



Documenting the speaking proficiency gains made by students in intensive summer LCTL programs in face-to-face and online/remote instructional contexts

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Our team



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Thanks to WISLI program coordinators,
instructors, and students; Language Testing
International







Our study

- Speaking proficiency gains and outcomes
 - F2F vs. online/remote
- Intensive summer programs
- 14 less commonly taught languages (LCTLs):
 - Arabic, Bengali, Brazilian Portuguese, Hindi, Indonesian, Kazakh, Persian, Tamil, Thai, Tibetan, Turkish, Urdu, Uyghur, and Uzbek
- Summers 2018-22
 - 2018-2019: F2F
 - 2020-21: Online/remote
 - 2022: F2F
- Funding
 - International Research and Studies Program grant (2020-23), award # P017A200014
 - ACTFL Research Priorities grant (2021-22)



About the instructional context: WISLI

Wisconsin Intensive Summer Language Institutes (WISLI)

- Mission: Help LCTL learners develop their language, cultural and regional expertise
- Housed in the Language Program Office (LPO) at UW-Madison
- Network of campus and external partnerships
- 8-week domestic summer intensive language study programs
- 4 hours of classroom instruction daily and co-curricular activities
- National and global audience of LCTL learners
- Experienced instructional staff who receive additional professional development in the summer



About the instructional context: WISLI (continued)

Offers over 30 LCTLs through five summer language institutes and a multilanguage seminar:

- Arabic, Persian, and Turkish Language Institute (APTLI)
 - Arabic, Hebrew, Persian/Farsi, Turkish
- Central Eurasian Studies Summer Institute (CESSI)
 - Kazakh, Tajik, Uyghur, Uzbek
- South Asia Summer Language Institute (SASLI)
 - Bengali, Hindi, Pashto, Sanskrit, Sinhala, Tamil, Tibetan, Urdu
- Southeast Asian Studies Summer Institute (SEASSI)
 - Burmese, Filipino, Hmong, Indonesian, Javanese, Khmer, Lao, Thai, Vietnamese
- Summer Intensive Portuguese Institute (SIPI)
 - Brazilian Portuguese
- Intensive Summer Multilanguage Seminar (MULTI)



About the instructional context: WISLI (continued)

- Pre-Summer 2020: Face-to-face with some options for distance learning
- Summers 2020-2021: Remote instruction
 - Approximately 150-160 contact hours
 - Synchronous instruction
 - Asynchronous activities
 - Continuity of co-curriculars online
- Summer 2022: Return to face-to-face instruction



Proficiency outcomes in U.S. L2 education

- Carroll (1967)
 - French, German, Italian, Russian, Spanish
- Rifkin (2005)
 - Russian
- Flagship Proficiency Initiative: Winke & Gass (2019); Winke et al. 2020, etc. Attainment of FL majors and minors.
 - Arabic, Chinese, French, Russian, Portuguese, Spanish

“The weakest modality in terms of ultimate attainment tended to be speaking. With the exception of Spanish heritage learners, who consistently reached Advanced Low, the majority of the students tested after four years of university-level coursework only attained between Intermediate Mid and Intermediate High proficiency in speaking.” (Winke et al. 2020, 57)



Arabic, Bengali, Brazilian Portuguese, Hindi, Indonesian, Kazakh,
Persian, Tamil, Thai, Tibetan, Turkish, Urdu, Uyghur, Uzbek



Research questions

RQ1. What are the speaking proficiency gains made by students in face-to-face intensive summer programs in LCTLs?

RQ 2: What are the speaking proficiency gains made by students in remote/online intensive summer programs in LCTLs?

RQ3: What is the difference, if any, in the speaking proficiency gains made by students in intensive summer LCTL programs that are delivered face-to-face and those that are delivered online?

RQ 4: Are there differences in the speaking proficiency gains made by students in intensive summer LCTL programs based on language of study or on student characteristics?

RQ5: What is the relationship, if any, between students' self-reported time spent in different language use activities and their speaking proficiency attainment in intensive summer LCTL programs?



Data collection

Summers 2018-2020 (existing assessment data)

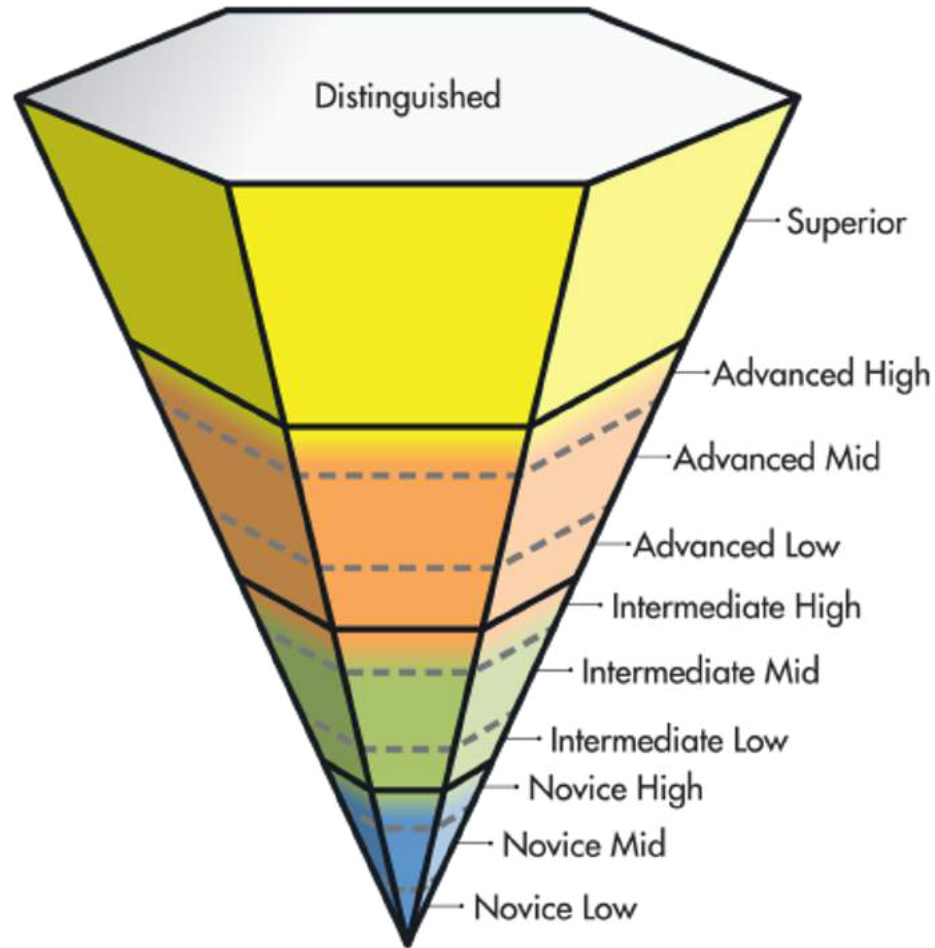
- Pre- and post-program Oral Proficiency Interviews (OPIs, ACTFL scale)

Summer 2021 (online/remote)

- Pre- and post-program Oral Proficiency Interviews (OPIs, ACTFL scale)
- Weekly journals
 - Time spent on L2 learning and use activities
 - Activities in which felt engaged
 - Challenges
- Interviews
- Background questionnaire



Language	Course Level				Total
	Beginning/ Elementary or First Year	Intermediate or Second Year	Advanced or Third Year	Advanced + or Above Third Year	
Arabic	5	9	10	0	24
Bengali	16	0	0	0	16
Brazilian Portuguese	16	0	0	0	16
Hindi	54	25	16	0	95
Indonesian	35	9	9	2	55
Kazakh	3	1	4	0	8
Persian	9	7	7	0	23
Tamil	19	4	0	0	23
Thai	14	3	2	0	19
Tibetan	10	1	0	0	11
Turkish	15	5	8	0	28
Urdu	32	22	16	0	70
Uyghur	3	1	1	0	5
Uzbek	4	1	0	0	5
Total	235	88	73	2	398



Coding for proficiency level:

Superior: 10

Advanced High: 9

Advanced Mid: 8

Advanced Low: 7

Intermediate High: 6

Intermediate Mid: 5

Intermediate Low: 4

Novice High: 3

Novice Mid: 2

Novice Low: 1



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished



Data analysis procedures: Additional variable coding

- Individuals with a missing pre-program OPI rating and who were enrolled in a beginning level course were coded as Novice Low (1) at pre-program
- $\text{Gain} = (\text{post-program OPI} - \text{pre-program OPI})$
- Languages were grouped into language categories based on the Foreign Service Institute difficulty of language scale
- Data analysis used both descriptive and inferential statistics



RQ3: What is the difference, if any, in the speaking proficiency gains made by students in intensive summer LCTL programs that are delivered face-to-face and those that are delivered online/remotely?

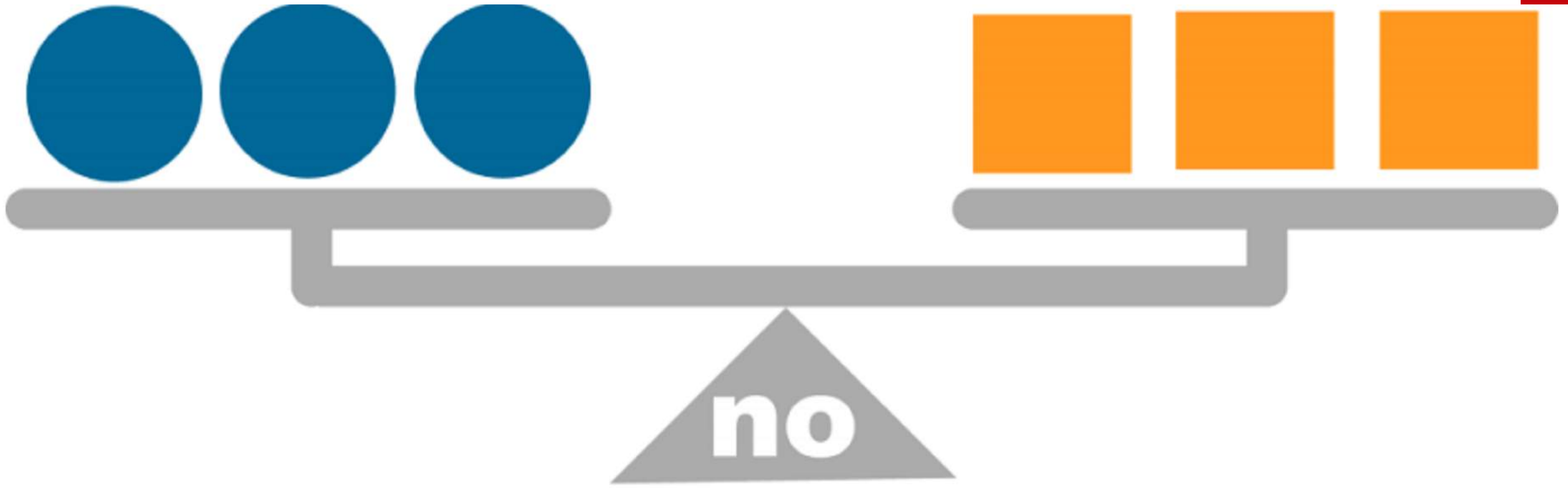


Average OPI scores by delivery modality

Average Pre-Program, Post-Program, and OPI Gain Scores by Course Modality, 2018-2021

Course Modality	Pre-Program OPI			Post-Program OPI			Gain	
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>Median</i>
Face-to-Face	155	2.50	2.14	4.86	1.75	2.37	1.64	2.00
Online	243	3.07	2.42	5.37	1.76	2.30	1.84	2.00

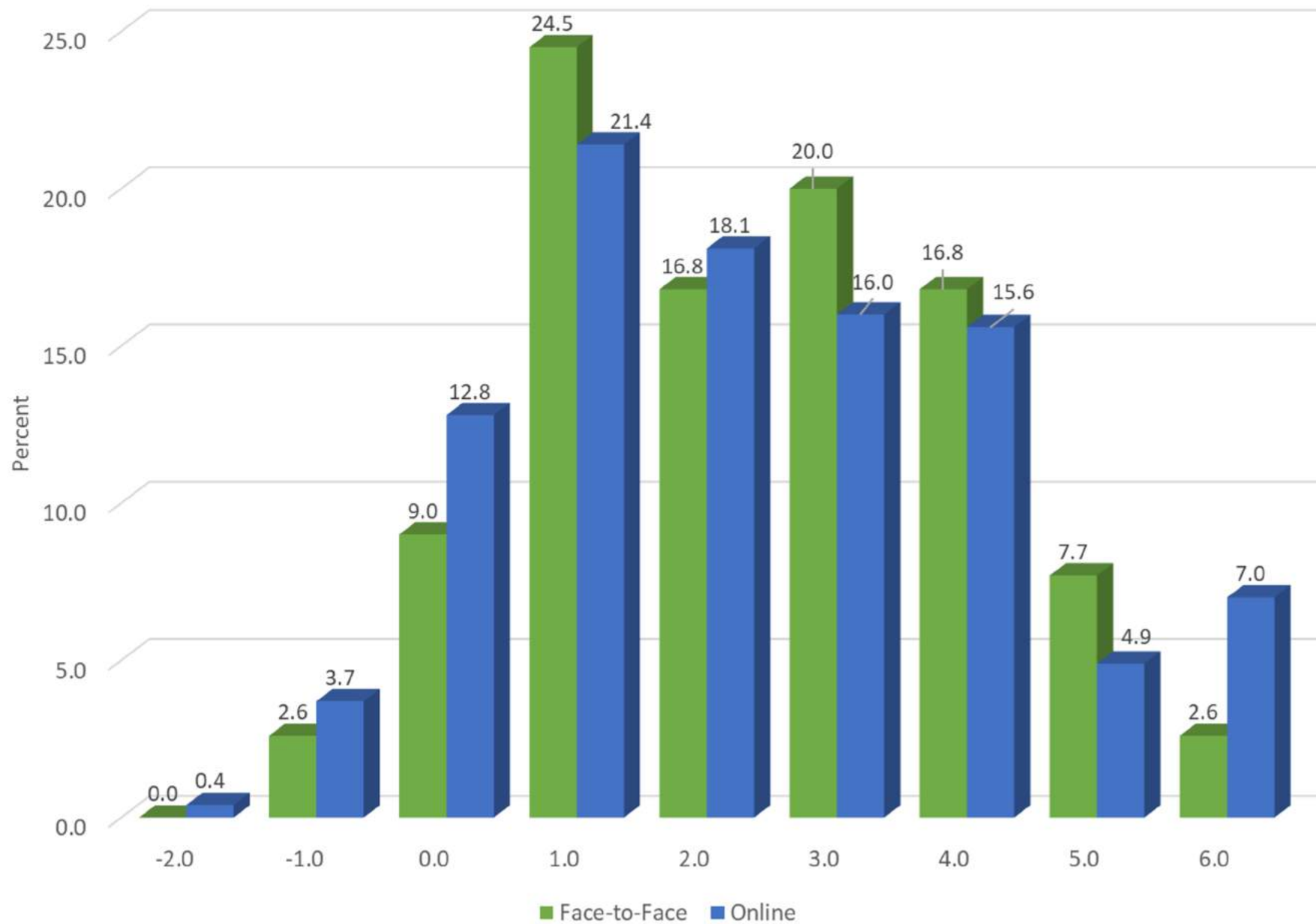
Note. $t(396) = 0.35, p = 0.73, d = 0.04$



significant difference



Percentage of Participants at Each OPI Gain Score by Mode of Instruction





RQ1/2. What are the speaking proficiency gains made by students in intensive summer programs in LCTLs?



Average OPI scores by course level

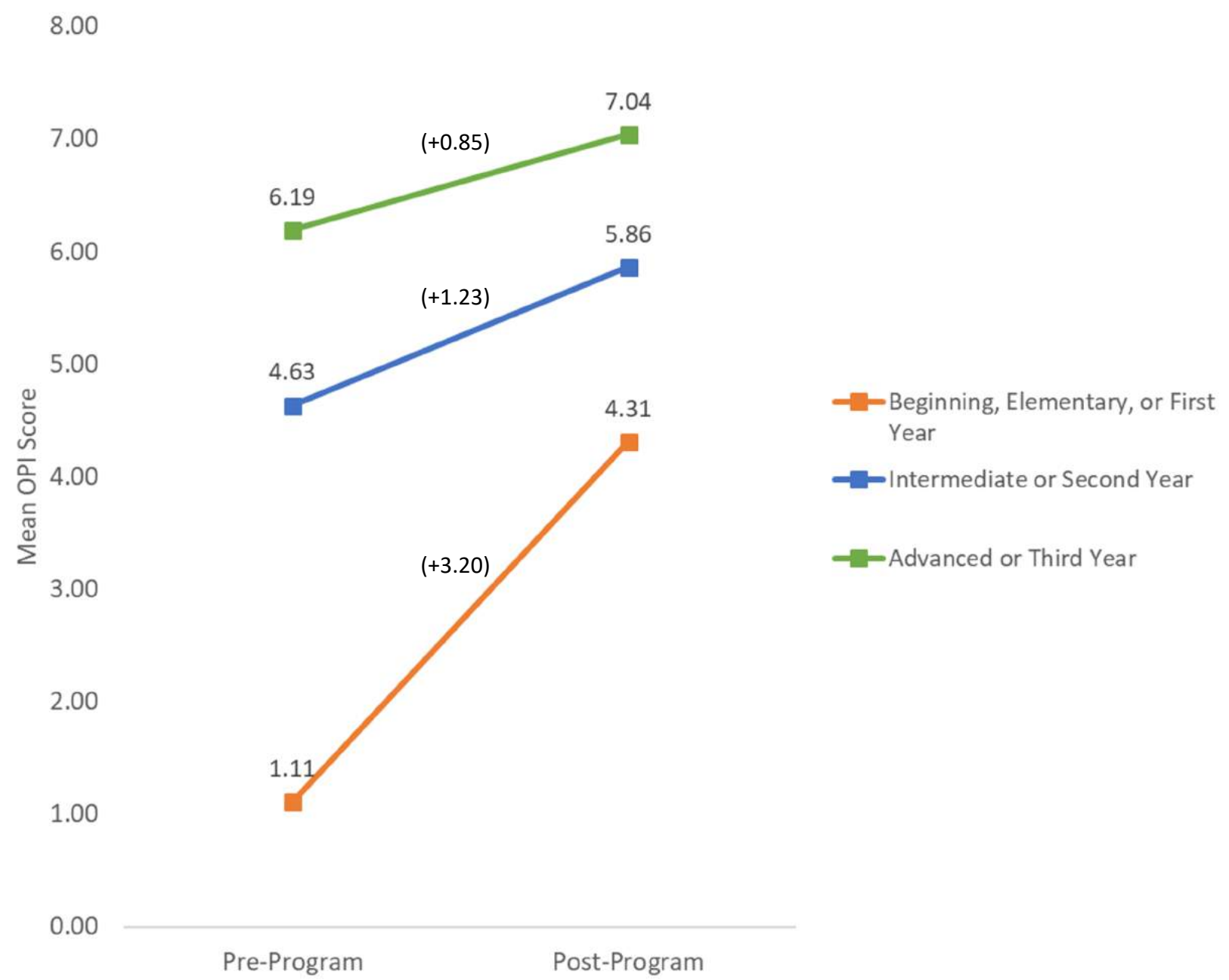
Average Pre-Program, Post-Program, and OPI Gain Scores for Different Levels of Language Instruction, 2018-2021

Instruction Level	Pre-Program OPI			Post-Program OPI		Change in OPI		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Beginning, Elementary, or First Year	235	1.11	0.52	4.31	1.46	+3.20	1.49	32.91	234	< .001	2.15
Intermediate or Second Year	88	4.63	1.23	5.86	1.31	+1.23	1.45	8.03	87	< .001	0.86
Advanced or Third Year	73	6.19	1.35	7.04	1.33	+0.85	1.08	6.75	72	< .001	0.79

Note. Advanced plus or above third year is not included due to small sample size ($n = 2$).



Mean Pre- and Post-Program OPI Scores by Course Level





Gain score classification by course level

Percentage of students at each course level earning various gain scores

Course Level	Positive Gain		No Gain		Negative Gain	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Beginning, Elementary or First Year	230	97.9	5	2.1	0	0.0
Intermediate or Second Year	64	72.7	15	17.1	9	10.2
Advanced or Third Year	43	58.9	25	34.2	5	6.9



RQ 4: Are there differences in the speaking proficiency gains made by students in intensive summer LCTL programs based on language of study?

Category I: Portuguese

Category II: Indonesian

Category III: Bengali, Persian, Hindi, Kazakh, Tamil, Thai, Tibetan, Turkish, Urdu, Uyghur, Uzbek

Category IV: Arabic



Average OPI scores by language category



Average Pre-Program, Post-Program, and OPI Gain Scores by FSI Scale of Language Difficulty, 2018-2021

FSI Language Category	Pre-Program OPI			Post-Program OPI			Gain	
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>Median</i>
Category I	16	1.00	0.00	5.56	1.21	+4.56	1.21	5.00
Category II	55	2.76	2.55	5.84	1.54	+3.08	1.98	3.00
Category III	303	2.84	2.30	4.98	1.83	+2.14	1.66	2.00
Category IV	24	4.29	2.10	5.83	1.49	+1.54	1.32	1.00

Note. All individuals in Category I began at the NL (1) level.

Speaking proficiency gains by language category

There was a statistically significant difference in gain scores between language categories; $H(3) = 39.04, p < .001$

Post hoc tests revealed that all pairwise group comparisons were significant (adjusted $\alpha = .008$), except Category III vs. Category IV.

- There was no statistically significant difference in gain scores between language Category III and language Category IV ($U = 2850.5, z = -1.79, p = .07$).
- All other comparisons of group pairs were statistically significant.

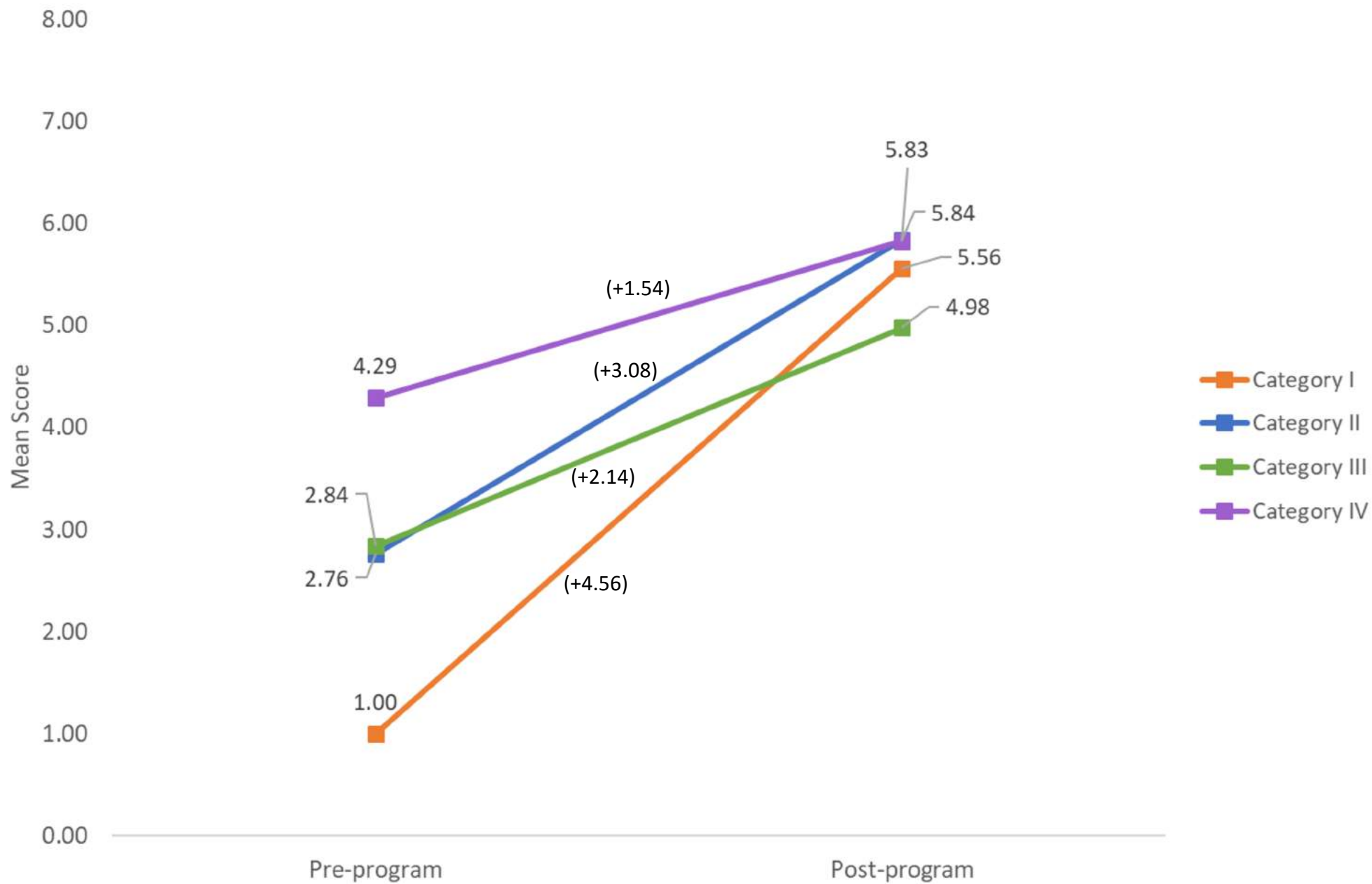


Speaking proficiency gains by language category

Comparison	Result
Category I vs. Category II	Significant Difference
Category I vs. Category III	Significant Difference
Category I vs. Category IV	Significant Difference
Category II vs. Category III	Significant Difference
Category II vs. Category IV	Significant Difference
Category III vs. Category IV	No Significant Difference



Mean Pre- and Post-Program OPI Scores by Language Category





RQ 4: Are there differences in the speaking proficiency gains made by students in intensive summer LCTL programs based on student demographic variables?

Sociodemographic Characteristics for 2021 Participants

Demographic Characteristics	Matched Sample	
	<i>n</i>	%
Gender		
Man	29	38.2
Woman	45	59.2
Nonbinary	1	1.3
Not listed	1	1.3
Prefer not to answer	0	0.0
Status		
Undergraduate student	27	35.5
Graduate student	41	53.9
Working professional	2	2.6
Other	6	7.6
Heritage Speaker		
Yes (+ heritage)	7	9.2
No (- heritage)	69	90.8
Studied the language prior to college		
Yes	5	6.6
No	71	93.4
Studied the language at postsecondary level		
Yes	28	36.8
No	48	63.2
Studied Abroad		
Never studied abroad	46	60.5
Lived abroad	14	18.4
Studied abroad	6	7.9
Both lived and studied abroad	10	13.2

Note. $N = 76$. The matched sample is comprised of individuals who had both pretest and posttest OPI ratings. The average age of participants was $M = 25.12$ ($SD = 5.3$) years. Heritage speaker: Yes = participant responded that either the language was spoken in their home or that they themselves spoke the language at home, No = participant responded that they did not speak the language at home and that they themselves did not speak the language



Mean Pre- and Post-Program, and Gain OPI Ratings by Demographics

	Pre-Program			Post-Program		Gain	
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Gender							
Man	29	3.59	3.13	5.76	2.05	+2.17	2.07
Woman	45	2.84	2.32	5.57	1.83	+2.73	1.94
Nonbinary	1	--	--	--	--	--	--
Not listed	1	--	--	--	--	--	--
Student Status							
Undergraduate student	27	3.22	2.81	5.55	2.01	+2.33	1.92
Graduate student	41	3.37	2.63	5.81	1.72	+2.44	2.11
Working professional	2	4.50	4.95	7.50	3.54	+3.00	1.41
Other	6	1.00	0.00	4.33	1.75	+3.33	1.75
Heritage Speaker Status							
Yes	7	2.29	2.36	5.29	1.70	+3.00	1.83
No	69	3.25	2.72	5.68	1.92	+2.43	2.01
Studied Language Prior to College							
Yes	5	5.20	1.30	6.60	0.89	+1.40	1.52
No	71	3.01	2.70	5.57	1.93	+2.56	2.01
Studied at the Postsecondary Level							
Yes	28	5.25	2.59	6.71	2.02	+1.46	1.67
No	48	1.94	1.87	5.02	1.52	+3.08	1.93
Studied or Lived Abroad							
Never lived nor studied abroad	46	2.63	2.52	5.37	1.91	+2.74	1.98
Lived abroad	14	3.29	2.84	5.71	1.94	+2.43	2.17
Studied abroad	6	3.50	2.35	5.33	1.51	+1.83	1.60
Both lived and studied abroad	10	5.20	2.74	7.00	1.56	+1.80	1.99

Note. *N* = 76.





Mean Pre- and Post-Program, and Gain OPI Ratings by Demographics

	Pre-Program			Post-Program		Gain	
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Gender							
Man	29	3.59	3.13	5.76	2.05	+2.17	2.07
Woman	45	2.84	2.32	5.57	1.83	+2.73	1.94
Nonbinary	1	--	--	--	--	--	--
Not listed	1	--	--	--	--	--	--
Student Status							
Undergraduate student	27	3.22	2.81	5.55	2.01	+2.33	1.92
Graduate student	41	3.37	2.63	5.81	1.72	+2.44	2.11
Working professional	2	4.50	4.95	7.50	3.54	+3.00	1.41
Other	6	1.00	0.00	4.33	1.75	+3.33	1.75
Heritage Speaker Status							
Yes	7	2.29	2.36	5.29	1.70	+3.00	1.83
No	69	3.25	2.72	5.68	1.92	+2.43	2.01
Studied Language Prior to College							
Yes	5	5.20	1.30	6.60	0.89	+1.40	1.52
No	71	3.01	2.70	5.57	1.93	+2.56	2.01
Studied at the Postsecondary Level							
Yes	28	5.25	2.59	6.71	2.02	+1.46	1.67
No	48	1.94	1.87	5.02	1.52	+3.08	1.93
Studied or Lived Abroad							
Never lived nor studied abroad	46	2.63	2.52	5.37	1.91	+2.74	1.98
Lived abroad	14	3.29	2.84	5.71	1.94	+2.43	2.17
Studied abroad	6	3.50	2.35	5.33	1.51	+1.83	1.60
Both lived and studied abroad	10	5.20	2.74	7.00	1.56	+1.80	1.99

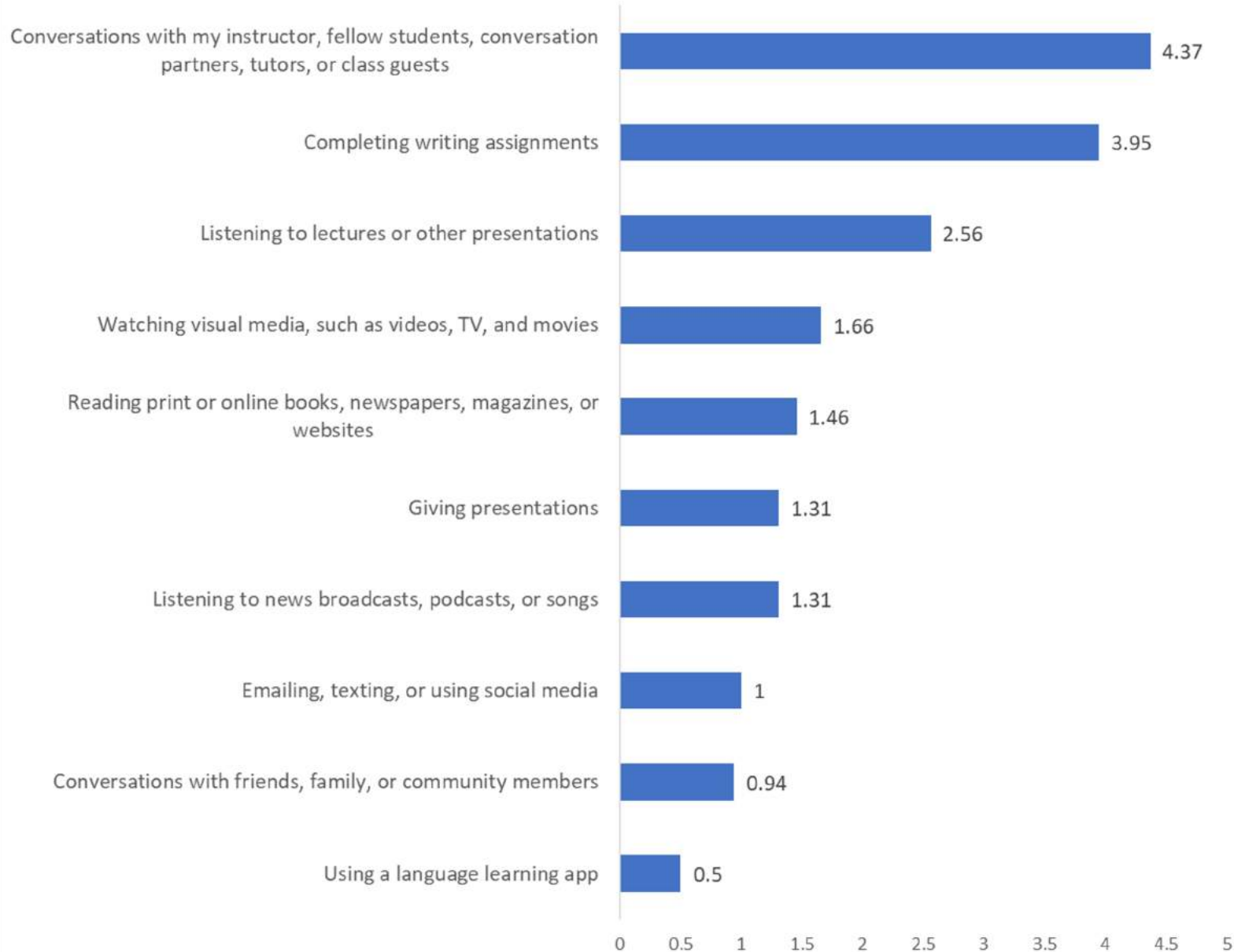
Note. *N* = 76.



RQ5:What is the relationship, if any, between students' self-reported time spent in different language use activities and their speaking proficiency attainment in intensive summer LCTL programs?



Average Amount of Time Spent Engaging in Each Language Use Activity across Eight Weeks



Time is reported on the following scale:

0 = None

1 = Less than 1 hour

2 = 1 – 2 hours

3 = 2 – 3 hours

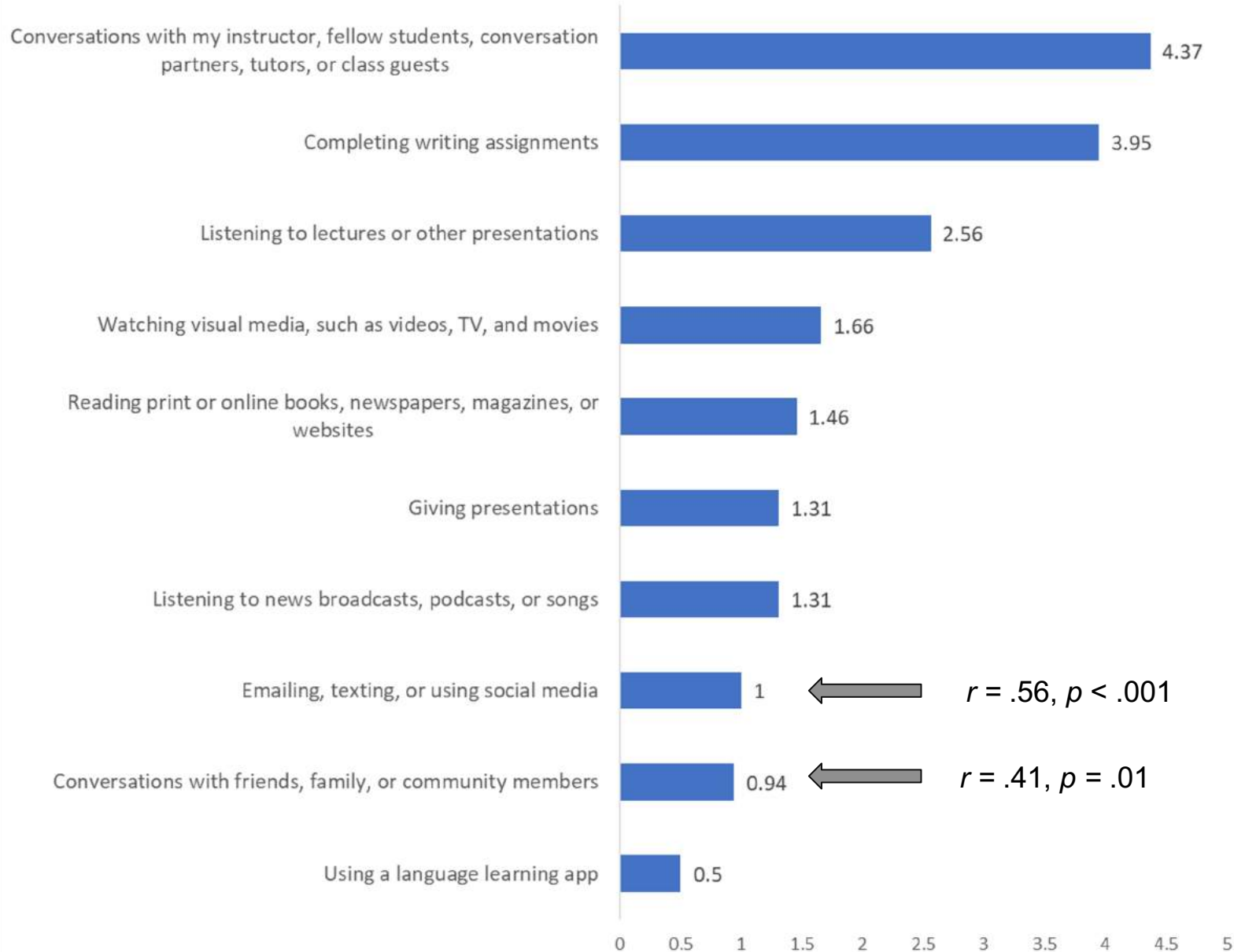
4 = 3 – 5 hours

5 = More than 5 hours

Note. N = 40



Average Amount of Time Spent Engaging in Each Language Use Activity across Eight Weeks



Time is reported on the following scale:

0 = None

1 = Less than 1 hour

2 = 1 – 2 hours

3 = 2 – 3 hours

4 = 3 – 5 hours

5 = More than 5 hours



Summary of preliminary findings

- No difference in speaking proficiency gains in F2F vs. online/remote
- Variability in gains in speaking proficiency regardless of delivery format, language, and level of instruction
 - Gains of 1-4 ACTFL sub-levels most common
- Greater average gains in speaking proficiency made by students at lower level of instruction compared to higher levels
- Greater gains made by students in FSI Category I compared to each of the other categories; greater gains made by students in Category II compared to Category III and Category IV
- Greater speaking proficiency gains correlated with the following L2 use activities:
 - Conversations with friends, family, community members
 - Email, texting, using social media



Instructional implications



Instructional implications

- Greater confidence for online/remote learning for speaking proficiency development
- Data to help students to understand how their L2 use is related to their potential speaking proficiency gains
- **In progress:** Reasonable targets for LCTLs, benchmarking for proficiency development for students of different LCTLs, at different levels of instruction



Immediate next steps

- Further analysis of 2018-2021 quantitative data
- Analysis of qualitative data (interviews, journals)
- Summer 2022 data collection



**Questions/comments/suggestions
for improvement/discussion**



Thank you for having us!

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