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ACTFL Guidelines and CEFR in Teaching, Learning and Testing

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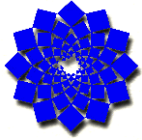
NOVEMBER 2008

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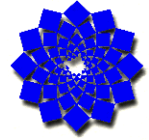
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Session 321: ACTFL Guidelines and CEFR in Teaching, Learning, & Testing



ACTFL and CEFR Perceived Capability & Its Relationship with Actual Proficiency: A Preliminary Study

Dr. Peter Jan Slagter

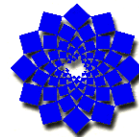


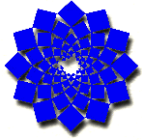
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Dr. Eric A. Surface



Dr. Elvira Swender



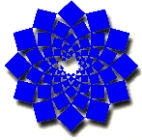


Overview



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- Study Objective
- Actual & Perceived Capability
- About CEFR and ACTFL Scales
- Methodology
- Preliminary Results by Research Question
- Initial Conclusions
- Future Directions

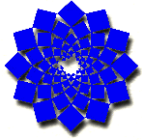


Study Objective and Research Questions



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- To compare perceived and actual foreign language writing and speaking proficiency:
 - *Q1. Do CEFR self-ratings of capability follow a logical pattern?*
 - *Q2. Do ACTFL self-ratings of capability follow a logical pattern?*
 - *Q3. What is the relationship between CEFR and ACTFL self-ratings of capability?*
 - *Q4. What is the relationship between actual and perceived foreign language capability?*
 - *Q5. What ability of perceived capability to predict actual capability?*

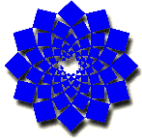


Actual & Perceived Capability



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- Actual Capability
 - External, Objective Measurement
 - Proficiency
 - Performance
- Perceived Capability
 - Self-report, subjective Measurement
 - “Can do” statements
 - Self Efficacy (Bandura)
 - Significant body of research linking SE to outcomes such as learning or task/job performance
 - Predictive of FL proficiency (as measured by DLPT/OPI)

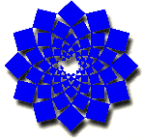


CEFR Scale



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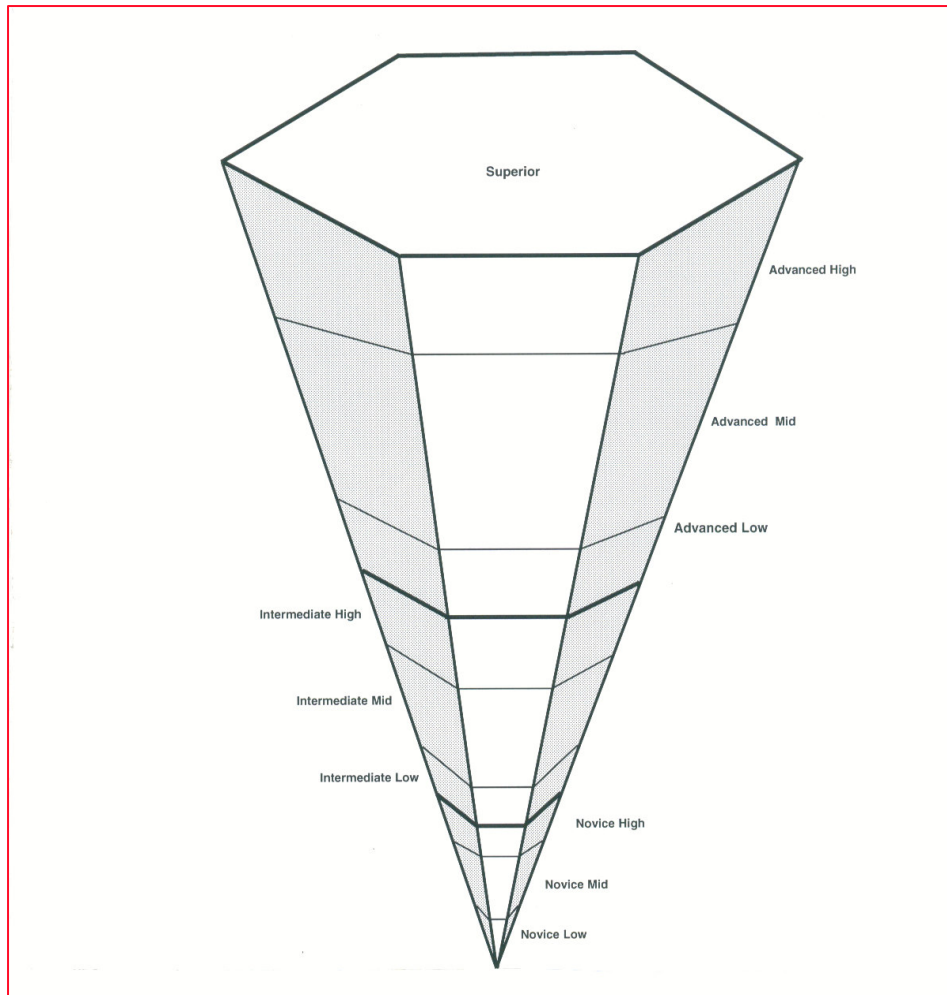
Level	Description
Basic User A1 and A2	
A1 “Breakthrough”	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type...
A2 “Waystage”	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)...
Independent User B1 and B2	
B1 “Threshold”	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken...
B2 “Vantage”	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation...
Proficient User C1 and C2	
C1 “Effective Operational Proficiency”	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes...
C2 “Mastery”	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation...



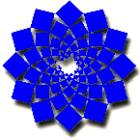
ACTFL Scale



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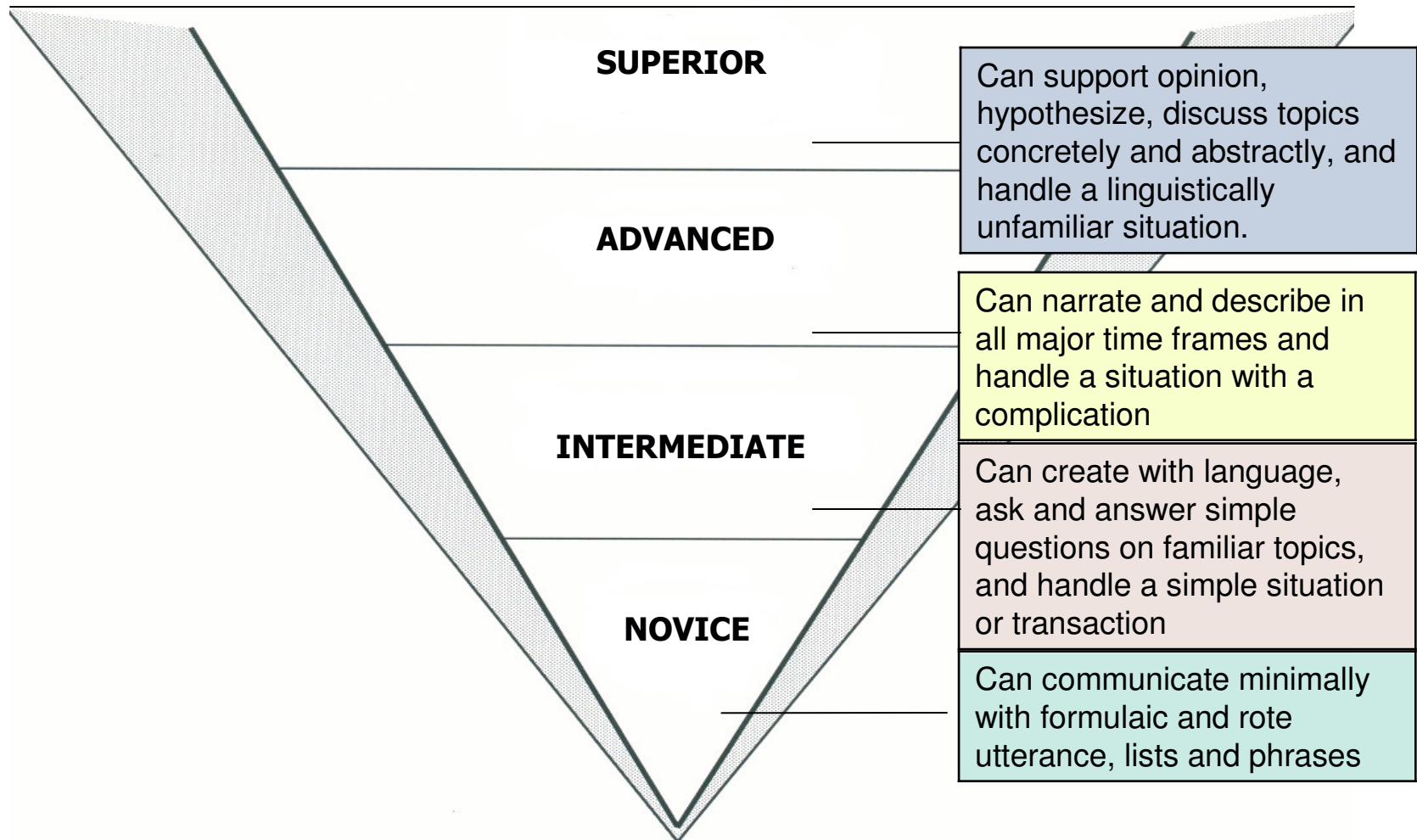
- Hierarchy of global tasks
- Four major levels
- Major levels divided into sublevels

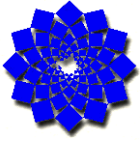


ACTFL

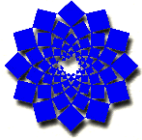


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Study Method

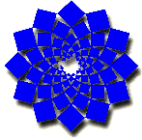


Study Method



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- 104 students from a European university enrolled in Spanish as a Foreign Language
 - 3 collection dates
 - Spring 2007
 - December 2007
 - May 2008
- Measures:
 - Abbreviated ACTFL Writing & Speaking Self-rated Proficiency Descriptions
 - Common European Framework of Reference for Languages (CEFR)
 - Form A- ordered items
 - Form B- randomized items
 - Form C- randomized items
 - ACTFL Writing Proficiency Test (WPT)
 - ACTFL Oral Proficiency Interview (OPIc)

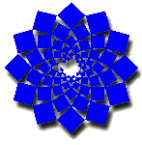


Study Method



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Collection Date/Form	ACTFL Writing Self Ratings	ACTFL Speaking Self Ratings	WPT	OPIc	CEFR Self Ratings
Spring 2007	—	—	15	—	15
December 2007	—	—	34	13	33
May 2008	25	26	46	9	46
Total N	25	26	95	22	94

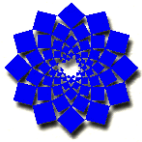


Study Method—CEFR Self Ratings



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- Self-rated on 5 modalities
 - We are focusing on Spoken Interaction, Spoken Production, Writing
- Each modality is divided into 3 broad divisions with 6 total levels
 - A: Basic User
 - A1: Breakthrough
 - A2: Waystage
 - B: Independent User
 - B1: Threshold
 - B2: Vantage
 - C: Proficient User
 - C1: Effective Operational Proficiency
 - C2: Mastery
- Students self-rated on 7-point Likert-type scale

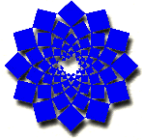


Study Method—ACTFL Self Ratings



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- Abbreviated ACTFL Speaking & Writing Proficiency Descriptions
- Students rated themselves on a Likert-type scale (1 *strongly disagree* to 7 *strongly agree*)
- Rated how they felt about their control of each of the 10 proficiency levels
 - Novice: Low, Mid, High
 - Intermediate: Low, Mid, High
 - Advanced: Low, Mid, High
 - Superior

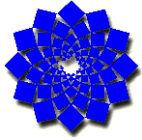


Study Method



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- An Independent Samples T-test confirmed no differences between CEFR forms A, B, & C
- Correlations, Exploratory Factor Analysis (EFA), & Discriminant Function analyses were conducted
- Sample sizes varied per measure as shown in the previous tables
- Based on EFA results, mean composite scales were computed for each measure

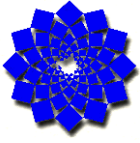


Study Method—Reliabilities

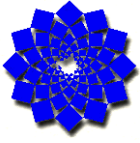


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Scale	N	Reliability (alpha)
CEFR Spoken Interaction	86	.75
CEFR Spoken Production	86	.79
CEFR Writing	92	.78
ACTFL Writing	25	.91
ACTFL Speaking	26	.91



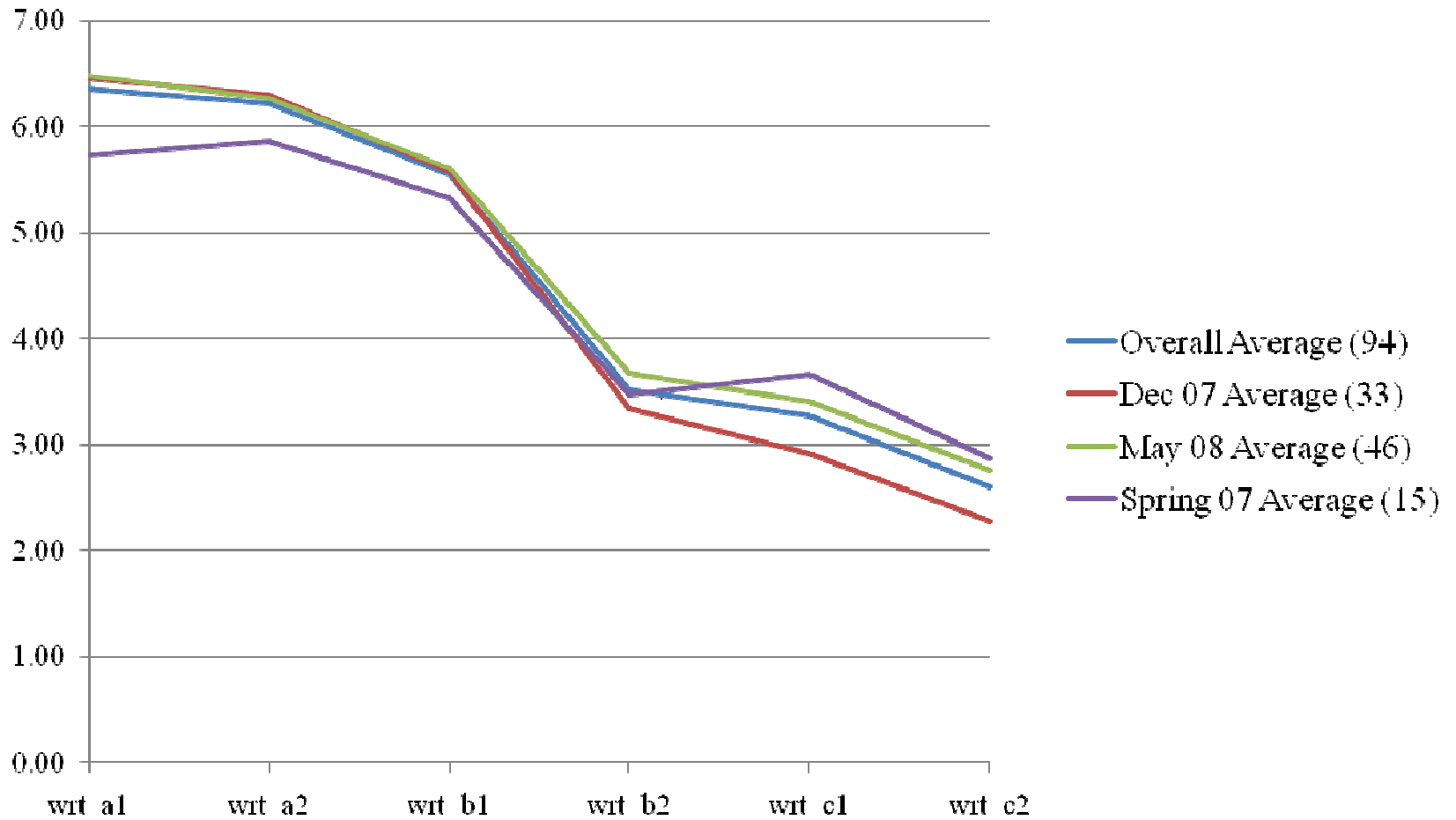
Q1. Do CEFR self-ratings of capability follow a logical pattern?

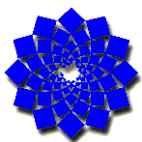


Q1. CEFR Self-Ratings Patterns: Writing



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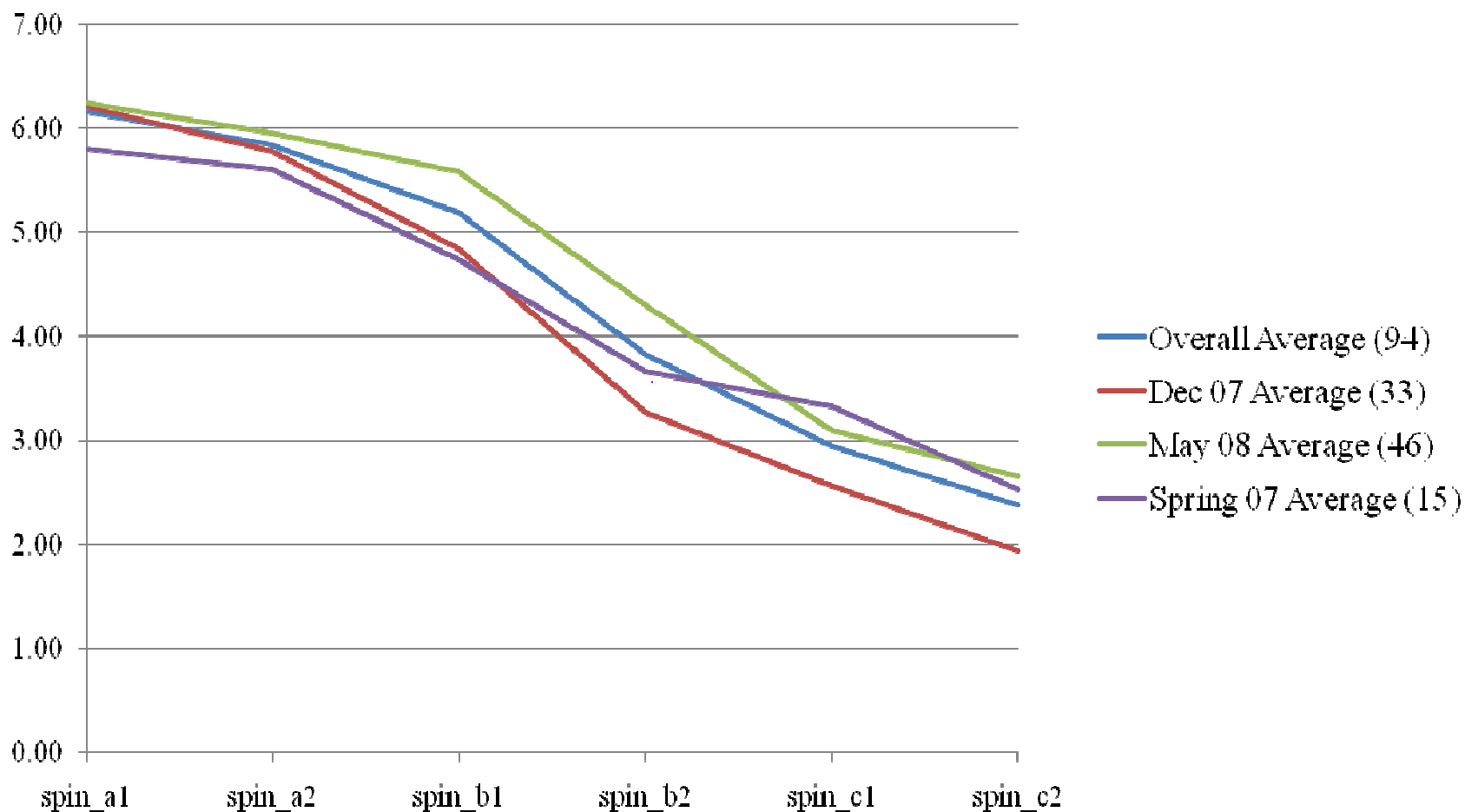


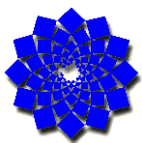


Q1. CEFR Self-Ratings Patterns: Spoken Interaction



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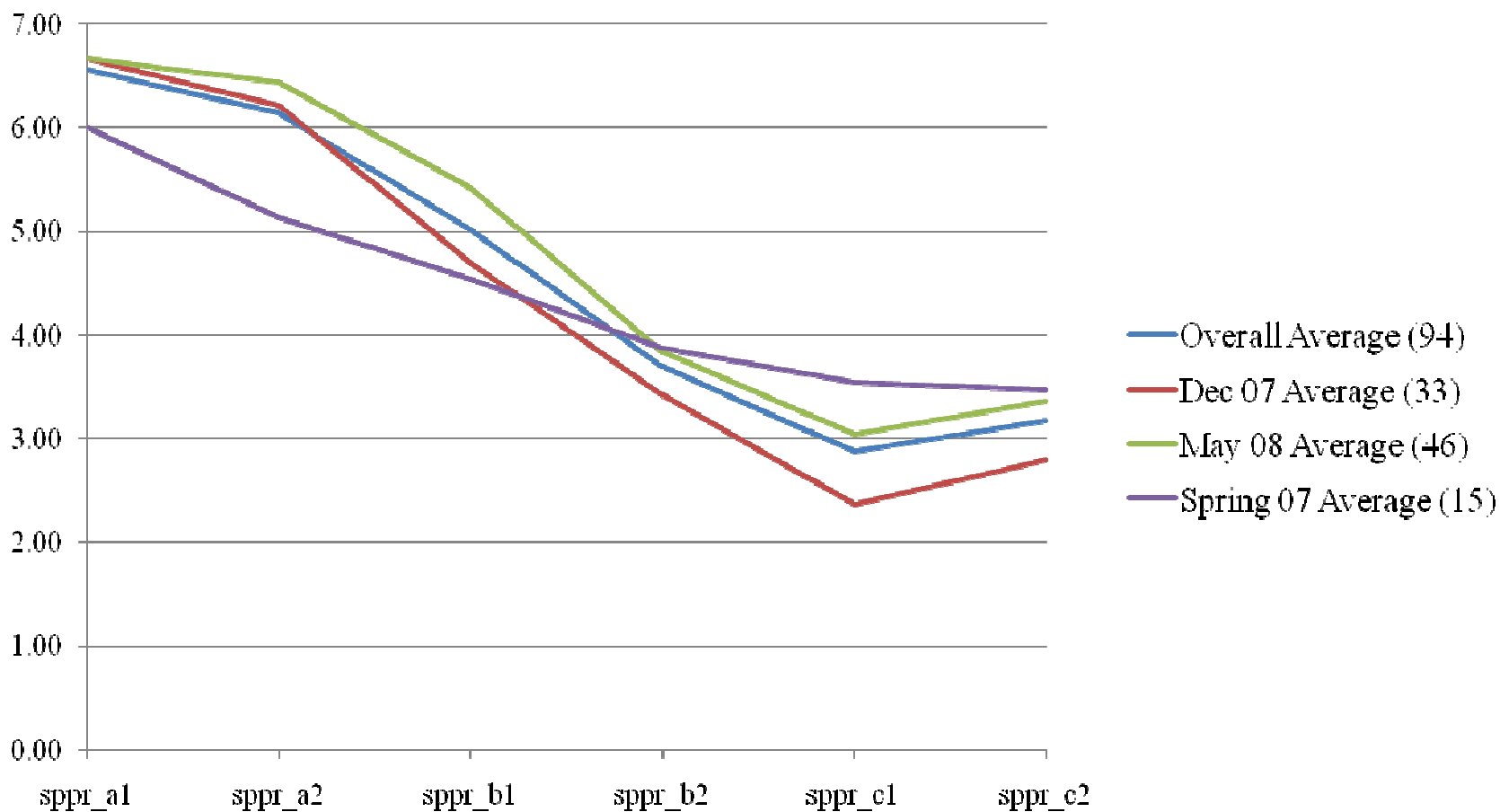


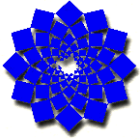


Q1. CEFR Self-Ratings Patterns: Spoken Production

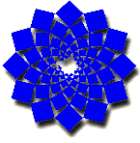


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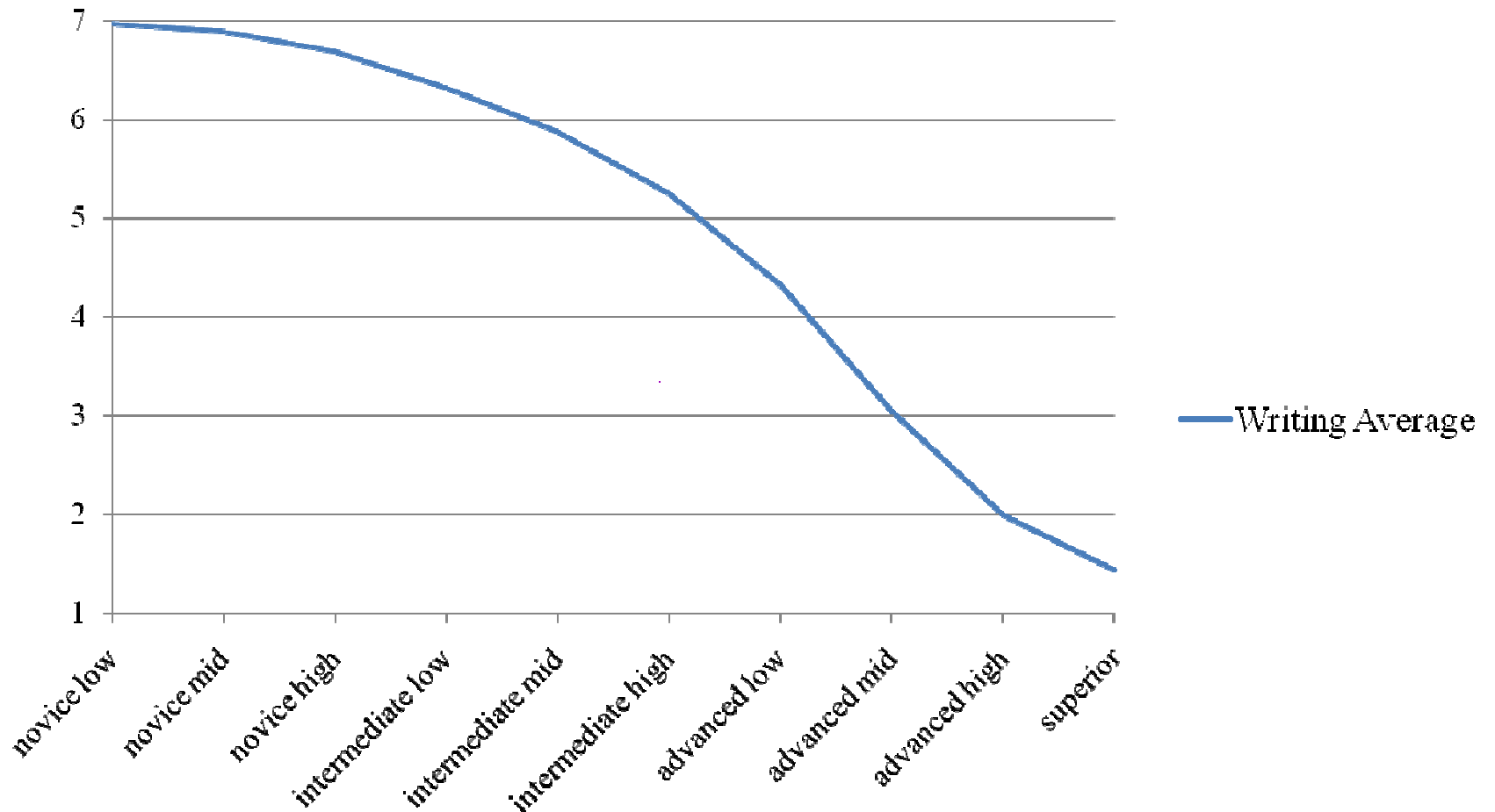
Q2. Do ACTFL self-ratings of capability follow a logical pattern?



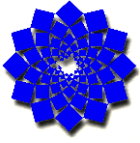
Q2: ACTFL Self-Ratings Pattern: Writing



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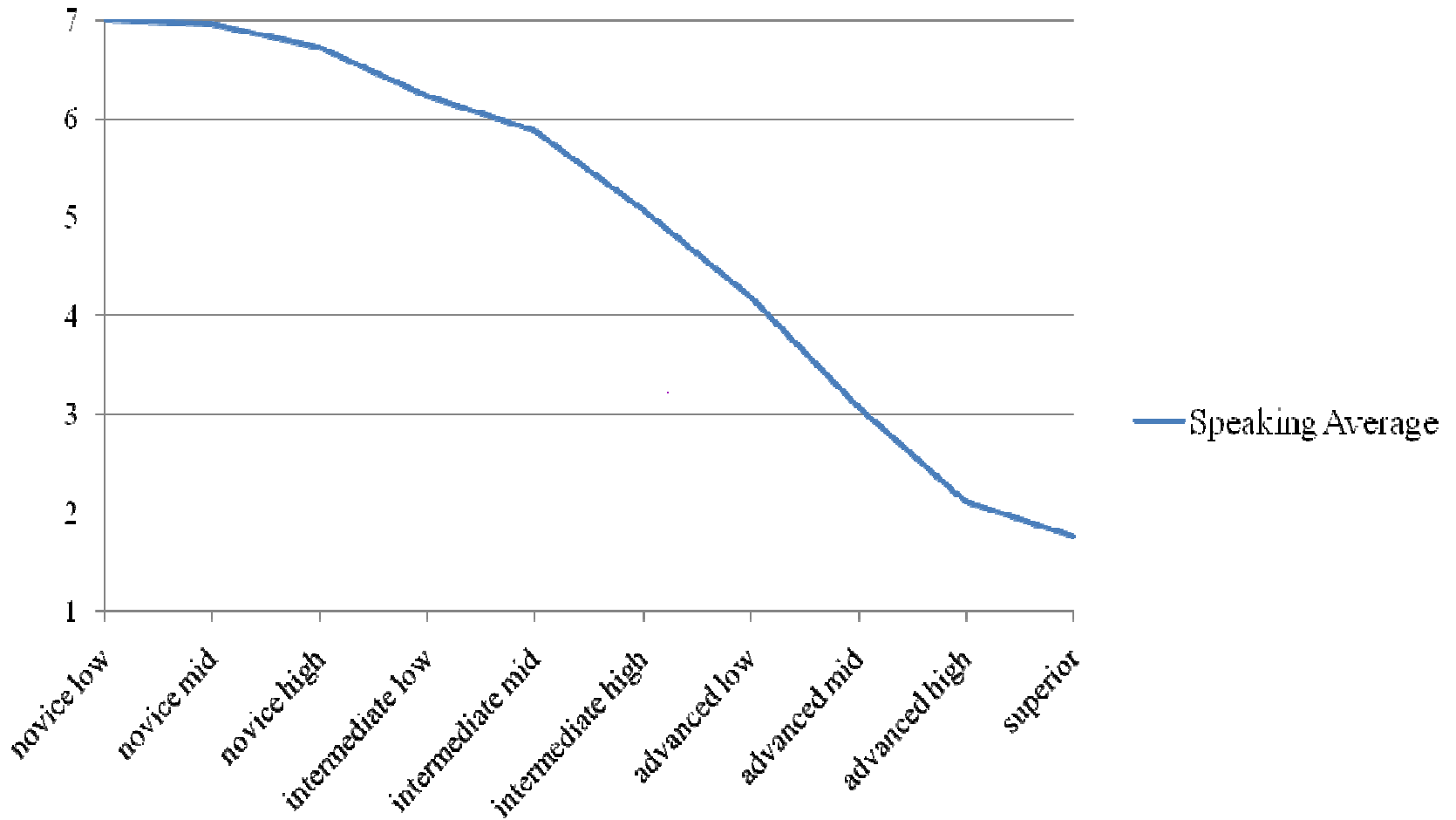
Note. N=25



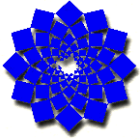
Q2: ACTFL Self-Ratings Pattern: Speaking



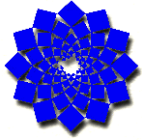
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Note. N=26



Q3. What is the relationship between CEFR and ACTFL self-ratings of capability?

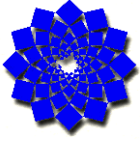


Q3. Relationship between CEFR & ACTFL Self-Ratings

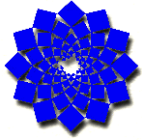


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	ACTFL Writing	ACTFL Speaking	CEFR Spoken Interaction	CEFR Spoken Production
ACTFL Speaking	.90**			
CEFR Spoken Interaction	.37	.44*		
CEFR Spoken Production	.52*	.55**	.48*	
CEFR Writing	.51*	.57**	.66**	.87**



Q4. What is the relationship between actual and perceived foreign language capability?



Q4. Relationship between Actual & Perceived Capability—CEFR-WPT



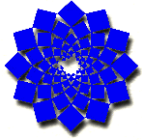
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	WPT	CEFR Spoken Interaction	CEFR Spoken Production
CEFR Spoken Interaction	.46**		
CEFR Spoken Production	.57**	.50**	
CEFR Writing	.56**	.51**	.73**

*Note. *Correlation is significant at the .05 level.*

***Correlation is significant at the .01 level.*

N=65



Q4. Relationship between Actual & Perceived Capability—ACTFL-WPT



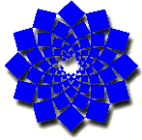
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	WPT	ACTFL Writing
ACTFL Writing	.71**	
ACTFL Speaking	.81**	.88**

*Note. *Correlation is significant at the .05 level.*

***Correlation is significant at the .01 level.*

N=21



Q4. Relationship between Actual & Perceived Capability—CEFR-OPIc



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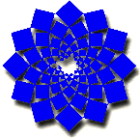
	OPIc	CEFR Spoken Interaction	CEFR Spoken Production
CEFR Spoken Interaction	.45		
CEFR Spoken Production	.46*	.49*	
CEFR Writing	.59**	.53*	.79**

*Note. *Correlation is significant at the .05 level.*

***Correlation is significant at the .01 level.*

N=19

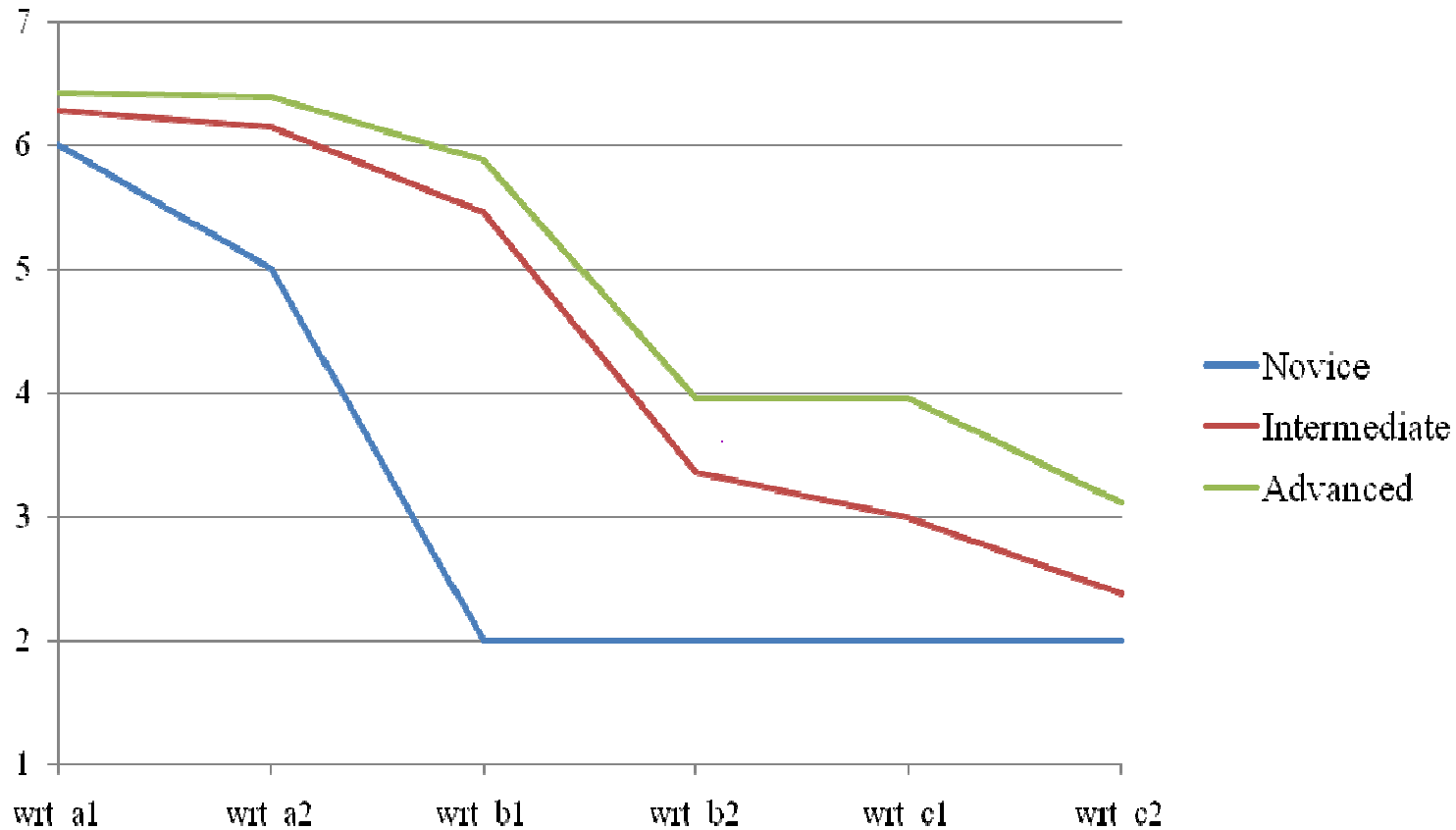
Note. ACTFL Self-Ratings and OPIc ratings only had an listwise n of 4



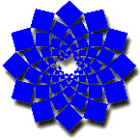
Q4. Relationship between Actual & Perceived Capability: CEFR Writing-WPT



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Note. *High was the only Novice level indicated (N=1), Intermediate N=60, Advanced N=26*

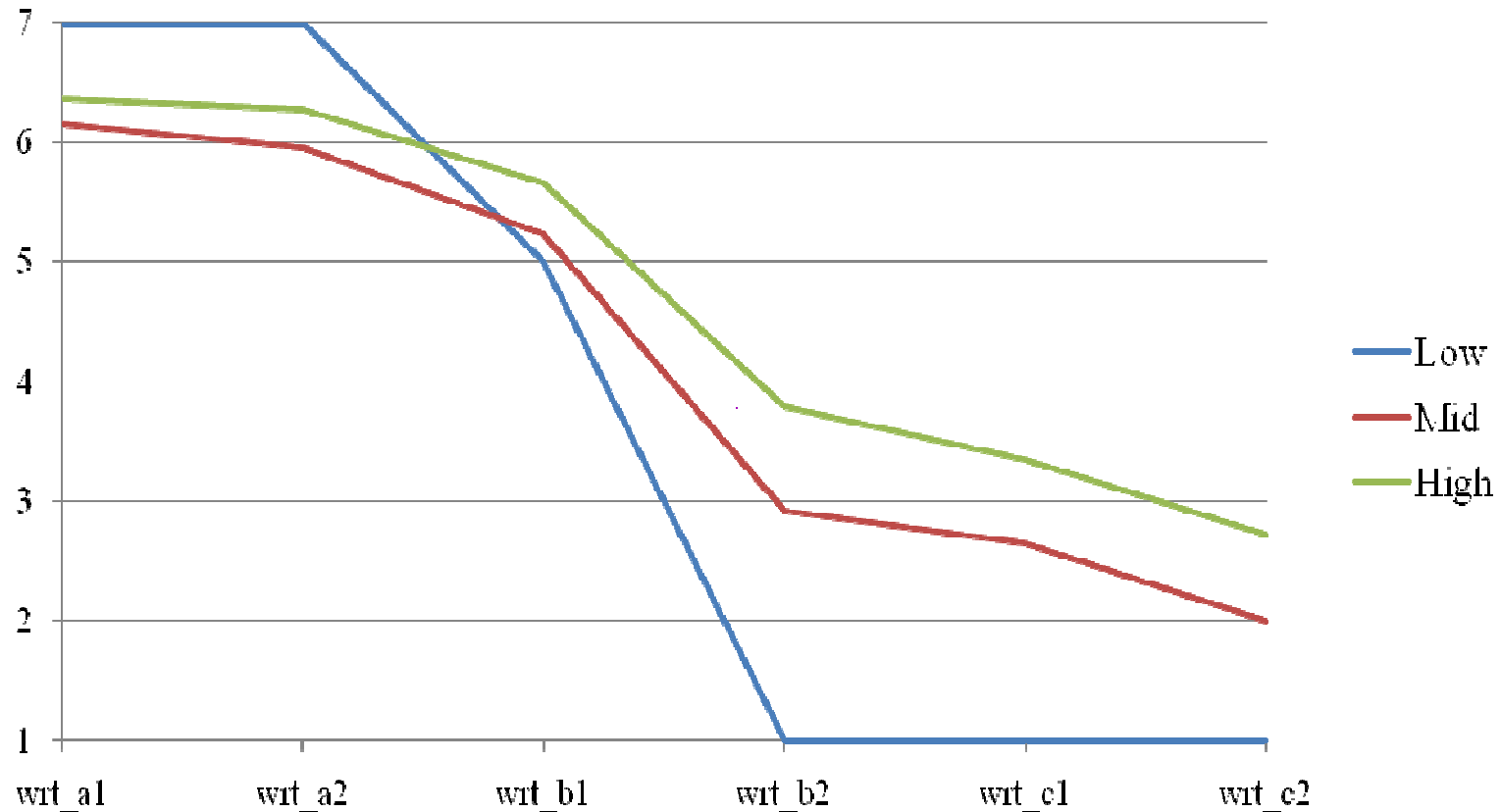


Q4. Relationship between Actual & Perceived Capability: CEFR Writing-WPT

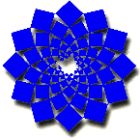


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Intermediate Level WPT



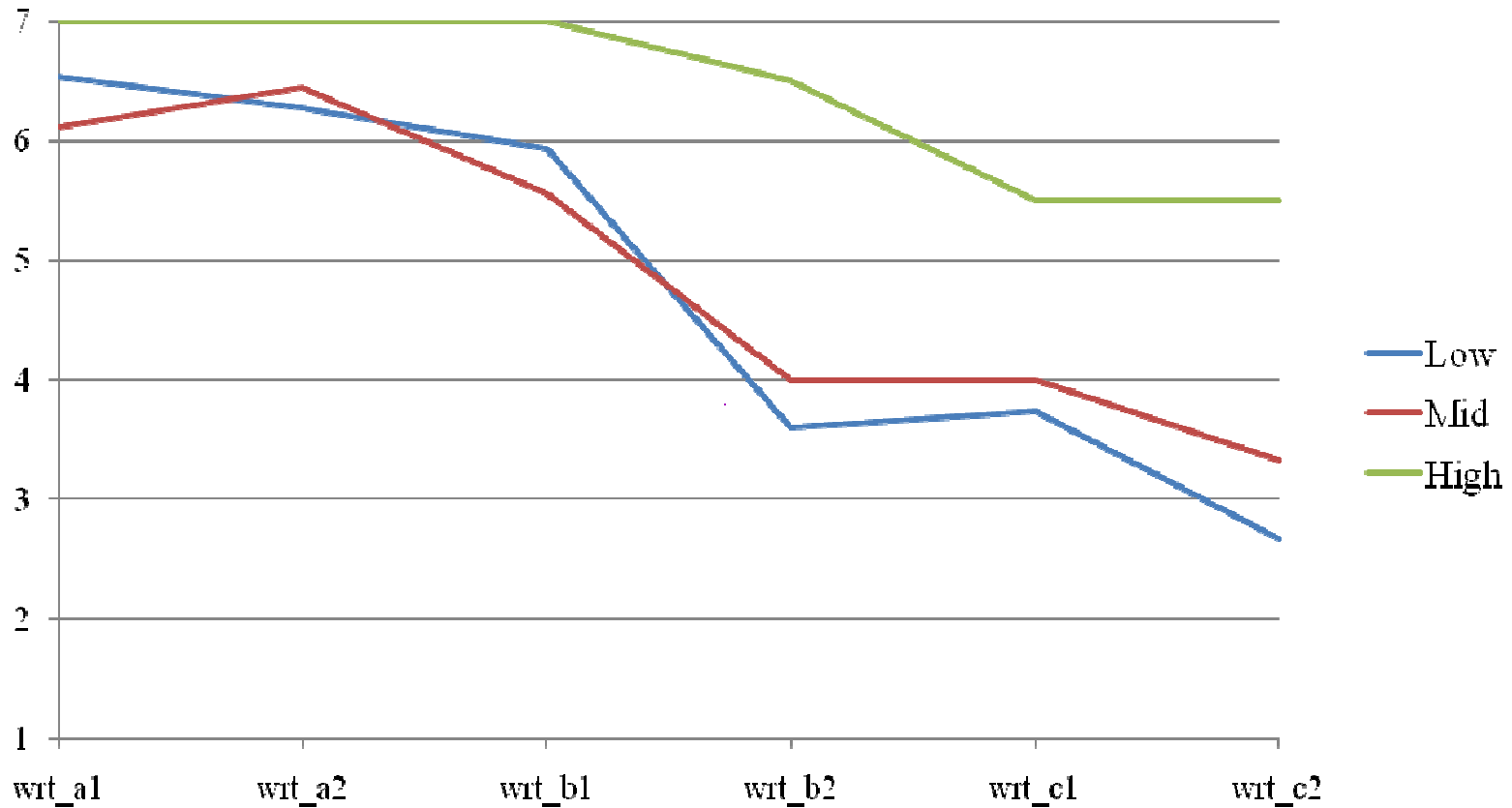
Note. Low N=1, Mid N=26, High N=33



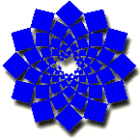
Q4. Relationship between Actual & Perceived Capability: CEFR Writing-WPT



Advance Level WPT



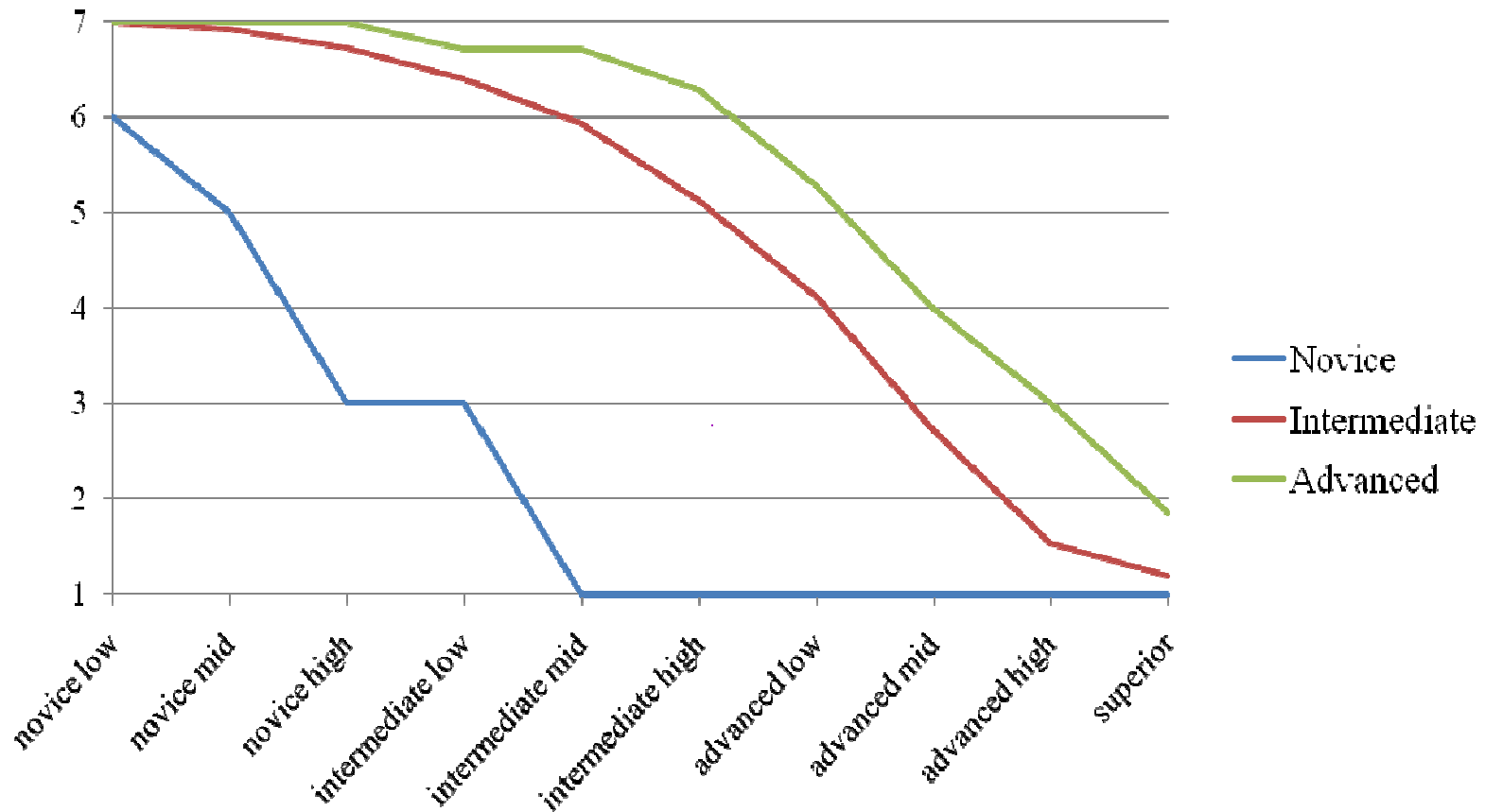
Note. Low N=15, Mid N=9, High N=2



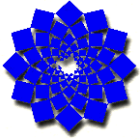
Q4. Relationship between Actual & Perceived Capability: ACTFL Writing-WPT



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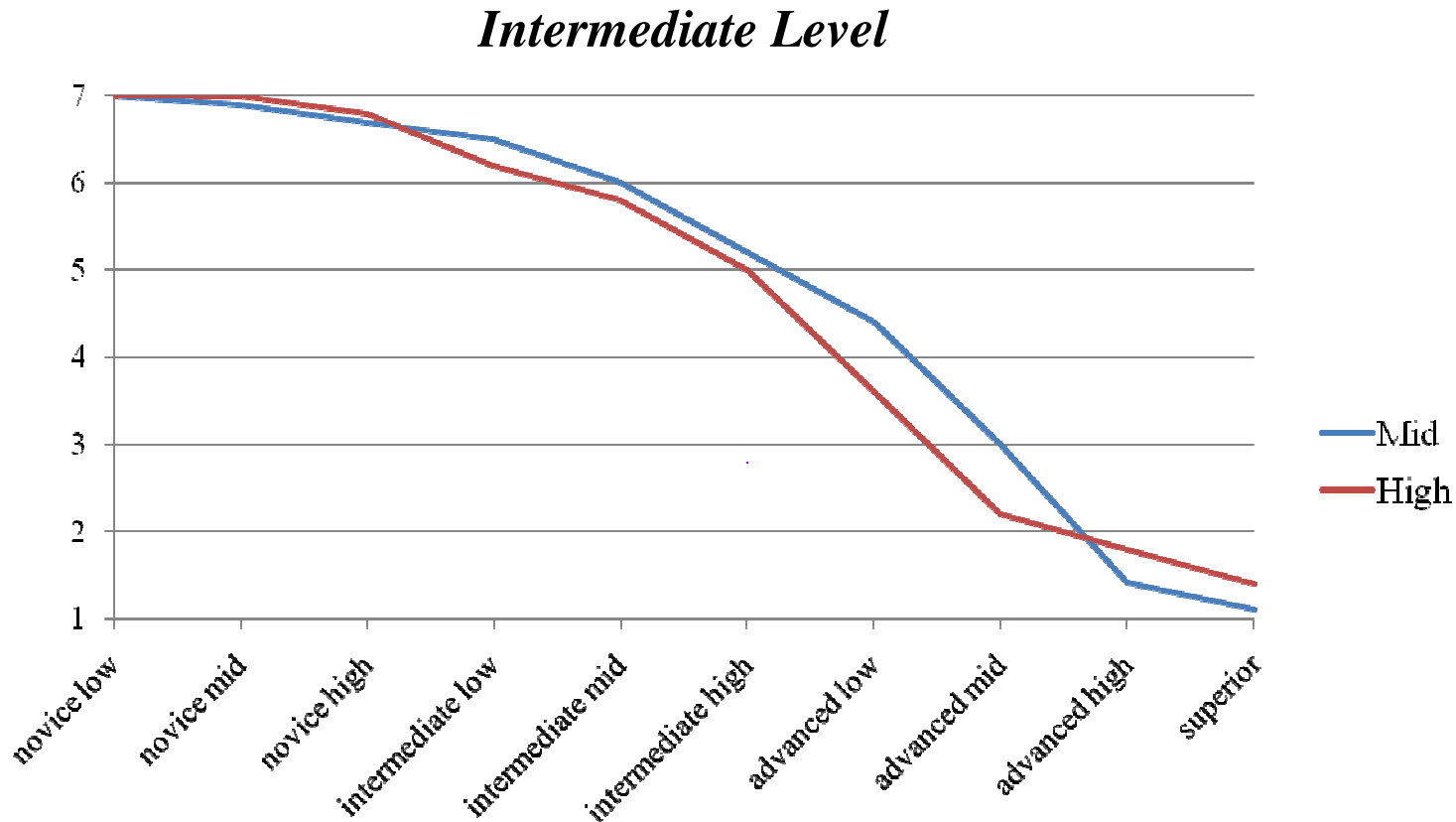
Note. High was the only Novice level indicated (N=1), Intermediate N=15, Advanced N=7



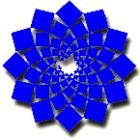
Q4. Relationship between Actual & Perceived Capability: ACTFL Writing-WPT



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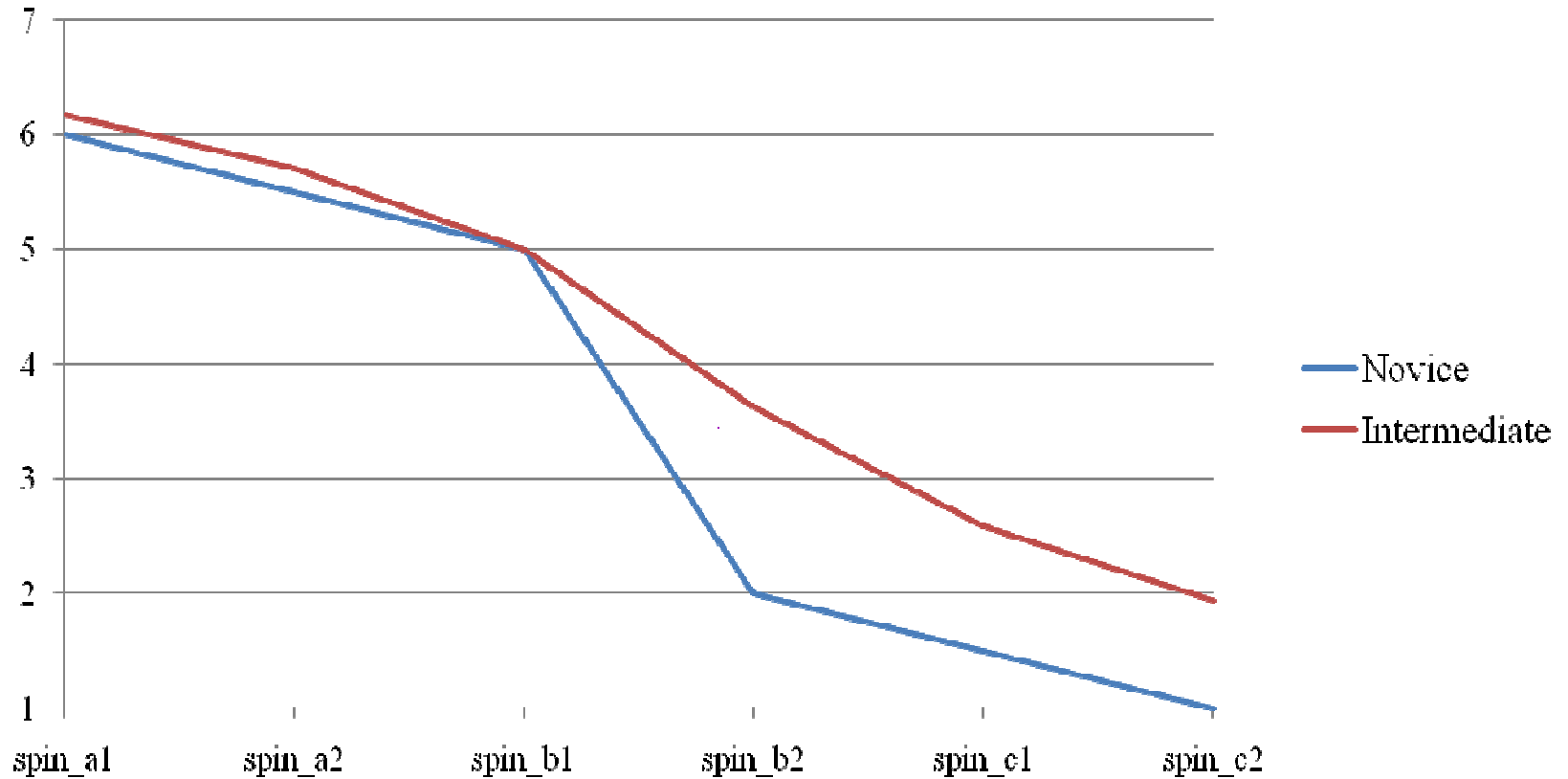
Note. Mid N=10, High N=7



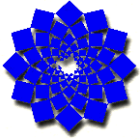
Q4. Relationship between Actual & Perceived Capability: CEFR Spoken Interaction-OPIc



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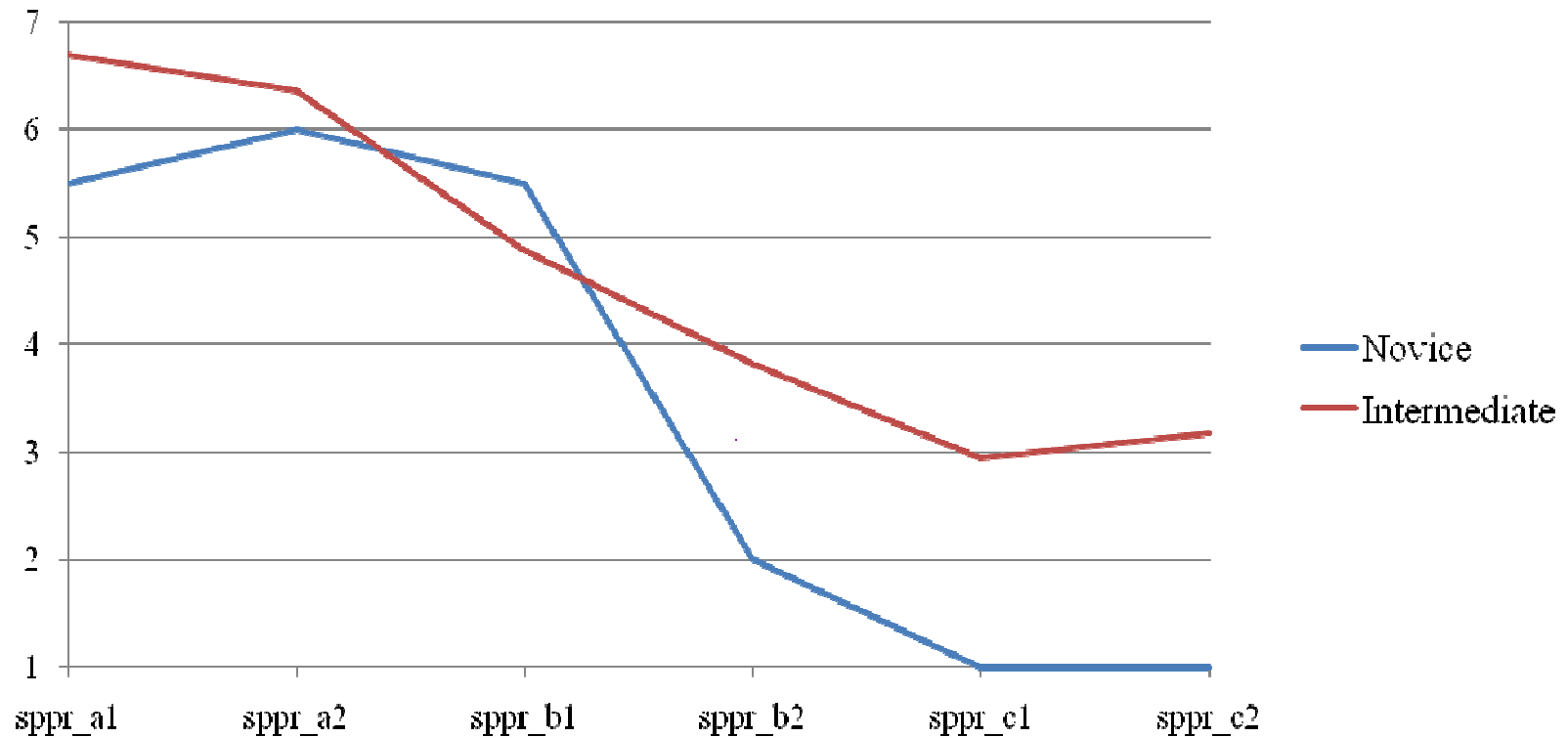
Note. Novice level: N=2, Intermediate N=17



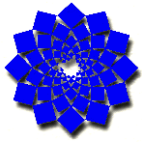
Q4. Relationship between Actual & Perceived Capability: CEFR Spoken Production-OPIc



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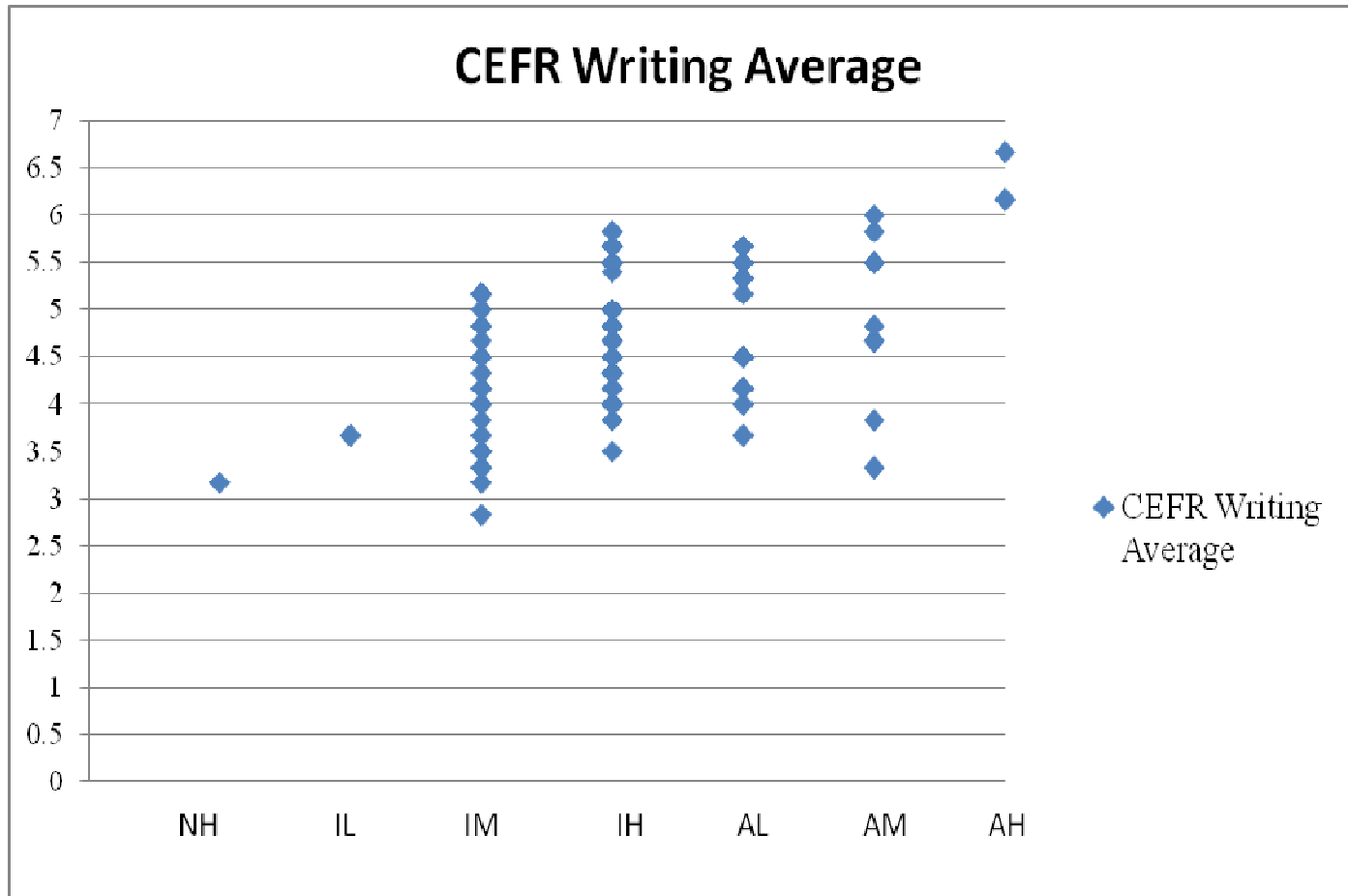
Note. Novice level: N=2, Intermediate: N=17

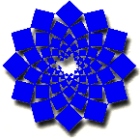


Q4. Relationship between Actual and Perceived Capability: CEFR Writing-WPT



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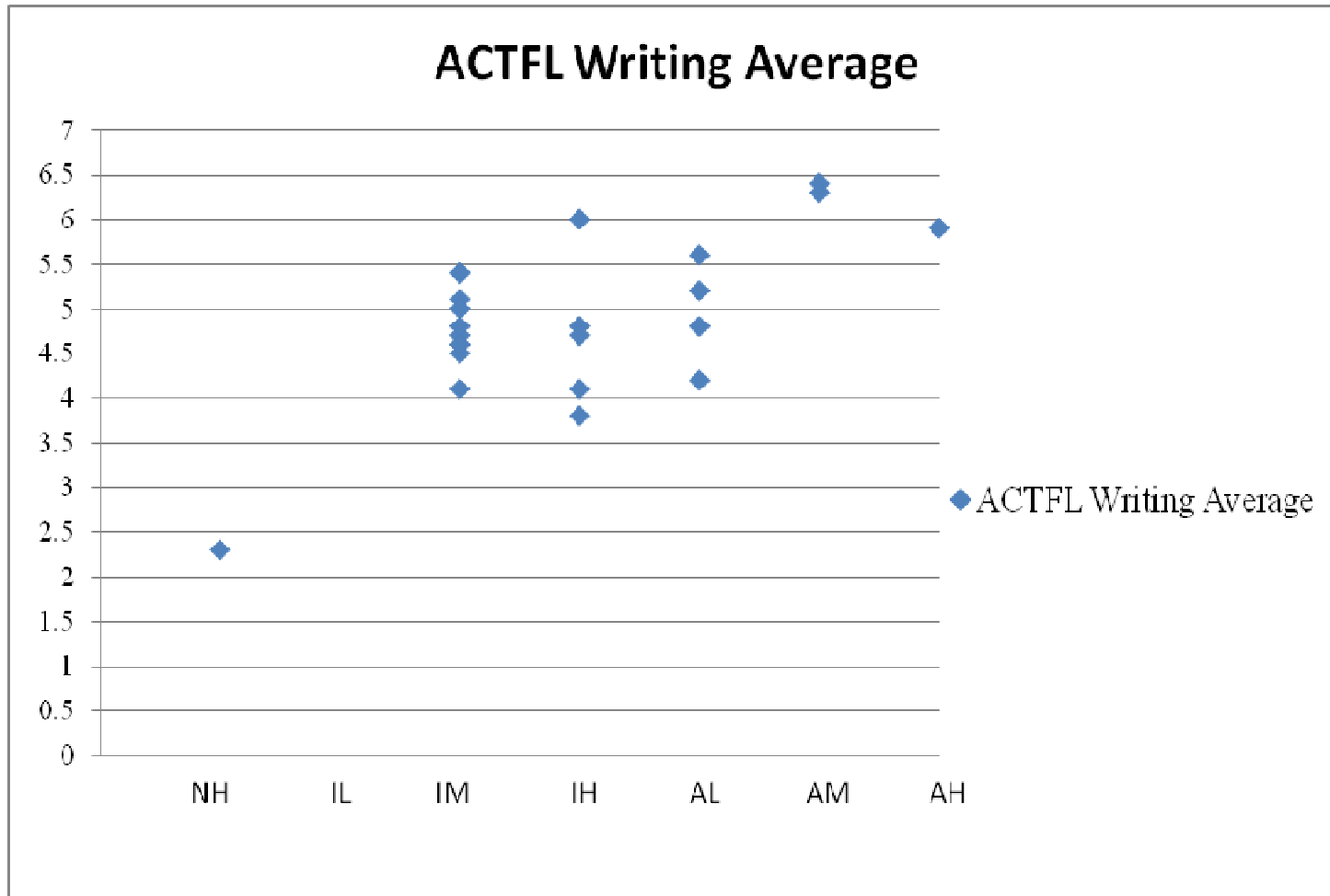


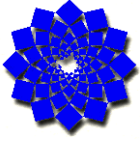


Q4. Relationship between Actual & Perceived Capability: ACTFL Writing-WPT

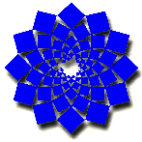


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Q5. What ability of perceived capability to predict actual capability?



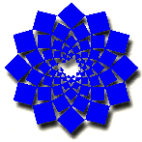
Q5. Predicting Actual Capability with Perceived Capability



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- Discriminant Function Analysis
- CEFR and ACTFL self-ratings significantly ($p < .05$) predicted actual writing proficiency rating (WPT):

Scale	<i>N</i>	Percentage of cases correctly classified (on WPT rating)
CEFR Spoken Production	79	57%
CEFR Spoken Interaction	79	49%
CEFR Writing	85	46%
ACTFL Speaking	24	75%
ACTFL Writing	23	87%

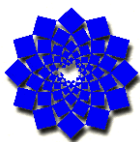


Q5. Predicting Actual Capability with Perceived Capability



		<u>Predicted</u> WPT from ACTFL <u>Speaking</u> Self-Ratings					Totals	
<u>Actual</u> WPT		NH	IM	IH	AL	AM	AH	
Count	NH	1	-	-	-	-	-	1
	IM	-	11	-	-	-	-	11
	IH	-	3	2	-	1	-	6
	AL	-	1	-	2	-	-	3
	AM	-	-	1	-	1	-	2
	AH	-	-	-	-	-	1	1

Note. 75% of cases correctly classified by ACTFL Speaking Self-ratings.

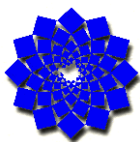


Q5. Predicting Actual Capability with Perceived Capability



		<u>Predicted</u> WPT from ACTFL <u>Writing</u> Self-Ratings					Totals	
<u>Actual</u> WPT		NH	IM	IH	AL	AM	AH	
Count	NH	1	-	-	-	-	-	1
	IM	-	9	1	-	-	-	10
	IH	-	-	4	-	1	-	5
	AL	-	1	-	3	-	-	4
	AM	-	-	-	-	2	-	2
	AH	-	-	-	-	-	1	1

Note. 87% of cases correctly classified by ACTFL Writing Self-ratings.

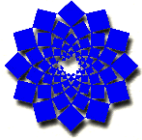


Q5. Predicting Actual Capability with Perceived Capability



		<u>Predicted</u> WPT From CEFR <u>Writing</u> Self-Ratings							Totals
<u>Actual</u> WPT		NH	IL	IM	IH	AL	AM	AH	
Count	NH	1	-	-	-	-	-	-	1
	IL	-	-	1	-	-	-	-	1
	IM	2	-	13	8	2	1	-	26
	IH	-	-	10	19	2	-	-	31
	AL	-	-	5	7	3	-	-	15
	AM	-	-	2	6	-	1	-	9
	AH	-	-	-	-	-	-	2	2

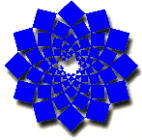
Note. 46% of cases correctly classified by CEFR Writing Self-ratings.



Initial Conclusions



- Very limited data, so should be very cautious in interpretation, but here are some initial observations:
 - Self-ratings on both the CEFR and ACTFL scales follow expected patterns.
 - There is a moderate relationship between CEFR and ACTFL self-ratings, but within scale there is a stronger relationship across skill modalities.
 - ACTFL self-ratings appear to be more strongly related to writing proficiency (as measured by WPT) than CEFR. No conclusion can be made about speaking proficiency (OPIc) because of lack of data.
 - ACTFL self-ratings predict actual writing proficiency (WPT) at higher rate than CEFR ratings.

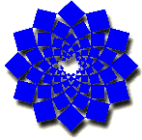


Future Directions



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- Collect More Data
 - More N
 - More actual proficiency data
- Additions to data collection protocol
 - Add a self-assessment of their proficiency level on both scales
 - “Of the categories you just read, which one best exemplifies your current level of capability in Spanish?”
 - Continue to use Likert-type scale items but add Guttman-type items as well
 - Add demographics, such as experiential variables

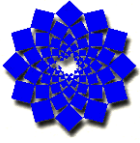


Future Directions



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- We are open to ideas and collaborations.
- We are also looking for sites that want to provide participants.



Questions & Answers and Discussion

Thank you for attending our session.

ABOUT SWA CONSULTING INC.

SWA Consulting Inc. (formerly Surface, Ward, and Associates) provides analytics and evidence-based solutions for clients using the principles and methods of industrial/organizational (I/O) psychology. Since 1997, SWA has advised and assisted corporate, non-profit and governmental clients on:

- Training and development
- Performance measurement and management
- Organizational effectiveness
- Test development and validation
- Program/training evaluation
- Work/job analysis
- Needs assessment
- Selection system design
- Study and analysis related to human capital issues
- Metric development and data collection
- Advanced data analysis

One specific practice area is analytics, research, and consulting on foreign language and culture in work contexts. In this area, SWA has conducted numerous projects, including language assessment validation and psychometric research; evaluations of language training, training tools, and job aids; language and culture focused needs assessments and job analysis; and advanced analysis of language research data.

Based in Raleigh, NC, and led by Drs. Eric A. Surface and Stephen J. Ward, SWA now employs close to twenty I/O professionals at the masters and PhD levels. SWA professionals are committed to providing clients the best data and analysis with which to make solid data-driven decisions. Taking a scientist-practitioner perspective, SWA professionals conduct model-based, evidence-driven research and consulting to provide the best answers and solutions to enhance our clients' mission and business objectives. SWA has competencies in measurement, data collection, analytics, data modeling, systematic reviews, validation, and evaluation.

For more information about SWA, our projects, and our capabilities, please visit our website (www.swa-consulting.com) or contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Stephen J. Ward (sward@swa-consulting.com).