1	0	0	1
Total	10	85	79	174

Table 29 indicates that 47 out of 173 (27.2%) of the participants rated their own reading skills at the same proficiency level as their RTP ratings, most of who are in the IH and AL proficiency level. A total of 74 students (42.8%) rated themselves one sublevel away from their RTP scores, of which 49 participants (28.3%) rated above their RTP scores and 25 of them (14.4%) under. The remaining 52 participants (30.1%) self-rated two or more sublevels from their actual RTP proficiency scores, with the majority of them rating above their scores. Participants who did not complete the RTP ( $N=1$ ) were excluded from the analysis, thus the total number of participants is 173 here.

### III. *Speaking*

Participants took one of three self-assessments for their speaking skills. Level one had a range of Novice High to Intermediate Mid; level two had a range between Intermediate Low to Intermediate High; and lastly, level 3 had a range between Intermediate Mid to Advanced Low. None of the participants rated themselves above range in the speaking self-assessment. Again, the color schematics of the tables in this section are similar to the previous self-assessment tables. Table 30, Table 31, and Table 32 display the results of the self-assessments for speaking in relation to the OPIc ratings.

Table 30 shows the results of the level 1 self-assessments for speaking in relationship to the examinees' OPIc ratings.

**Table 30. Level 1 speaking self-assessments and OPIc ratings**

Row Labels	Self-assessment			Total
	NH	IL	IM	
NM	0	1	0	1
NH	10	3	0	13
IL	6	37	1	44
IM	0	8	1	9
Total	16	49	2	67

Table 30 shows that 98.5% of the total number of participants who completed both the OPIc and self-assessment either accurately self-assessed their proficiency level (N=48 71.6%) or were only one sublevel from their OPIc scores (N=18, 26.9%). Only one participant (1.5%) who completed both the OPIc and self-assessment rated themselves at two levels above their OPIc rating.

Table 31 shows the results of the level 2 self-assessments for speaking in relationship to the examinees' OPIc ratings.

**Table 31. Level 2 speaking self-assessments and OPIc ratings**

Row Labels	Self-assessment			Total
	IL	IM	IH	
NH	5	4	0	9
IL	11	15	0	26
IM	26	46	1	73
IH	4	13	1	18
AL	0	1	0	1
AM	0	1	0	1
Not completed	1	1	0	2
Total	47	81	2	130

Table 31 shows that 58 out of 128 participants (45.3%) accurately assessed their speaking abilities. 60 of the participants (46.9%) rated themselves either one sublevel below or above their OPIc ratings, leaving the remaining (7.8%) who self-assessed two or more sublevels away. As previously mentioned, the participants who did not complete the OPIc (N=2) were excluded from the analysis.

Table 32 shows the results of the level 3 self-assessments for speaking in relationship to the examinees' OPIc ratings.

**Table 32. Level 3 speaking self-assessments and OPIc ratings**

Row Labels	Self-assessment			Total
	IM	IH	AL	
IL	0	4	0	4
IM	7	15	2	24
IH	3	15	3	21
UR	0	2	1	3
Total	10	36	6	52

As Table 32 displays, 22 out of the 49 participants (44.9%) accurately rated themselves at the level of their OPIc proficiency ratings. 21 of the participants (42.9%) rated themselves one level above or below their OPIc scores, and 6 (12.2%) self-assessed at two levels above their oral proficiency levels. Three of the participants in this data set were excluded from the analysis due to their OPIc scores being unratable.

*Summary*

In this section, a summary of all the data presented regarding the self-assessments will be discussed. All unanalyzable data was excluded from this summarized analysis (i.e., BR, UR, AR, not completed), and the total *N*-sizes were adjusted accordingly. As with the previous tables, the self-assessments were categorized as being either: accurate (same as their actual proficiency ratings), one sublevel away, or two or more sublevels away. Table 33 summarizes accuracy in the self-assessments in all three skills in relation to their LTP, RTP, and OPIc proficiency levels.

**Table 33. Summary of accuracy in self-assessments**

	Accurate		+/- 1 sublevel		+/- 2 or more sublevels	
Listening / LTP ( <i>N</i> =159)	18	(11.3%)	60	(37.8%)	81	(50.9%)
Reading / RTP ( <i>N</i> =233)	78	(33.5%)	100	(42.9%)	55	(23.6%)
Speaking / OPIc ( <i>N</i> =244)	128	(52.5%)	99	(40.6%)	17	(7.0%)

As Table 33 displays, the participants are most accurate out of the three skills when self-assessing their oral proficiency (52.5%), followed by their reading abilities (33.5%), and lastly their listening skills (11.3%). It also appears that the proportion of participants who self-assessed one sublevel above or below their proficiency level was similar across all three skills: 37.8% for listening, 42.9% for reading, and 40.6% for speaking. Finally, the largest proportion of participants who rated themselves two or more sublevels higher or lower than their actual scores were in their listening proficiency (50.9%), followed by their reading (23.6%), and then their speaking (7.0%).

***RQ 5: What factors contribute to advanced proficiency in study abroad experiences (given a sufficiently robust sample)?***

Fully responding to the fifth research question is not possible given the amount of data available at this time. However, responses to questions related to study abroad experiences can be reviewed to consider the types of data currently available.

Table 34 shows the distribution of students who studied abroad by duration of study abroad and course level.

**Table 34. Duration of study abroad by course level**

Duration of study abroad	PACE 1004	PACE 3XXX	PACE Cert	Total
6 - 12 months	2	5	1	8
Less than 6 months	15	26	4	45
Total	17	31	5	53

A total of 53 participating students reported having previously studied abroad, including all of the certificate students, 31% of the students in 3XXX levels, and 13% of the students in 1004. No students in 1002/1022 courses reported studying abroad.

Those students who had studied abroad also responded to survey questions about their living situations and experience with the target language during their sojourn. Table 35 shows students' responses to a question about use of the target language during instruction while abroad.

**Table 35. Language of instruction while abroad by course level**

Was the target language the primary language of instruction (more than 50% of the time)?	PACE 1004	PACE 3XXX	PACE Cert	Total
No	7	9	0	16
Yes	10	22	5	37
Total	17	31	5	53

Table 35 shows that the majority of students were in environments where the primary language of instruction was the target language. The survey asked students about their living environment while abroad, as seen in Table 36.

**Table 36. Living situation while abroad by course level**

Living situation	PACE 1004	PACE 3XXX	PACE Cert	Total
Apartment with others	2	6	-	8
Dormitory	3	2	-	5
Host family	11	22	5	38
Other	1	1	-	2
Total	17	31	5	53

Table 36 shows that the majority of students lived with host families while abroad, with only a few living in apartments, dormitories, or other housing situations. Within their living situations, students were also asked about how often the target language was spoken at home. Table 37 shows the amount of time the target language was spoken at home by living situation.

**Table 37. Amount of time target language was used at home by living situation**

	<25%	25% to 50%	50% to 75%	75% to 90%	90% to 100%	Total
Apartment with others	3	1	1	2	1	8
Dormitory	3	2	-	-	-	5
Host family	2	3	6	4	23	38
Other	1	1	-	-	-	2
Total	9	7	7	6	24	53

Table 37 shows that nearly half of the students reported using the target language over 90% of the time. Students also reported how often they used the target language outside of the living environment. Table 38 shows students' responses about frequency of target language use outside of home.

**Table 38. Frequency of target language use outside the home**

Frequency (%)	Count
Less than 25%	9
25% to 50%	13
50% to 75%	17
75% to 90%	8
90% to 100%	6
Total	53

Table 38 shows that students' report using the target language for various amounts of time, but over half of respondents reported using it more than 50% of the time.

At this point in data collection, cell sizes are not adequately large to make meaningful inferences about the effect of these factors on language proficiency, but this aspect of the data will be attended to in future reports.

## CONCLUSIONS

As this report demonstrates, the first semester of data collection for the PACE project at the University of Minnesota resulted in establishing a database of proficiency scores and survey responses from a total of 306 students across multiple course levels and languages. However, because of how the students were classified across languages and course levels, cell sizes remained somewhat small for each category of student, resulting in limitations in the analysis. Additionally, the problem of small cell sizes was magnified by the number of students whose proficiency tests or self-assessments were unratable. As this project continues, the cell sizes will increase, allowing for more meaningful analysis.

In terms of the research questions, student proficiency levels were documented at each course level. After two semesters, across languages, student proficiency was generally at the Intermediate Low level. However, for listening proficiency and reading proficiency, many students at this level had tests scores that could not be rated, skewing the data. After four semesters, students' proficiency ranged from Intermediate Low to above Intermediate Mid. After six semesters, students' proficiency exceeded Intermediate Mid and, for Spanish students, approached Advanced Low. However, there was some variation between languages. For Spanish students, there were additional students in senior seminars and pursuing certificates whose proficiency levels were in the Advanced ranges. Finally, students in the first semester of Portuguese for Spanish speakers had proficiency means ranging from below Intermediate Mid to above Intermediate High, depending on the skill.

As students move through the course progressions, they generally increased in proficiency across skills. There was only one instance where there was a decrease in proficiency level. In the progression of French 1004 and French 3016 course levels, students' mean speaking scores saw a slight decrease, an issue that could be investigated further.

Survey results were challenging to analyze and compare to test results due to the small cell sizes. Furthermore, the correlation between many survey questions' responses and proficiency levels can be difficult to evaluate because of confounding variables such as level and language of study. For example, the effect of previous language study on proficiency level is difficult to establish because a clearly confounding factor is the number of university courses in which a student has participated, a level of analysis that further decreases cell sizes. Moreover, consistent patterns were not observed.

The self-assessment questions showed that students generally assessed themselves most accurately in speaking, with the least accuracy in listening. However, these results are difficult to analyze due to the quantity of data that has to be excluded, which comes from unanalyzable test ratings and self-assessment ratings. Furthermore, listening was the skill with the highest incidence of unanalyzable data.

Finally, the ability to look in depth at the effects of study abroad on proficiency was affected by small cell sizes. While many students reported prior study abroad experience, the level of detail collected on those experiences cannot provide much illumination to the factors that



contribute to language learning. Students indicated the length of study abroad in large increments with the smallest increment identified as less than six months, a timeframe that could encompass many models of study abroad. The great majority of respondents who had studied abroad indicated this duration. Future data collection will expand these cell sizes to allow for more meaningful comparisons.

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