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I KNOW "I CAN": A VALIDITY STUDY OF A FOREIGN LANGUAGE  
SELF-ASSESSMENT

A Thesis

Presented for the

Master of Science Degree

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Libby Marie Byers

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## **Dedication**

This thesis is dedicated to my wonderful children, Samantha Lauren Wesson and Matthew Davis Wesson, for their continual support in every aspect of my life. I am very proud to be the mother of such kind, caring, and loving children.

## **Acknowledgments**

I would like to express my deep gratitude to Dr. Richard Metzger for serving as my thesis chair and for giving me encouragement, support, and guidance during my time in graduate school. I would also like to thank Dr. Bart Weathington and Dr. Lynn Ourth for serving on my thesis committee and sharing their insight during this process. Special thanks to Dr. Victoria Steinberg for providing data and giving me the opportunity to take part in various projects in the Foreign Languages and Literatures Department.

## **Abstract**

Researchers are aware of the numerous benefits of self-assessments in the realm of secondary language learning. Additionally, self-assessment measures have provided substantial insight into the performance of students in foreign language learning. The Foreign Languages and Literatures Faculty at The University of Tennessee at Chattanooga were interested in developing a self-assessment measure that would gauge the knowledge and progress of their students' learning. Using objective goals from the Foreign Languages and Literatures Departments outcomes statement, a pool of items was created by the faculty and then reduced to a 35-item survey, the "I Can" survey. In order to determine if this self-assessment questionnaire was a good measure of students' abilities, a validity study was conducted. Scale reliability and internal consistency was established by analyzing inter-item correlations and similarity of items within the scale. An exploratory factor analysis established the dimensions per factor, and construct validity was determined by way of confirmatory factor analysis. Overall, the "I Can" survey is a stable assessment tool that has adequate reliability and validity; furthermore it encompasses the requirements set forth by the outcomes statement.

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## **I Know “I Can”: A Validity Study of a Foreign Language Self-Assessment**

The assessment of higher education has recently become more focused on outcomes at the departmental level. Many departments have developed their standards as a list of criteria that they feel should be met by students within specific courses. In particular, Foreign Language Departments base the progress of their students' performances from published goals that are known as outcome statements. In the field of education, these learning outcomes are declarations of goals that are clearly expressed so that instructors know how to create measurements that reflect these requirements (Melton, 1996). Performance criteria are specified for each content area, and goals are established within those content areas so that instructors have a standardized way of judging students' achievement. Institutions and their academic departments base their students' progress on current goals from the outcome statements they create.

Commonly prepared by the current department head, outcome statements are not only used to detect performance departmentally but university-wide as well. Departmental performance is not only based upon standard testing practices and other performance measures; some universities assess performance by other means such as exit exams, completed by their graduating seniors. These tests look at students' abilities in areas such as math, reading, science, critical thinking, and writing skills. These types of assessments are another way to ensure that departments are meeting their goals established by their outcome statements. However, there is not a performance task to specifically measure foreign language skills. For these reasons, the use and availability of quality educational assessments is problematic in the foreign language learning

domain. Currently, instructors produce selective test items that measure their pupils' performances based on their departments' outcome statements; this may be through the use of multiple choice measures, verbal techniques, or essay methods in order to judge writing skills (Butler & Lee, 2006). However, foreign language learning is not a typical academic area; it is not solely based on reading, writing, and oral proficiency. The cultural components of foreign language, as well as the listening components, are highly important in the learning of a secondary language. For these reasons, instructors want to use additional means of measuring their students' success other than customary methods. Although traditional methods of evaluation have been used to determine if students meet Foreign Language Departmental requirements, additional methods such as self-assessments in language testing could be a valuable instrument (Simoes & Papanastasiou, 2002). In recent years, self-assessments have increased in popularity and have been used by a number of higher educational facilities around the globe (Butler & Lee, 2006). Self-assessment nurtures students' skills by allowing them to learn information and judge their performance in meaningful rather than rote methods (McMillan & Hearn, 2009). Although there are various benefits when using self-assessments, there are some reliability and validity issues connected with educational assessments due to the various differences in students' performances and abilities. However, by using additional methods, Foreign Language Departments can create tools that can better judge if students are able to meet the goals established in their outcome statements.

The University of Tennessee at Chattanooga is no exception; their Foreign Languages and Literatures Department needed additional forms of psychometric measurement to ensure that their students were meeting or exceeding the skills and

knowledge set forth by the outcome statement of required foreign language sequences. By developing a self-report measure that would capture the progress of their students' language learning, the faculty hoped that this would provide an alternative way of verifying students' growth and development of the language students are learning. Based on the current departmental standards for students in each level of class (100 and 200 level), a pool of items was created and then reduced to a 35-item survey, the "I Can" survey. This instrument asks students to endorse items describing their ability to understand and use the language. The assessment includes items that tap language production, listening skills, reading skills, and cultural understanding, ranging from functions as straightforward as "say hello and goodbye" to more complex roles such as, "give advice to a native speaker." Students' answers to these questions allow instructors to better determine if their students are capable of completing specific tasks that mirror the speaking, listening, reading, writing, and cultural goals that are required by the department. According to Blanche and Merino (1989), using items that contain solid linguistic situations produce more accurate answers from students; therefore, the ability to pinpoint learning language competence can be easily evaluated by students when posed with these situational issues. All of the questions used within the survey were reviewed by the Foreign Languages and Literatures Faculty as an expert panel, and the self-report assessment questions about performance tasks used in the survey were suitable for all foreign languages taught within the department.

Although testing literature within the foreign language area is limited, researchers are still moving toward determining the most precise way of conducting self-assessments by trying to understand the skills and knowledge needed to produce accurate measures.

Furthermore, there is little evidence of studies that compare their measure with some form of objective construct (Ross, 2006). The difficult task of creating such assessments focuses on both the cognitive and metacognitive activity, as well as the social environmental factors for those completing the measures; these components must be considered when devising intricate foreign language self-assessments (Butler & Lee, 2006). As unwieldy a task as it may seem to produce an accurate self-report appraisal, the benefits of these alternative methods far exceed the initial work it takes to create the measure.

### ***Benefits of Self-Assessment of Foreign Language Skills***

Self-assessment is defined as the method by which students control and appraise the way they think and behave when learning; students are then able to improve their understanding and skills by recognizing their learning strategies (McMillan & Hearn, 2009). Self-assessment measures have provided substantial insight into the performance of students in foreign language learning. Through the use of language questionnaires, students are given the opportunity to specify what they are capable of doing with the language they are learning (LeBlanc & Painchaud, 1985). After students learn language skills, they need to be aware of their abilities and their progress (Blanche & Merino, 1989). According to Butler and Lee (2006), there are many beneficial reasons why self-assessments should be used; these include allowing students to have better control over obtaining their goals, promoting learning and encouraging self awareness of the student. Additionally, teachers are aware of the many benefits that self-assessments provide their students; such as greater involvement in the classroom, more opportunities for their students to use the language successfully in the classroom, and a shared responsibility for

their language learning (Ross, 2006). It can also release the burden for teachers to produce testing assessments when often creating these assessments can be time consuming, cumbersome, and costly (Ross, 2006). Furthermore, the use of self-assessments can promote self-efficacy and motivation (McMillan & Hearn, 2009). For these reasons the use of self-assessment has gained much attention, especially in the foreign language area, due to its abilities to enhance the role that students play in their own language learning production. Therefore, the utilization of self-report measures could be considered as a complement to other methods of language assessment, such as traditional classroom testing.

### ***Self-Assessments as a Complement to Traditional Testing***

Unfortunately, standardized tests are given only a few times annually and are not able to fully reflect learning and cognitive performance by students, which is why alternative assessments can be advantageous (Pierce & O'Malley, 1992). Although testing can provide important information about the progress of students and supply significant feedback to instructors, self-report measures can give both students and teachers greater opportunities to implement changes and learning strategies prior to final testing requirements (Shohamy, 1992). Self-assessments with various types of tasks allow both students and teachers to see the "big picture" when it comes to performance, as opposed to instructors merely assigning a solitary score or grade by way of standardized testing (Brindley, 1998). The use of a self-assessment may also remove anxieties that may come along with standardized testing. Students can report to the instructors what they feel are their own capabilities without pressure, this permits students to take their time to critically think about what tasks they are able to perform.

Not only can students have more time to think critically about the task, they can also think about how they can apply these tasks to real things in particular environments (Badon, Oller, Yan & Oller, 2005). Self-report measures can even be taken places other than the classroom setting; this takes away students' feelings of imposed time constraints and removes the need to cheat for students that are fearful of standardized tests in which it is a pass or fail situation (LeBlanc & Painchaud, 1985).

There are benefits for instructors when self-assessment methods are used; many times teachers must design assignments, organize materials and tests prior to the implementation of the information in class. Consequently, these practices force teachers to assign point values for specific content and teach specific concepts in order to make certain students are taught what is going to be on the test (Geeslin, 2003). This takes away the freedom that teachers need to teach what they feel is important at the time and drives them to emphasize only the information students are to be tested on. Self-assessments can give more of an accurate account of the areas in which students need to develop and advance; these assessments can also identify the material students feel confident about performing. Although standardized tests will not be completely removed from the area of foreign language, self-assessment does give both students and teachers other ways to specify performance and abilities of foreign language skills. A progressive assessment ensures that students are able to share with instructors, their opinions, viewpoints, and beliefs about foreign language skills they are capable of completing and those skills in which they need improvement.

### *Use of Self-Assessment and Increases in Ability, Motivation and Self-Efficacy*

Self-report measures cannot only complement the traditional methods of standardized testing for foreign language students, they can also aid in the understanding of students' abilities, allowing for increased motivation and enhanced proficiency of the learned language (Blanche & Merino, 1989; Ross, 1998; Hsieh & Schallert, 2008). According to Geeslin (2003), students who use self-assessment tools become more active in evaluating and controlling their own progress. This gives students the confidence they need to open up the lines of communication between themselves and their instructors. Oscarson (1989) found that when students become involved in the learning process they have increases in motivation, autonomy, and study skills. These processes tend to promote a greater sense of accountability and ownership on the part of the student (Geeslin, 2003). Furthermore, motivation and self-efficacy are important factors in the classroom; when students are made to feel that the only thing that matters is their performance on traditional based measures they may want to give up on trying to learn the material. Students who feel as though they are successful on tasks currently performed believe they will be successful on these tasks in the future (Bandura, 1997). Additionally, self-efficacy involves students gauging their capabilities and the probability of successful performance; this allows students to connect and be accountable for their own successes and failures (McMillan & Hearn, 2009).

Foreign language classes can be more difficult for students' because there are so many components to learn and master; for this reason, more emphasis should be placed on the importance of learning and feeling confident about the subject matter. However, more emphasis is placed on how much students have learned thus far; this could lead to

decreased motivation and confidence in the classroom. When students use ability goals such as mastery goals, these goals help students focus on how they think, self-monitor, and immerse themselves in the process; students will then continue to persist in their progress of the specific academic area which helps enhance motivation (McMillan & Hearn, 2009). Additionally, the research performed by LeBlanc and Painchaud (1985) showed that when students were given a self-assessment as a placement instrument, they were able to sufficiently evaluate their own performance and that a good-quality assessment with much student involvement can yield high results.

It is clear that self-assessments in the foreign language domain can be advantageous to both teachers and students. Foreign language classes tap into so many facets of instruction and learning that self-report measures offer a good way to explore students' capability and performance in language production; at the same time, instructors have another way to judge the performance of their students. However, there are many more questions about the precision of self-assessments as an educational measurement; although the benefits of use remain a strong argument for their inception in the classroom, validity still remains an issue that concerns many when making the decision to use any educational psychometric measure.

### ***Reliability of Educational and Foreign Language Self-Assessment***

The first step in developing an instrument is to establish an estimate of reliability. Reliability can be computed in various fashions; the important method for instrument development, scale reliability, refers to the variance between a students' true score and their observed score (DeVellis, 2003). There continues to be much debate about the estimate of reliability in educational assessment, in particular, self-assessments. Self-

report methods tend to be subjective tools used in order to verify performance on tasks within particular content areas. Due to their subjective nature, reliability becomes problematic; although any measure should be consistent, reliability of the measure should depend upon the purpose and circumstance of the particular assessment (Moss, 1994). Problems have developed when trying to establish reliability due to the subjective nature of self-assessments. More standardized measures, such as multiple-choice tests, consist of right and wrong answers; therefore, these methods achieve higher values of reliability as opposed to assessments, such as portfolios that show progress of performance and illustrate greater variance from student to student (Moss, 1994). However, more organized and structured performance assessments tend to be evaluated in a more generalizable manner, boosting reliability among the measure. Furthermore, if there are shorter time periods between evaluations, more consistent tasks, and items within the assessment, research shows that reliability can be quite good (Ross, 2006). In addition, students that are trained in ways of evaluating themselves, by way of concise instruction prior to administration, are shown to have greater consistency on their evaluative skills (Ross, 2006). Researchers continue to look at creating a balance and at times endorsing lower reliability as long as the purposes of the assessment are achieved (Moss, 1994).

### ***Validity of Educational and Foreign Language Self-Assessments***

Validity has been an issue in the education arena due to differentiation between educational assessments and standard psychometric instruments. Standardized tests have a coherent structure that can be compared to a validity standard. Educational assessment is often done in a more individual context, not as conveniently captured by traditional validity methods. However, the accuracy of a self-report measure is imperative in order

to substantiate its use among instructors of language learning. Establishing the accuracy of a self-report assessment is also valuable for students who want to make their teachers aware of their individual capabilities and learning requirements; this ensures that the students' performances are not based solely on the instructors' opinion (Blanche & Merino, 1989). There are standardized forms of assessment used in educational settings, and these forms have been well researched and are considered to be consistent measures; however, performance assessments tend to be more subjective and permit more freedom by the student when interpreting and responding to the task (Moss, 1992; Moss, 1994). For this reason, there has been great emphasis placed on the concept of validity, which looks at how particular scales are constructed, their capacity to predict events, and how related they are to other measures used within that particular domain (DeVellis, 2003). Validity also concerns the content and construct of the scale being used as a measurement tool (DeVellis, 2003). This ensures that the items within the scale reflect the specific content area to be measured and should correlate to other scales that measure the same content area (DeVellis, 2003).

Although the concept of validity may seem easily defined when used within a scientific context, determining validity from performance tasks can be challenging because the nature of these tasks is subjective and can give students room to answer more freely than conventional assessments (Moss, 1992). Clearly, there is much debate about the formation of self-assessments and the analyses that reveal their validity; however, most researchers agree that the benefits outweigh the consequences when using performance assessments (Moss, 1992).

Research has been scarce with regards to the reliability and validity of self-assessment tools within the domain of foreign language education. A meta-analysis conducted by Ross (1998) researched second language assessment studies in order to determine if indeed validity could be established, or if due to the individual nature of self-assessments it would be difficult to find these assessments valid. Ross (1989) combined 11 studies from 1978-1991 that studied exclusively second language learning self-assessments; he combined the study's 60 correlations which yielded an average correlation of .63. There was substantial variation; however, this can be explained by the analysis combining all four skill areas of interest: reading, speaking, listening, and writing (Ross, 1989). Furthermore, the variance may also be attributed to the creation of the specific scales used in the studies; in order for students to evaluate themselves adequately, the assessments must reflect specific language skills and proper instruction for students to make the connections (Ross, 1989). Additionally, Ross (1989) concluded that by looking at all four factors or skill sets individually, there did appear to be strong correlations within some skills areas. Notably, the reading skill area produced a robust correlation of .61; this may be due to greater experience on the part of students' reading skills, which instructors introduce early in second language learning (Ross, 1989). Listening skills also showed a strong correlation of .65; however, there was much more variation within this skill area. Both speaking and writing skill areas showed less robust correlations, with speaking having a correlation of .55 and writing a correlation of .52 (one caveat: the initial speaking correlations from all studies showed a substantial range of correlations and variance between the particular language being learned) (Ross, 1989). The meta-analysis concluded that self-assessments can produce strong concurrent

validity; however, the variation of experience in specific learning tasks or skill sets may influence the reliability of self-assessments (Ross, 1989).

### ***Purpose of Study***

The purpose of this research is to conduct a validity study to determine if the “I Can” survey would be a useful self-report measure that can be both beneficial to departmental faculty as well as undergraduate students. The study will first establish scale reliability by analyzing inter-item correlations and determine internal consistency by looking at the similarity of items within the scale. Secondly, by way of exploratory factor analysis, factors will be established as well as the dimensions per factor in order to determine if these factors from the performance assessment reflect those from the outcomes statement established by the Foreign Language and Literatures Department. Lastly, construct validity of the self-assessment will be determined by way of confirmatory factor analysis; the outcome statement will be used to ensure validity is supported and this will establish if the performance assessment created by the Foreign Language and Literatures Department is a suitable predictor of students’ ability. By concluding that this measure is valid, this would allow instructors to better judge both the educational needs and progression of language learning by their students.

## **Method**

### ***Participants***

Archival data from approximately 788 undergraduate students, consisting of 585 Spanish, 132 French, 55 German, and 16 Italian students were examined. A total of 566 were enrolled in 100 level and 222 students were enrolled in 200 level classes that participated from the University of Tennessee at Chattanooga will be analyzed. These students primary language is English and they were enrolled in 100-200 level courses in foreign language during the 2007-2008 school year. Students were asked to fill out a 35-item performance task questionnaire at the beginning and end of the semester. Participation was voluntary and students were not compensated in any way for completing the questionnaire.

### ***Materials***

The materials used for this study was the 35-item “I Can” survey created for the Foreign Languages and Literatures Department at the University of Tennessee at Chattanooga. The survey was created by 1) developing statements that were seen to reflect the department’s objectives for courses at each of the academic levels, 2) asking the faculty to serve as content experts and review the items for appropriateness, and 3) piloting to assure that students could understand the statements.

This paper and pencil survey asked students to make a check beside each of the tasks that they could perform fairly well; which means tasks that they can perform with little to no effort (see Appendix A for a copy of this questionnaire). The questionnaire is arranged by items that are appropriate for each course level; as the questionnaire progresses the items become more difficult and are aimed at those students that have

continued onto the 200 level foreign language courses. Items that are appropriate for the 100 level students are questions such as, “Ask a simple question” items geared toward those in the 200 level courses are questions such as, “Read a novel in my studied language.”

The items within the survey are also broken down into five different categories that emphasize oral proficiency, reading, writing, cultural awareness and listening proficiency. These categories represent the outcomes statement for the four semester foreign language requirement sequences as declared by the Foreign Languages and Literatures Department. The questionnaire was also split into items that are representative of course level, with items 1-21 representing tasks that should be learned in the 100 level courses and items 22-35 being representative of knowledge obtained by those in the 200 level courses. Please see Appendix B for a copy of these departmental standards. The use of the “I Can” survey was agreed upon by the entire Foreign Languages and Literatures Department and instructors administered the survey to their students during the 2007-2008 academic year.

### ***Procedure***

The survey was given to students enrolled in 100-200 level courses in the following languages: Spanish, French, Italian, and German. Most of the instructors administered the questionnaire to students at the beginning and the end of the particular semester; however, some instructors were only able to give the survey at the end of the semester. For the purposes of this study, only the end of terms surveys are included in the analyses.

## **Results**

An analysis was conducted using PASW software in order to determine the percentage of students, in both Spanish and French classes, that were able to complete the tasks represented in the “I Can” survey. Due to a small sample size of only 55 German students and 16 Italian students, there were no statistics calculated for these groups. The statistics showed that students from both groups (Spanish and French) were overwhelmingly able to perform basic skills such as “say hello and goodbye”, with 99% of Spanish students in both the 100 and 200 level and 100% of French students in both the 100 and 200 level courses able to perform this task. However, when looking at more difficult tasks such as, “converse with a native speaker”, less than 11% of students in the 100 levels courses were able to perform this task while 20% students in the 200 level Spanish and 30% in the 200 level French were able to perform this task. Please see Table 1 and Table 2 in Appendix C for the percent of students in Spanish and French courses able to perform these tasks.

### ***Scale Reliability***

In order to assess the construct of the “I Can” survey properly, and ensure reliability is analyzed appropriately, an item analyses was performed using PASW software. By looking at the item-total statistics, a determination can be made to observe if any items have weak correlations making them candidates for elimination in the assessment. The analysis showed that all item correlations were greater than .20 with the exception of one item that appeared to have a weak correlation; item two (say hello and goodbye) had a correlation of  $r=.09$  and little variance. This was an item that 99% of the students were able to accomplish, giving this item a ceiling effect within the assessment;

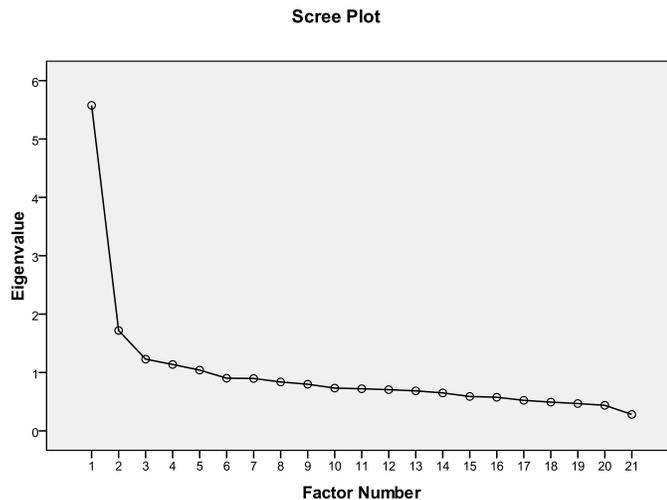
however, after examining the results and the content, this item was not eliminated because it would not have impacted the scales reliability if deleted. The reliability analysis showed that the entire scale (items 1-35) had a cronbach's alpha of .895, meaning that the "I Can" scale has good internal consistency. Another reliability analysis was conducted in order to assess reliability of the first half of the scale, items 1-21, that represent tasks to be performed by 100 level students. The analysis revealed that the cronbach's alpha for items 1-21 was a .85, and the reliability analysis for items 22-35 that represent tasks to be performed by 200 level students had cronbach's alpha of .84. Thus, when analyzing the "I Can" survey for the entire scale as well as the scale split into the 100 level and 200 levels constructs, it was shown that this scale has good internal consistency. The results from the three reliability analyses are shown to have "good" reliability with all three analyses having a cronbach's alpha of greater than .80 (Nunnally, 1978). Although the reliability analyses indicated that the scale has good reliability, it does not mean that the scale is unidimensional; therefore, an exploratory factor analysis will be conducted in order to determine the dimensionality of the scale.

### ***Exploratory Factor Analysis***

Using PASW software, the dimensionality of the 21 items (items 1-21) from the "I Can" survey, that represent tasks specific to the 100 level students, was analyzed using maximum likelihood factor analysis. Two criteria were used to determine the number of factors to rotate, those being the scree test and the interpretability of the factor solution. The analysis revealed that there were five distinguishable factors; initial eigenvalues of one or greater were preserved and the scree plot also showed that there were five factors. The scree plot shown in figure 1, from the fifth factor on, the line is almost flat, showing

that each successive factor is accounting for a smaller amount of variance. According to Cattell (1966) the factors that lie above the elbow of the plot should be retained.

Figure 1.



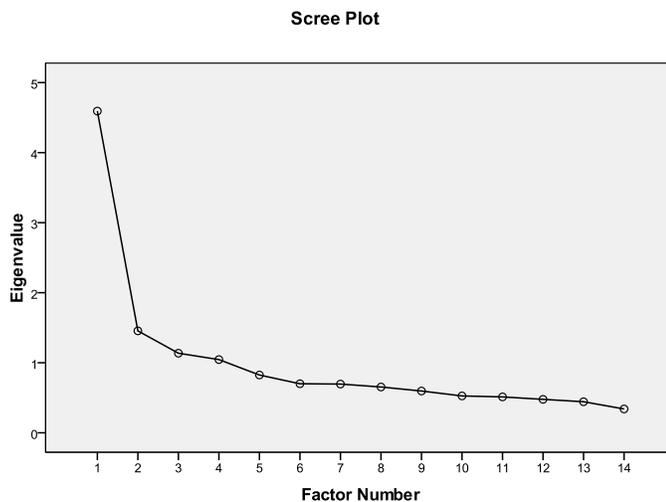
Based on the plot, the five factors were rotated using a Varimax rotation procedure. The rotated solution yielded five interpretable factors accounting for 36.89% of the scale variance. Three items had factor loadings less than .30, those items, “plan an event in the future”, “say hello/goodbye”, and “order a meal at a restaurant”, were removed and will not be included in the confirmatory factor analysis. According to Spector (1992), a minimum value of .30 must be met in order for an item to load on any factor. The format of information presented for the exploratory factor analysis was recommended by Ford, McCallum and Tait (1986).

Factor one included items 1, 4, 6, 7, 8, 12, 13, 14, 15, and 17 from the “I Can” survey; these dimensions represent immersive and interactive qualities of the outcomes statement. Factor two included items 19 and 20; these items are exclusive to the directions tasks specific to the outcome statements. Factor three included items 16 and

21; these items represent expressing of emotion within the specific language. Factor four included items 3 and 5; these items are specific to basic oral proficiency skills of beginning level students. Factor five included items 10 and 11; these items represent the cultural awareness components of the outcome statements. Please see Table 1, Appendix D for the factor loadings.

The dimensionality of the 14 items (items 22-35) from the “I Can” survey that represent tasks specific to the 200 level students was analyzed using maximum likelihood factor analysis. Two criteria were used to determine the number of factors to rotate, those being the scree test and the interpretability of the factor solution. The analysis revealed that there were four distinguishable factors; initial eigenvalues of one or greater were preserved and the scree plot also showed that there were four factors. The scree plot shown in figure 2, from the fourth factor on, the line is almost flat showing that each successive factor is accounting for a smaller amount of variance.

Figure 2.



Based on the plot, the four factors were rotated using a Varimax rotation procedure. The rotated solution yielded four interpretable factors accounting for 42.97% of the scale variance. There were no items that had factor loadings less than .30, and the goodness-of-fit was analyzed using chi-square = 43.82,  $p=.353$ .

Factor one included items 27, 28, 29, 32, 33, and 34; these items represent the cultural linguistic interaction and awareness component of the outcome statements. Factor two included items 23, 24, 25, and 35; these items represent active language use and integration. Factor three included items 26 and 31 which are specific to basic oral proficiency skills of advanced level students. Factor four included items 22 and 30; these items represent an understanding of video/media content. Please see Table 2, Appendix D for factor loadings.

### ***Confirmatory Factor Analysis***

The same model derived from the exploratory factor analysis was used to conduct a confirmatory factor analysis, using AMOS software. An analysis was performed using the 100 level model and loaded the 18 items onto the five factors. This resulted in an acceptable fit to the data with chi-square = 275.436,  $df=125$ ,  $p=.000$ ; Comparative Fit Index (CFI) = .937, root mean squared error of approximation (RMSEA) = .046. Please see Model 1 and 2 in Appendix E for the confirmatory factor analysis 100 level model.

Another confirmatory factor analysis was conducted, using AMOS software, on the 200 level model, loading 14 items onto four factors. This resulted in an acceptable fit to the data with chi-square = 106.067,  $df= 71$ ,  $p= .004$ ; Comparative Fit Index (CFI) = .952, root mean squared error approximation (RMSEA) = .047. Please see Model 3 and 4 in Appendix E for the confirmatory factor analysis 200 level model.

## **Discussion**

The results from the present data revealed that the “I Can” survey was a reliable scale that does have dimensionality. The exploratory factor analyses were able to extract latent variables that corresponded to sets of items within the “I Can’ survey. The confirmatory factor analyses validated the usefulness of items within the factors, and the analyses also showed that both 100 level and 200 level models were a good fit to the data. The overall findings suggest that the scale does have stability; and therefore, is useful in its ability to parallel the requirements of the outcomes statement. Furthermore, the scales variance among items was good with the exception of item 2 (say hello and goodbye) which was considered a constant because it could be performed by 99-100% of students. However, this item was not deleted from the scale; the deletion of this item would not have affected the reliability of the scale. The “I Can” survey was created using an objective measure by the Foreign Language and Literatures Department; this may have helped boost the reliability and validity of this self-assessment tool (Ross, 2006).

The exploratory factor analyses revealed that there were some factors with two items; although it is believed by some that factor structures with few items are generally not very useful (Spector, 1992); in this particular case, the factor structures that had two items were useful in this circumstance. The items that signify those specific factors have precise meaning that were established in the outcomes statement. It was an important finding that those specific items were validated by the factor analyses. The 100 level factors mirrored the requirements of the outcomes statement; therefore, the tasks from the “I Can” survey are good indicators of students’ performance in these beginning level courses.

Factor one, of the 100 level items, consisted of tasks 1, 4, 6, 7, 8, 12, 13, 14, 15, and 17 from the “I Can” survey; these items represent immersive and interactive qualities of the language (see Appendix A for a copy of this survey). Students that are able to complete tasks within this domain, are able demonstrate their capabilities of using the language to communicate by way of writing and speaking; students are also able to use the language to read simple material. Factor two, which include items 19 and 20, show that students can successfully give directions to others and use directions that are given to them in the language they are learning. Factor three, consists of items 16 and 21, which represent students being able to express emotion in the language in which they are learning. Factor four consists of items 3 and 5, these items signify beginning oral proficiency skills; these are foundational skills in which students use to build upon the language, students must first be able to complete these simple tasks before proceeding to more difficult verbal tasks. Lastly, factor five consists of items 10 and 11 which represent the cultural awareness aspect of the outcomes statement; these items ask students to identify specific people and geographical locations where the language they are learning is used. These 100 level factors are indicative of the skills that students from 101 and 102 courses are taught and are expected to perform.

The 200 level factors also mirrored the requirements from the outcomes statement, signifying that the tasks from the “I Can” survey are good indicators of students’ performance in these advanced courses. Factor one, of the 200 level items, include items 27, 28, 29, 32, 33, and 34; these items represent the cultural linguistic interaction and awareness component of the outcome statements. This factor also represents the combination of 100 level factors one and five, this illustrates that students

were able to merge their linguistic and cultural awareness skills; this shows that students are able to integrate their knowledge; something that is required in order to be successful in 200 level courses. Additionally, completion of these tasks symbolize students are capable of using both cultural and linguistic skills to interact in their environment. Factor two consists of items 23, 24, 25, and 35; these items represent active language use and integration. The ability to complete these skills shows that students are able to incorporate and actively use the language to read and communicate in a cultural setting. Factor three includes items 26 and 31 which are specific to basic oral proficiency skills of advanced level students. Factor four consists of items 22 and 30; these tasks represent an understanding of video/media content in the specific language being learned. This particular skill set involves students listening to media content and using their cultural knowledge to infer meaning. Overall, the “I Can” survey is a stable assessment tool that has adequate reliability and validity; furthermore it encompasses the requirements set forth by the outcomes statement.

The usefulness of the “I Can” survey, and its individual items, are consistent with the outcomes statement developed by the Foreign Languages and Literatures Department at the University of Tennessee at Chattanooga. This is of great benefit to both students and instructors. This can now give the instructors another way to measure students abilities in the language in which they are trying to learn. It appeared that students were able to measure their capabilities using this self-assessment; students in both the 100 level and 200 level were conservative in their estimation of their skills in these given tasks. As seen in Tables 1 and 2 in Appendix C, after item 21, the 100 level students’ abilities began to narrow as opposed to their 200 level counterparts. Although some 200

level tasks did not show substantial variances between the 100 and 200 level students, this could indicate that the 200 level students have become much more aware of their true capabilities in their second year of language learning; due to this awareness, the 200 level students may have answered in a more conservative manner. This shows efficacious behavior by students to successfully gauge their performance and emphasizes that these students are aware that they need to improve in particular areas. This awareness could lead students to increase their motivation, leading to greater participation in class, and additional study time to work on domains in which they were not able to complete certain tasks from the “I Can” assessment. Because the “I Can” survey was created by using the outcomes statements, the benefits could be two-fold. Not only can students learn to judge their abilities, they can also determine the areas they need to improve their language capabilities so they are better prepared for testing. The items from the “I Can” survey give students a glimpse of the outcomes statement goals instructors use to create their traditional testing methods and oral interviewing techniques. The use of the “I Can” survey gives instructors another way, other than traditional testing and oral interviewing, to determine their students’ performance within the particular language. The “I Can” survey also gives student’s another setting in which they can communicate their capabilities to their professors.

### ***Recommendations***

The “I Can” survey fulfills the criteria for being a good survey; therefore, I recommend this self-assessment for continued use. However, there may be some changes that the Foreign Languages and Literatures Department may want to consider in order to make the “I Can” survey a stronger self-assessment. It may be beneficial to add more

tasks in those particular areas with few factor items, this would contribute supplementary information to the factor analysis; additional items may contribute to a better fit of the model, and give the survey greater dimensionality. There is also some variation across the outcomes statements from the different languages; although some information from the Spanish outcomes was the same as the French outcomes, there was some differentiation as well. Therefore, certain languages could tailor an assessment to fit their specific outcomes statement; this could give instructors precise information about the skill level of their students. On the other hand, the Foreign Languages and Literatures Faculty could work to agree upon a single outcomes statement that reflects the goals from all languages, and continue to use a single form of the assessment. Although the “I Can” survey is a good tool to assess student abilities as outlined in the outcomes statement, it would be beneficial for the Foreign Languages and Literatures Department to explore additional uses of the “I Can” survey.

### ***Limitations***

The current study only used participants from the University of Tennessee at Chattanooga; therefore, it cannot be said that the results can be generalized to the entire population of college students taking foreign language courses. Furthermore, other colleges have their own unique requirements within their language departments and these may be very different than the outcomes statement used in the Foreign Languages and Literatures Department at the University of Tennessee at Chattanooga. Therefore, the use of this survey by other universities may not be feasible.

### ***Implications for Future Research***

In the current study, the “I Can” survey was tested for reliability and validity; now that these have been established, it may be of great value to use this assessment in various ways. The “I Can” survey could be used as a pre/post measure in order to look at individuals’ progress from one semester to the next. This would allow instructors to better determine what areas need to be further explored in class that reflect the outcomes statement. These findings could also be compared to other objective measures such as, test grades, oral interviews, or final grades given at the end of the semester. This could help verify if traditional methods of testing are comparable to more subjective measures of self-assessment.

Additional studies could also look at pre/post measure from the beginning and the end of each semester. This would shed light on the progress that students’ make throughout the course. This information could be compared to the specific requirements for each particular course level, not restricted to just 100 level and 200 level students. This would ensure that instructors are teaching the goals in which they’ve established for that particular content area.

It may also be valuable to follow the students’ progress throughout their entire foreign language sequences; by giving the “I Can” survey to students starting in the 100 level classes, and then following their continual progress, could give much needed longitudinal information about students’ growth. This information could lead to instructors making changes to their outcome statements and testing methods for future courses within the particular language area. Because of the lack of literature in the area of self-assessments in foreign language, any studies that can be done would be of great

benefit; the “I Can” survey can provide additional insight to future research within the self-assessment of foreign language domain.

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## Appendices

## Appendix A

### “I Can” Survey

Indicate whether or not you would be able to perform each of the following tasks in the language you have been studying this term.

Place a CHECK beside each of the tasks that you could perform fairly well.

- \_\_\_ 1. Talk/discuss location of people/things
- \_\_\_ 2. Say hello and goodbye.
- \_\_\_ 3. Ask a simple question.
- \_\_\_ 4. Talk about life activities like food or the weather.
- \_\_\_ 5. Describe people, including self.
- \_\_\_ 6. Respond to a direct question about life activities.
- \_\_\_ 7. Read a simple article in a magazine or newspaper.
- \_\_\_ 8. Write a short note to a friend.
- \_\_\_ 9. Order a meal at a restaurant.
- \_\_\_ 10. Identify countries where my studied language is spoken.
- \_\_\_ 11. Name 3 famous people who were in my studied language group.
- \_\_\_ 12. Function in class without using English.
- \_\_\_ 13. Carry on a simple conversation with a member of the class.
- \_\_\_ 14. Converse about something that happened last week.
- \_\_\_ 15. Know that pronouns require special attention.
- \_\_\_ 16. Express sympathy.
- \_\_\_ 17. Compare two people places or things.
- \_\_\_ 18. Plan for an event in the future.
- \_\_\_ 19. Ask for directions and use them successfully.
- \_\_\_ 20. Give directions to a place I know.
- \_\_\_ 21. Express negative emotions.
- \_\_\_ 22. Understand a movie without subtitles.
- \_\_\_ 23. Read a novel in the studied language.
- \_\_\_ 24. Converse with a native speaker.
- \_\_\_ 25. Be interviewed for a job.
- \_\_\_ 26. Discuss what I do for fun.
- \_\_\_ 27. Write a short article on a cultural holiday.
- \_\_\_ 28. Identify 3 cultural signposts in a native speaker’s life.
- \_\_\_ 29. Identify an important site in a country of studied language.
- \_\_\_ 30. Understand the news on TV.
- \_\_\_ 31. Get help from a sales clerk.
- \_\_\_ 32. Select a culturally appropriate gift for a native speaker.
- \_\_\_ 33. Compare/contrast my life to a native speaker.
- \_\_\_ 34. Use my cultural knowledge to understand a story.
- \_\_\_ 35. Give advice to a native speaker.

## Appendix B

### OUTCOMES STATEMENT FOR THE FOUR SEMESTER FOREIGN LANGUAGE REQUIREMENT SOURCES

#### French

The goals listed below are for students who have not previously studied French and who will continue in either the 211-212 sequence or the 213-214 sequence. While speaking, writing, reading and listening skills are practiced, the emphasis will be on (1) oral proficiency and (2) strengthening cultural awareness in the 101-102 sequence.

#### French 101

##### Oral Proficiency Goals

At the end of the semester 75% of the students will be able to:

1. identify and describe people, things and objects in the target language;
2. ask simple questions in the present tense using regular conjugation verbs and a limited number of irregular verbs;
3. express possession and sensations;
4. talk about food and drink;
5. give commands;
6. tell time and use cardinal numbers;
7. speak about past actions using the *passé composé* forms with *avoir* (to have).

##### Cultural Awareness Goals

At the end of the semester 75% of the students will be able to:

1. locate geographical points on a map of the target country;
2. name basic foods and order them in a restaurant simulation;
3. name four Francophone areas and/or countries (e.g., Quebec and countries in French-speaking Africa);
4. name and tell facts about ten famous French authors and historical figures;
- 5.

#### French 102

##### Oral Proficiency Goals

At the end of this semester 75% of the students will be able to:

1. retain 80% of the items mentioned above;
2. converse about events in the present;
3. converse about events in the past (using *passé composé* and the *imparfait* tenses);
4. converse about conditional situations;
5. describe persons, places and situations in the past;

6. substitute nouns appropriately with indirect object pronouns, stress pronouns, relative pronouns and interrogative pronouns;
7. use pronominal verbs correctly 50% of the time;
8. make comparisons among two or more entities, using comparative and superlative of adjectives;
9. converse about events of the future;
10. use the subjunctive mood correctly 25% of the time;
11. express dates and count;
12. ask for directions;
13. give directions;
14. make travel plans.

### **Listening Comprehension Goals**

At the end of this semester 75 percent of the students will be able to:

1. understand simple audio tapes in the target language;
2. understand videos in the target language;

### **Cultural Awareness Goals**

At the end of this semester 75 percent of the students will be able to:

1. tell cultural facts about French television ,movies ,sports and newspapers, the Minitel;
2. name and tell 40 facts about 20 French and Francophone historical, artistic, and literary figures;
3. recount basic French history and relate certain Paris monuments to that history;
4. name ten regional products;
5. name ten more French foods;
6. recognize French music.

**French 211-212.** These courses assume that students have had at least two college level semesters of beginning French. The emphasis in 211 and 212 is on **oral proficiency**, with a focus on **vocabulary** and **cultural awareness**. In both courses the concept of la Francophonie are studied. Grammar is integrated as needed.

### **French 211**

#### **Oral Proficiency Goals**

At the end of this semester 75% of the students will be able to:

1. begin and end conversation or verify messages;
2. ask for information and explain where things are;
3. tell what happened in the past;
4. tell why and describe how things happen/happened;
5. discuss likes, dislikes, hobbies and sports;
6. order meals in simulated restaurant situations;
7. conduct interviews in the present and past;

8. give advice and make suggestions;
9. state ten geographical and cultural facts about Paris, Lyon, Strasbourg, Quebec and Montreal;
10. state five customs and traditions of French-speaking Canada;
11. discuss videos on the countries/cities studied;
12. state five facts each about French educational system and the status of women.

### **Listening Comprehension Goals**

At the end of this semester 75% of the students will be able to:

1. understand videos regarding the culture of the countries cities studied;
2. understand audio tapes and radio programs in the target language.

### **Cultural Awareness**

At the end of this semester 75% of the students will be able to:

1. demonstrate their knowledge of the countries and cities listed above.

### **French 212**

#### **Oral Proficiency Goals**

At the end of this semester 75% of the students will be able to:

1. retain 80% of the items mentioned above;
2. express feelings and emotions using the subjunctive tense;
3. state at least five facts about French-speaking Africa;
4. state at least five facts about French-speaking Caribbean;
5. state at least five facts about Switzerland and Geneva;
6. discuss the Maghreb and the status if immigrants in France;
7. discuss French colonization and the influence of French culture in the world;
8. comprehend and discuss videos, radio programs and taped conversation.

#### **Listening Comprehension Goals**

At the end of this semester 75% of the students will be able to:

1. comprehend videos regarding the countries and cities listed above;
2. comprehend more complex audio tapes and radio programs.

#### **Cultural Awareness Goal**

At the end of this semester 75% of the students will be able to:

1. demonstrate a knowledge of the countries and cities listed above.

## **French 213**

### **Reading Proficiency Goals**

At the end of this semester 75% of the students will be able to:

1. Read in the target language using strategies to:
  - a. predict the text's purpose and to read accordingly;
  - b. revise prediction of the text's content as the student reads;
  - c. determine meaning from context:
    - know the importance of syntax;
    - know that not every word needs to be understood at first reading;
    - guess the meaning of words once the context is understood;
  - d. recognize grammatical and structural cues in texts: e.g., tense;
  - e. make educated guesses about the meaning of words by
    - using cognates;
    - recognizing false cognates;
    - learning word families and using them to guess meaning;
    - taking apart compound words;
    - using function words
2. apply reading strategies to the narrative texts;
3. complete a systematic grammar review to complete knowledge of basic structures (tense, grammar, syntax, etc.).

## **French 214**

### **Reading Proficiency Goals**

At the end of this semester 75% of the students will be able to:

1. use biographical and contextual cues(e.g. text sources) to infer audience and purpose;
2. use a corpus of vocabulary they built: word families, synonyms/antonyms, etc.;
3. recognize the impact of grammatical structures on meaning (tenses, relative pronouns, etc.);
4. read texts from a variety of contexts and for a variety of purposes;
5. apply cultural knowledge to infer meaning.

## **Spanish**

### **Spanish 101**

#### **Speaking Skills**

At the end of this semester, at least 75% of the students will be able to:

1. talk about present situations and actions;
2. express greetings, leave-taking, gratitude and requests;
3. talk about the weather;
4. describe person, including self;
5. talk about items and activities in the classroom;
6. describe dwelling, furniture, household chores.

#### **Listening Skills**

At the end of this semester, at least 75% of the students will be able to:

1. respond appropriately to direct questions pertaining to the above topics at least 75% of the time.
2. understand oral descriptions of situations involving personal health, student life, family members, and nationalities.

#### **Reading Skills**

At the end of this semester at least 75% of the students will be able to:

1. understand simple, present-tense expository prose and dialog related to the topics listed above.

#### **Writing Skills**

At the end of the semester, at least 75% of the students will be able to :

1. write simple compositions with coherent sentences reporting situations actions in the present about topics listed above.

#### **Cultural Awareness**

1. name and locate on a map at least four different Spanish speaking countries and their capitals.
2. describe and discuss the presence and influence of Hispanic artists and professionals in North American society, discuss practices surrounding baptism and surnames.

### **Spanish 102**

#### **Speaking Skills**

At the end of the semester, at least 75% of the students will be able to:

1. retain at least 80% of the items listed above;
2. talk about past situations and actions using the *prete'rito* and *impe'ecto* tenses;
3. simulate conversations typical during a shopping trip;
4. compare two item, people or places;
5. simulate ordering a meal in a restaurant
6. describe a daily routine.
7. describe and comment about items of clothing;

8. give formal commands to one or more persons
9. use reflexive pronouns correctly at least 50% of the time;
10. use direct object pronouns correctly at least 50% of the time;
11. use indirect object pronouns correctly at least 50% of the time;
12. pay a compliment;
13. express irritation, annoyance or anger;
14. express spatial relationships;
15. express sympathy;
16. give encouragement

### **Listening Skills**

At the end of the semester at least 75% of the students will be able to;

1. respond appropriately to questions about past situations or actions;
2. understand oral descriptions of situations involving ordering food, buying clothing, performing domestic chores and a person's daily routine;
3. understand audio tapes and edited video tapes.

### **Writing Skills**

At the end of this semester, at least 75% of the students will be able to:

1. write compositions of 15 to 20 simple and compound sentences to form a coherent message reporting situations and actions in the present or the past.

### **Cultural Awareness**

At the end of this semester, at least 75% of the students will be able to:

1. name and locate of a map at least 10 Spanish speaking countries and name their capitals.
2. describe at least one aspect of the life of Cuban Americans and Puerto Ricans in the United States.

## **Spanish 211**

### **Speaking Skills**

At the end of this semester, at least 75% of the students will be able to:

1. express hopes, wishes, requests and needs, using the *presente de subjuntivo* tense;
2. express possibilities or probability using the *presente de subjuntivo* tense;
3. express doubt, denial, uncertainty, and disbelief using the *presente de subjuntivo* tense;
4. give advice;
5. make apologies'
6. express judgment;
7. express likes and dislikes;
8. make comparisons of two or more person, things or places;
9. talk about actions or situations in progress during the present;
10. talk about actions or situations in progress in the past;
11. give familiar commands to one person;
12. tell how long an action or situation has existed;
13. tell how long an action or situation had existed;

14. talk about actions or situations in the future;
15. talk about conditional situations or actions;
16. talk about actions that started in the past and continue in the present;
17. initiate and complete a telephone call;
18. talk about situations related to travel.

### **Listening Skills**

At the end of this semester, at least 75% of the students will be able to:

1. respond appropriately to questions about present, past, or future situations or actions;
2. understand oral descriptions of situations involving medical care, the human body, travel, and sports.

### **Reading Skills**

At the end of this semester, at least 75% of the students will be able to:

1. understand simple, present-tense, past-tense, and future tense expository prose and dialog related to the topics listed above.

### **Writing Skills**

At the end of this semester, at least 75% of the students will be able to:

1. write compositions of 15 to 20 simple, compound, and complex sentences to form a coherent message reporting situations and actions in the present, past or the future.

### **Cultural Awareness**

At the end of this semester, at least 75% of the students will be able to:

1. name and locate on the map countries of Central America and their capitals;
2. give four facts about the Maya, la Navidad, Dia de los Muertos, la Semana Santa.

## **Spanish 212**

### **Speaking and Listening Skills**

At the end of this semester, at least 75% of the students will be able to:

1. communicate orally with native speakers of Spanish from a variety of regions.

### **Reading Skills**

At the end of this semester, at least 75% of the students will be able to:

1. read university course level expository prose.

### **Cultural Awareness**

At the end of this semester, at least 75% of the students will be able to:

1. synthesize knowledge about the Hispanic countries and their civilization and culture in Written/oral reports.

## **Spanish 214**

### **Reading Proficiency Goals**

At the end of this semester, at least 75% of the students will be able to:

1. read in the target language using strategies to:
  - a. predict the text's purpose and to read accordingly;
  - b. revise prediction of text's content as the student reads;
  - c. determine meaning from context:
    - demonstrate knowledge of the differences in Spanish and English syntax by producing smooth Spanish to English translations;
    - learn proper use of a dictionary;
    - guess the meaning of words once the context is understood;
  - d. identify grammatical and structural cues in texts: e.g., tense;
  - e. made educated guesses about the meaning of words by using cognates;
  - recognizing false cognates;
  - learning word families and using them to guess meaning;
  - taking apart compound words;
  - using function words
2. apply reading strategies to narrative texts;
3. complete a systematic grammar review to complete knowledge of basic structures (tense, grammar, syntax, etc.).
4. use biographical and contextual cues (e.g. text source) to infer audience and purpose;
5. use a corpus of vocabulary they built: word families, synonyms/antonyms, etc.:
6. recognize the impact of grammatical structures on meaning (tenses, relative pronouns, etc.);
7. read texts from a variety of contexts and for a variety of audiences or a variety of purposes;
8. apply cultural knowledge to infer meaning.

## Appendix C

Table 1.

*Percent of Spanish Students That Answered “I Can” To Specific Task*

Question	100 Level	200 Level
1. Talk/discuss location of people and things.	.74	.62
2. Say hello and goodbye.	.99	.99
3. Ask a simple question.	.95	.97
4. Talk about life activities like food or weather.	.81	.79
5. Describe people, including self.	.91	.85
6. Respond to a direct question about life activities.	.66	.54
7. Read a simple article in a magazine or newspaper.	.68	.68
8. Write a short note to a friend.	.78	.70
9. Order a meal at a restaurant.	.68	.72
10. Identify countries where my studied language is spoken.	.73	.81
11. Name 3 famous people who were in my studied language group.	.45	.62
12. Function in class without using English	.20	.23
13. Carry on a simple conversation with a with a member of class.	.75	.64
14. Converse about something that happened last week.	.49	.42
15. Know that pronouns require special attention	.60	.59
16. Express sympathy.	.42	.52
17. Compare two people, places, or things.	.73	.57
18. Plan for an event in the future.	.32	.34
19. Ask for directions and use them successfully.	.30	.25
20. Give directions to a place I know.	.26	.15
21. Express negative emotions.	.52	.60
22. Understand a movie without subtitles.	.10	.19
23. Read a novel in the studied language.	.07	.08
24. Converse with a native speaker.	.11	.20
25. Be interviewed for a job.	.05	.04
26. Discuss what I do for fun.	.75	.67
27. Write a short article on a cultural holiday.	.36	.29
28. Identify 3 cultural signposts in a native speakers life.	.14	.23
29. Identify an important site in a country of the studies language.	.16	.25
30. Understand the news on T.V.	.15	.21

31. Get help from a sales clerk.	.37	.35
32. Select a culturally appropriate gift for a native speaker.	.26	.27
33. Compare/contrast my life to a native speaker.	.25	.31
34. Use my cultural knowledge to understand a story.	.29	.44
35. Give advice to a native speaker.	.07	.10

Table 2.

*Percent of French Students That Answered "I Can" To Specific Task*

Question	100 Level	200 Level
1. Talk/discuss location of people and things.	.79	.85
2. Say hello and goodbye.	1.00	1.00
3. Ask a simple question.	.99	1.00
4. Talk about life activities like food or weather.	.86	.91
5. Describe people, including self.	.93	.91
6. Respond to a direct question about life activities.	.74	.83
7. Read a simple article in a magazine or newspaper.	.74	.83
8. Write a short note to a friend.	.80	.89
9. Order a meal at a restaurant.	.46	.89
10. Identify countries where my studied language is spoken.	.82	.91
11. Name 3 famous people who were in my studied language group.	.40	.72
12. Function in class without using English	.26	.30
13. Carry on a simple conversation with a with a member of class.	.79	.89
14. Converse about something that happened last week.	.53	.77
15. Know that pronouns require special attention	.71	.83
16. Express sympathy.	.34	.70
17. Compare two people, places, or things.	.81	.89
18. Plan for an event in the future.	.32	.55
19. Ask for directions and use them successfully.	.78	.96
20. Give directions to a place I know.	.71	.94
21. Express negative emotions.	.52	.68
22. Understand a movie without subtitles.	.13	.17
23. Read a novel in the studied language.	.07	.28
24. Converse with a native speaker.	.09	.30
25. Be interviewed for a job.	.01	.04
26. Discuss what I do for fun.	.84	.94
27. Write a short article on a cultural holiday.	.14	.45
28. Identify 3 cultural signposts in a native speakers life.	.21	.38
29. Identify an important site in a country of the studies language.	.42	.66
30. Understand the news on T.V.	.08	.32
31. Get help from a sales clerk.	.24	.66

32. Select a culturally appropriate gift for a native speaker.	.24	.34
33. Compare/contrast my life to a native speaker.	.49	.62
34. Use my cultural knowledge to understand a story.	.49	.72
35. Give advice to a native speaker.	.07	.23

## Appendix D

Table 1.

*Factor Loadings for 100 Level Analyses*

Question	Factor				
	1	2	3	4	5
Talk/discuss location of people/things	.610				
Converse about something that happened last week	.577				
Write a short note to friend	.559				
Respond to direct question about life activities	.555				
Talk about life activities like food or weather	.532				
Read simple article in magazine or newspaper	.505				
Carry on a simple conversation with a class member	.495				
Compare two people, places or things	.459				
Know that pronouns require special attention	.367				
Function in class without using English	.318				
Ask for directions and use them successfully		.881			
Give directions to a place I know		.738			
Express negative emotions			.595		
Express sympathy			.417		
Ask a simple question				.554	
Describe people, including self				.448	
Identify countries where language is spoken					.606
Name 3 famous people who use the language					.401

*Note.* Factor 1 = Immersive and interactive qualities, Factor 2 = Direction tasks, Factor 3 = Expressing of emotions, Factor 4 = Beginning oral proficiency skills, Factor 5 = Cultural awareness.

Table 2.

*Factor Loadings for 200 Level Analyses*

Question	Factor			
	1	2	3	4
Compare/contrast my life to a native speaker	.663			
Identify 3 cultural signposts in a native speaker's life	.635			
Identify an important site in a country of studied language	.590			
Write a short article on a cultural holiday	.526			
Select a culturally appropriate gift for a native speaker	.517			
Use cultural knowledge to understand a story	.456			
Converse with a native speaker		.577		
Read a novel in the studied language		.548		
Be interviewed for a job		.479		
Give advice to native speaker		.451		
Get help from a sales clerk			.751	
Discuss what I do for fun			.518	
Understand the news on TV				.643
Understand a movie without subtitles				.592

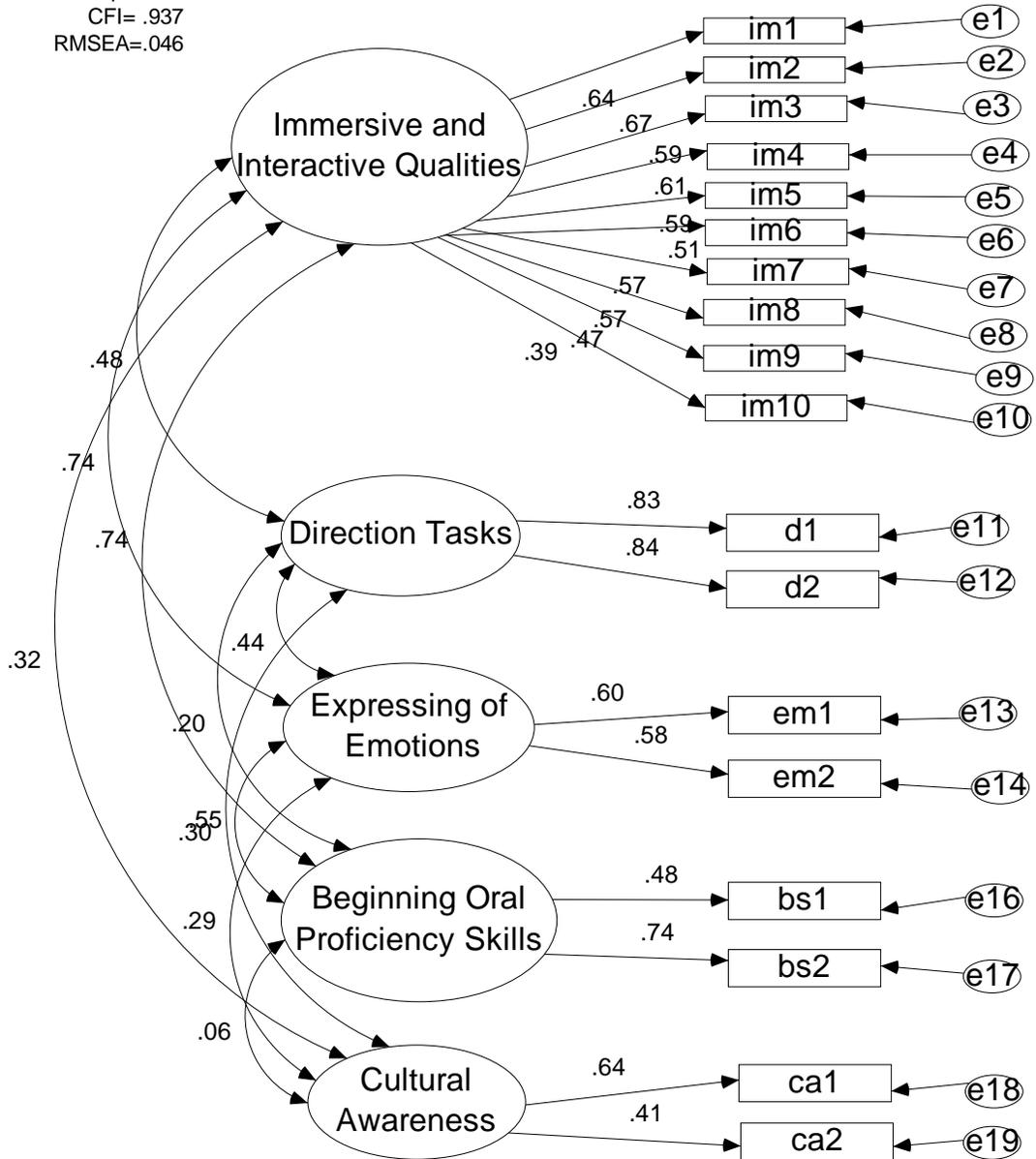
*Note.* Factor 1 = Cultural linguistic interaction and awareness, Factor 2 = Active language use and Integration, Factor 3 = Advanced oral proficiency skills, Factor 4 = Understanding of media/video content.

## Appendix E

Model 1.

*Standardized 100 Level Model*

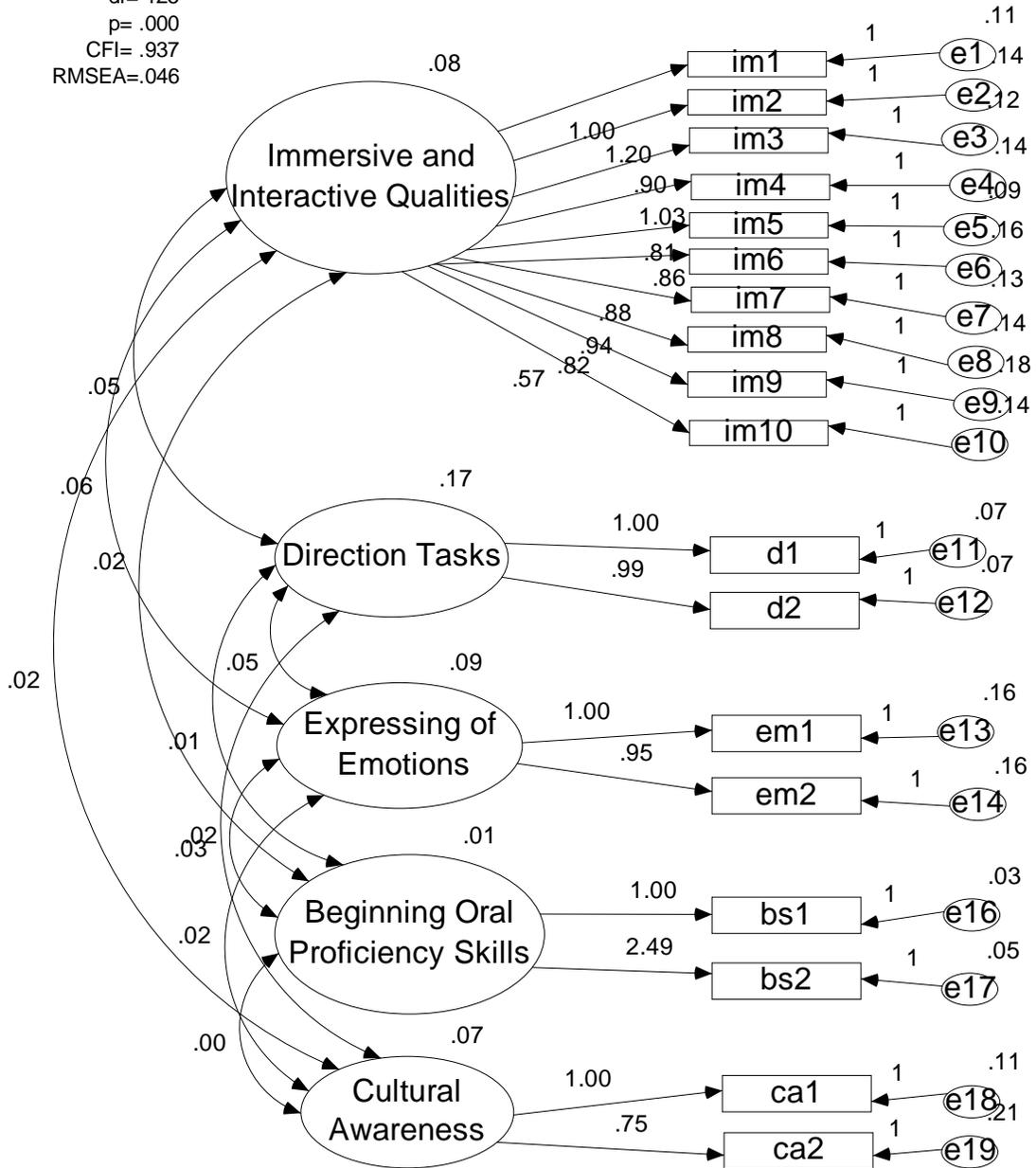
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 CFI= .937  
 RMSEA=.046



Model 2

Unstandardized 100 Level Model

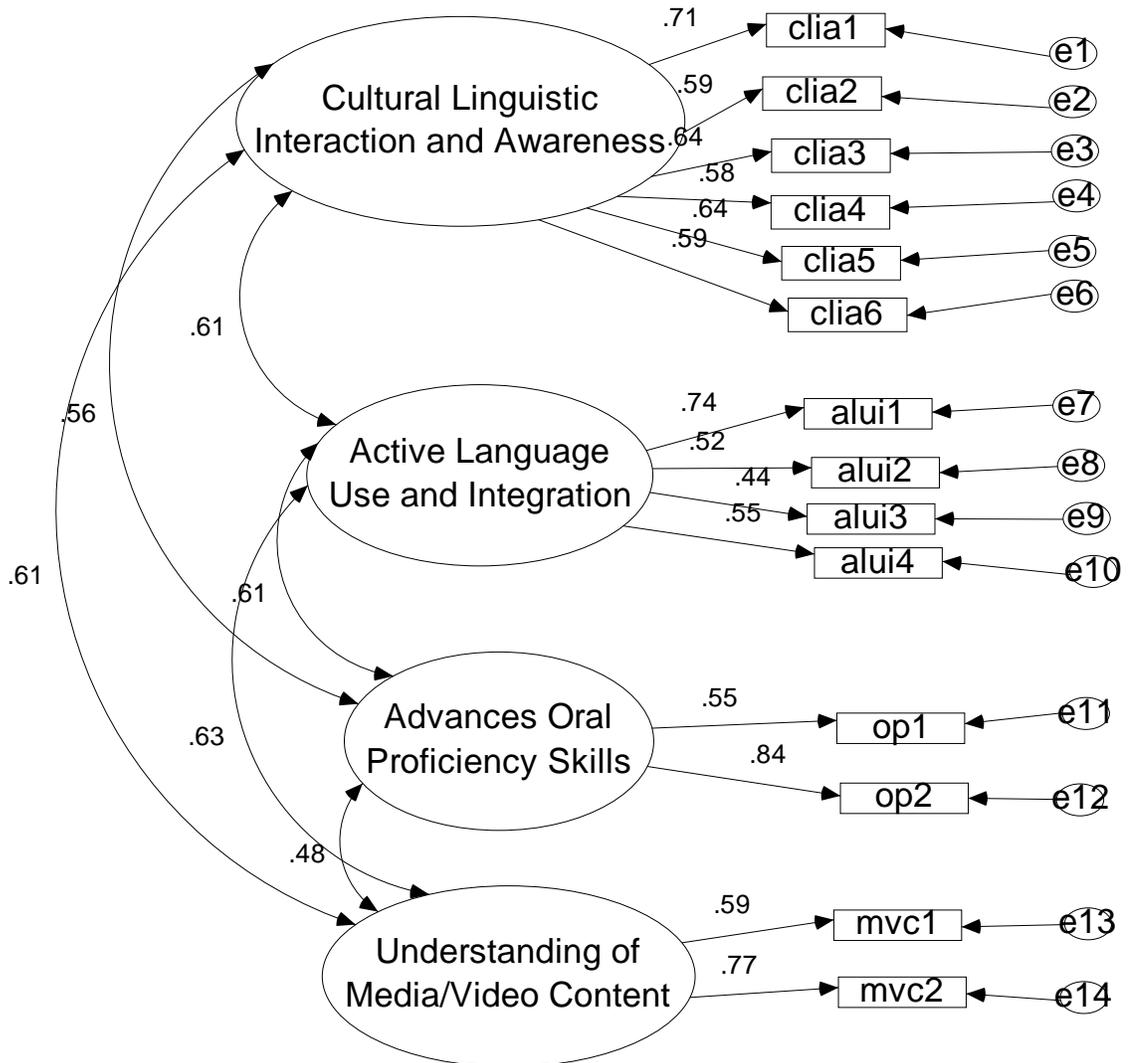
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 p= .000  
 CFI= .937  
 RMSEA=.046



Model 3.

*Standardized 200 Level Model*

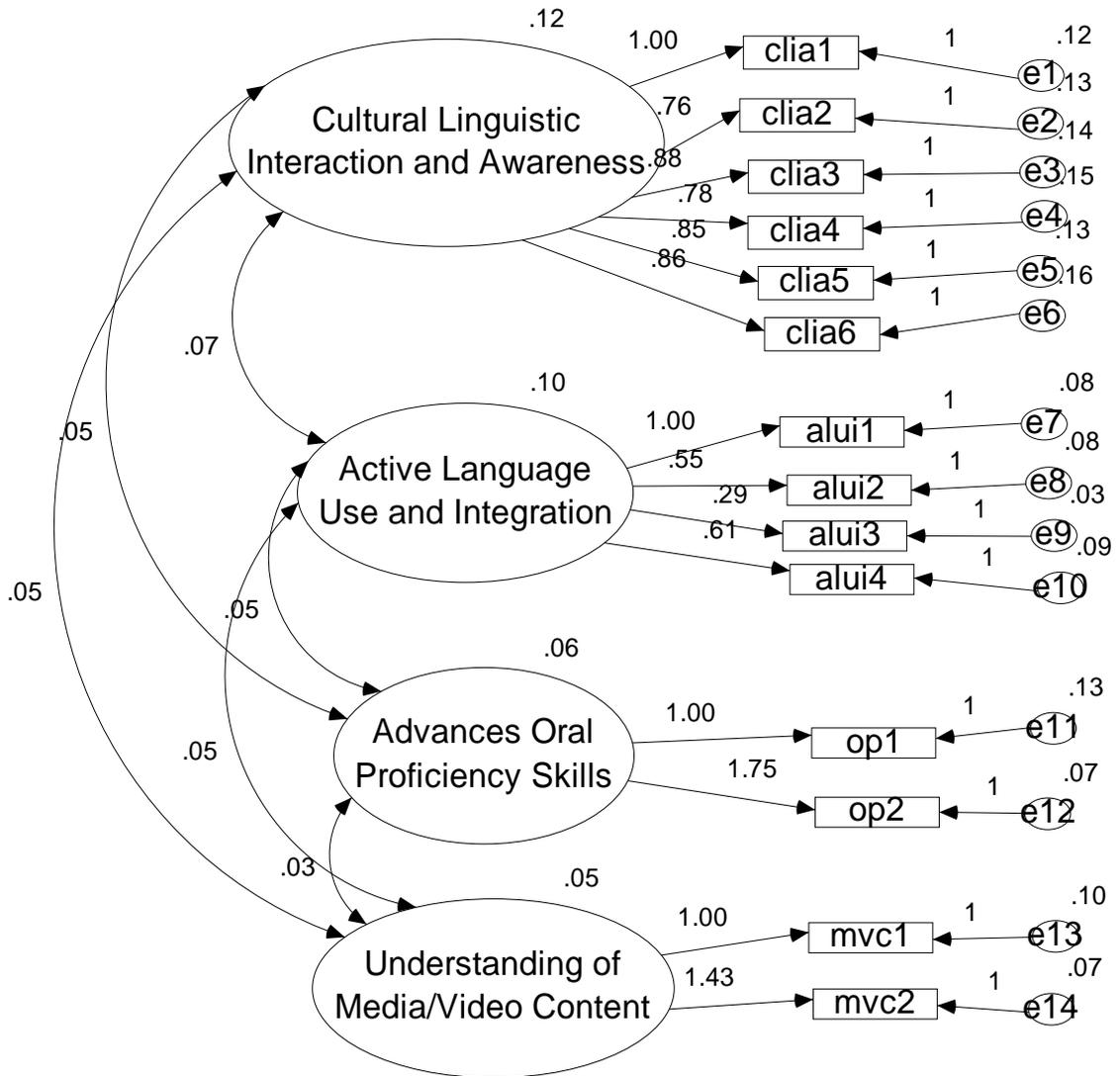
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 df= 71  
 p= .004  
 CFI = .952  
 RMSEA= .047



Model 4.

*Unstandardized 200 Level Model*

Chi-Square= 106.067  
 df= 71  
 p= .004  
 CFI = .952  
 RMSEA= .047



# Research Compliance



Institutional Review Board  
Dept. 4905  
515 McCallie Avenue  
Chattanooga, TN 37403-2398  
Phone: (423) 425-4443

## MEMORANDUM

TO: Libby Byers, Adam Russell  
Dr. Rich Metzger, Dr. Victoria Steinberg **IRB # 09-182**

FROM: Lindsay Pardue, Director of Research Integrity  
M. D. Roblyer, IRB Committee Chair

DATE: December 14, 2009

SUBJECT: IRB Application # 09-182: Validity Study of Foreign Language Self Assessment

The IRB Committee Chair has reviewed and approved your application and assigned you the IRB number listed above. You must include the following approval statement on research materials seen by participants and used in research reports:

***The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004148) has approved this research project # 09-182.***

Since your project has been deemed exempt, there is no further action needed on this proposal unless there is a significant change in the project that would require a new review. Changes that affect risk to human subjects would necessitate a new application to the IRB committee immediately.

Please remember to contact the IRB Committee immediately and submit a new project proposal for review if significant changes occur in your research design or in any instruments used in conducting the study. You should also contact the IRB Committee immediately if you encounter any adverse effects during your project that pose a risk to your subjects.

For any additional information, please consult our web page <http://www.utc.edu/irb> or email us at: [instrb@utc.edu](mailto:instrb@utc.edu).

Best wishes for a successful research project.