Advanced Proficiency Targeted by CALL

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Problem #1: the issue of time

720 Instructional Hours ---

CALL?

U.S. Foreign Language Programs (Higher Ed).

> Advanced

> 320 Hours

(Levy & Stockwell, 2013)

(Malone, Rikkin, Christiansen & Johnson, 2003)
Objective: characterize advanced second language (AL2) studies in CALL.
68/2000+ or 3.4%: AL2

N = 22 (2.9%)

N = 14 (5.3%)

N = 12 (3.2%)

N = 5 (1%)
Problem #2: Interpretation

How to interpret what is advanced in the literature?

- Key-word search: LSP, ESP, EASP, “Advanced”
- Manual search of article for keywords: advanced, level, student, participation
- Careful revision of the methodology

How to interpret what is advanced in the literature?
Learners who enroll in this kind of program have heterogenous English learning backgrounds, but, to be admitted to the program, all must pass a nationally standardized entrance exam which evaluates their English proficiency. Therefore, although learners’ English learning backgrounds may differ, the learners in this study had attained a similar level of language study.” (Ho & Savignon, 2007, p. 275)
Problem #3: Paucity of CALL Research in AL2

1) Limitations in Proficiency Range: Beginner and Intermediate (96%)

2) Limited in Linguistic Focus: Written Language (reading, translation & writing)
Research Questions

1. Do the tasks in the studies appropriately align to the level of the learner (i.e., $i + 1$ or $i + 20$)?

2. Do CALL materials depicted in these studies benefit AL2 learners in terms of proficiency?
Methodology

References:

1) ACTFL Performance Descriptors (PD)
2) NCSSFL-Can-Do Statements (CD)
3) Appendices & Methodology/Procedure

Theoretical construct:
- Functions (CD)
- Domain (PD)
- Mode (PD)

Code data:
- Mode (PD)
- Domain (PD)
- Functions (CD)

References:
can discuss this topic with another.

- can explain how technology has changed our lives while
  discussing this topic with a peer.

- can compare different jobs and study programs in a
  community or country.

- can discuss where I am currently going on in another
class or work.

- can discuss current events such as local news.

- can discuss current issues such as employment.

- can discuss current events and answer questions.

- can discuss current events and answer questions.

- can participate in conversations on a wide variety of
  topics that go beyond my everyday life.
I can write on academic levels or dissertation.

I can write using specialized or professional vocabulary.

I can write an article for submission to a professional or specialized journal.

I can write extensively on a concept or trend in my field.

I can write about complex and abstract issues on academic and professional topics.

I can write effectively about complex and abstract issues of general interest.

I can write scholarly expertise using standard structure, lexicon, and writing protocols.

PRESENTATIONAL WRITING

EXEMPLARY CAN DO Statements

SUPERIOR
<table>
<thead>
<tr>
<th>Domains</th>
<th>Novice Range</th>
<th>Intermediate Range</th>
<th>Advanced Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Type</td>
<td>Produced words and phrases in simple sentences using short words and common phrases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contexts/Functions</td>
<td>Contains sentences that are organized and coherent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Includes personal opinions and experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>Communicates key ideas and main points clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Produces sentences that are easy to follow.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACFL Performance Descriptors for Language Learners**
<table>
<thead>
<tr>
<th>Level</th>
<th>Language</th>
<th>Vocabulary</th>
<th>Communication Strategies</th>
<th>Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Produces controlled, confident speech or writing, using a wide range of vocabulary.</td>
<td>Broadens vocabulary and expression.</td>
<td>Supports effective communication.</td>
<td>Awareness of cultural differences and practices.</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Produces clear, controlled speech or writing, using a range of vocabulary.</td>
<td>Expands vocabulary and expression.</td>
<td>Supports effective communication.</td>
<td>Awareness of some cultural differences and practices.</td>
</tr>
<tr>
<td>Novice</td>
<td>Produces basic, controlled speech or writing, using a limited range of vocabulary.</td>
<td>Limited vocabulary and expression.</td>
<td>Supports basic communication.</td>
<td>Awareness of limited cultural differences.</td>
</tr>
</tbody>
</table>
Do the tasks in the studies appropriately align to the level of the learner (i.e., i +1 or i +20)?

Do CALL materials depicted in these studies benefit AL2 learners in terms of proficiency?

N = 33
Do CALL materials depicted in these studies benefit AL2 learners in terms of proficiency?
Example 1: Interpersonal Communication via Blogs

Mompean (2010) 

Master's students in France studying English (B1/B1+ and B2/C1 / IH-5';
Goldfield, 2009-2010)

Pedagogical value to meet CEFR principles (task-based Learning,
authentic interactions + collaborative Learning) 

driven data

Interactions, blog participation profiles, motivation for writing, survey
RQ1: At level? (p. 382)

The blogs represented a real challenge of argumentation for the students who chose quite unexpected topics, which required a certain level of language proficiency in order to express and understand sarcasm, anger, humour or revolt (p. 382).
<table>
<thead>
<tr>
<th>Blog</th>
<th>Category</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizen blog</td>
<td>Informative</td>
<td><a href="http://devlecblog.blogspot.com">http://devlecblog.blogspot.com</a></td>
</tr>
<tr>
<td></td>
<td>Humorous</td>
<td><a href="http://declarationdeblogs.blogspot.com">http://declarationdeblogs.blogspot.com</a></td>
</tr>
<tr>
<td></td>
<td>Expert</td>
<td><a href="http://empowermentdeblogs.blogspot.com">http://empowermentdeblogs.blogspot.com</a></td>
</tr>
<tr>
<td></td>
<td>Familiar</td>
<td><a href="http://engraveimpressiondeblogs.blogspot.com">http://engraveimpressiondeblogs.blogspot.com</a></td>
</tr>
<tr>
<td></td>
<td>Humorous</td>
<td><a href="http://freedemocracydeblogs.blogspot.com">http://freedemocracydeblogs.blogspot.com</a></td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td><a href="http://furnishesdeblogs.blogspot.com">http://furnishesdeblogs.blogspot.com</a></td>
</tr>
<tr>
<td></td>
<td>Familiar</td>
<td><a href="http://fundamentaleducationdeblogs.blogspot.com">http://fundamentaleducationdeblogs.blogspot.com</a></td>
</tr>
<tr>
<td></td>
<td>Expert</td>
<td><a href="http://futrexpertdeblogs.blogspot.com">http://futrexpertdeblogs.blogspot.com</a></td>
</tr>
<tr>
<td></td>
<td>Informative</td>
<td><a href="http://futurefactsdeblogs.blogspot.com">http://futurefactsdeblogs.blogspot.com</a></td>
</tr>
</tbody>
</table>

Table 1: List of blogs based on the different blogs.
I can usually defend my views in a debate.

I can give a supported argument about social reform.

Processes that would benefit me and my employer.

I can support my opinion and construct hypotheses.

I can participate in conversations about cultural, technological advances, and professional interests.

I can exchange detailed information on my personal and beyond my field of interest.

I can exchange information on topics within

and develop hypotheses on topics of particular interest or personal experience.

I can express myself freely and spontaneously, and for the most part accurately.

ADVAANCED HIGH

Interpersonal Communication
<table>
<thead>
<tr>
<th>Level</th>
<th>Text Type</th>
<th>Contexts/Functions</th>
<th>Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Range</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice Range</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Range**

**Interpersonal**

**Novice Range**

**Intermediate**

---

**Text Type**

**Contexts/Functions**

**Domains**
<table>
<thead>
<tr>
<th>Advanced Range</th>
<th>Interpersonal Range</th>
<th>Novice Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Awareness</strong></td>
<td>Introduction to cultural awareness and appreciation.</td>
<td>May use culturally appropriate gestures and expressions.</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicative</td>
<td>● Culturally relevant</td>
<td>● May show awareness of cultural miscommunications.</td>
</tr>
<tr>
<td></td>
<td>● Knows how to use cultural gestures and expressions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Listens to and responds to culturally relevant stimuli.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Knows and uses a broad range of vocabulary related to cultural experiences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Uses a variety of vocabulary related to cultural experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Knows and uses a broad range of vocabulary related to cultural experiences.</td>
<td></td>
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<td></td>
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<td><strong>Domains</strong></td>
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</table>
RQ1: At level?

The blogs represented a real challenge of argumentation for the students who choose quite unexpected topics, which required a certain level of language proficiency in order to express and understand sarcasm, anger, humour or revolt (p. 382). The blogs represented a real challenge of argumentation for the students who chose quite unexpected topics, which required a certain level of language proficiency in order to express and understand sarcasm, anger, humour or revolt (p. 382).
RQ2: Does CALL benefit AL2 proficiency?

“...a linguistic analysis of the corpus of productions needs to be done, to better describe the added value of such a setting for language production” (p.392)
Example 2: Presentational Writing

Lirola & Cuevas (2008)
Advanced Low (Course level) Error correction in writing (Marklin Program); Genre Theory
Teacher centered -- learner centered, autonomous writing & editing

Genre Theory in combination with CALL allows students to be aware of the different genres or text types, which implies that students are aware of the social purpose, text structure and key grammatical features of each text type.

(p. 80)
Use of nominalisation to summarise events and name abstract phenomena

Use of passive voice to foreground the object undergoing the process

Use of causal conjunctions, causal connectives, and causal adverbials (as hence)

Use of time connectives, time/sequencing connectives, and time adverbials (as consequence)

Action verbs in the simple present to express events; relating verbs to do with

Facets and classificatory adjectives to describe phenomenon

Use of general, abstract, technical, non-human nouns

Key Grammatical Features (Droga & Humphrey, 2003:142):
RQ 1: Yes

Clear theoretical construct in tandem with CALL tool was successful in elucidating how learners need to approximate advanced level writing based on the genre.

RQ 2: Yes

Iterative stages allowed researchers to model different genres in writing. Have students select a topic tied to a certain genre that was then tied to the CALL tool for appropriate error-analysis based on what was modeled.
In the literature, where AL2 studies do exist, most do not elucidate linguistic complexities related to advanced level proficiency. Many studies are still comparative in nature and as such leave much to be determined.

- Corpus linguistics and genre studies are most successful in detailing linguistic proficiency-related improvements.
- Lack of evidence of learning outcomes (over-abundance of self-reporting).
- In the literature, where AL2 studies do exist, most do not elucidate linguistic complexities related to advanced level proficiency.
Moving Forward: What are the gaps?

- Need to incorporate explicit linguistic objectives
- Need to justify those objectives based on some type of learning outcomes (standards-based)
- Need more studies that look at interpersonal communication (24%)
- Need to incorporate explicit linguistic objectives > AL2 papers

How can tasks be more flexible to fit AL2 proficiency ranges (i.e. interpersonal blogs with an IH track and an AL track)

What about Adaptive CALL and/or presentational speaking (0%)?
Thank you!

Please email us for (long) list of references!

kellyarispe@boisestate.edu
jack.burston@cut.ac.cy
Successful Practices
<table>
<thead>
<tr>
<th>Computer skills</th>
<th>Low</th>
<th>Intermediate</th>
<th>High</th>
<th>Research thesis program in the ESL</th>
<th>Program in English Writing classes published a</th>
<th>Published a paper in English</th>
<th>MA in Japan</th>
<th>TOEFL (TWE)</th>
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</thead>
<tbody>
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<td></td>
<td>607 (3.5)</td>
<td>217 (4.0)</td>
<td>235 (4.5)</td>
<td>240 (4.0)</td>
<td>270 (4.5)</td>
<td>240 (4.0)</td>
<td>240 (4.0)</td>
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<td>12</td>
<td>1</td>
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<td>1</td>
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<tr>
<td></td>
<td>10+</td>
<td>5</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

**Table 1. Overview of Case Study Participants**
Detailed Task Implementation

(Procedures & Appendices)
Week 1 - Modern Medicine/Pharmacology

APPENDIX B: TOPICS FOR DISCUSSION
Do the tasks in the studies appropriately align to the level of the learner (i.e., i + 1 or i + 20)?

<table>
<thead>
<tr>
<th>Superior</th>
<th>Advance High</th>
<th>Advanced Mid</th>
<th>Advanced Low</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>⬤ ⬤ ⬤</td>
<td>⬤ ⬤ ⬤</td>
<td>⬤ ⬤ ⬤</td>
<td>⬤</td>
</tr>
<tr>
<td></td>
<td>⬤ ⬤ ⬤ ⬤</td>
<td>⬤ ⬤</td>
<td>⬤ ⬤ ⬤ ⬤</td>
<td>⬤ ⬤ ⬤</td>
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<td>⬤ ⬤ ⬤</td>
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<tr>
<td></td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
<td>⬤ ⬤ ⬤</td>
</tr>
</tbody>
</table>

Presentation Writing

Interpretive Reading

Interpersonal Communication

RG 2
Example 2: Interpretive reading

Kol & Schcolnik (2000)

The subjects were 47 EAP students in two classes of an advanced course of English for the Exact Sciences at Tel Aviv University. Placement in this course was based on a high mark on the national psychometric test. Students placed at this level have a good working command of English and the course prepares them to read long academic texts independently.

A comprehension test was then administered.

Instrument: A four-page text on brain research was taken from a popular science magazine and presented in two different modes (paper and on the screen).
Interpretive Reading

I can understand detailed information within and beyond my fields of interest.

Philosophies, political, social, cultural contexts, and practices.

I can read texts about comparative religions or political ideologies.

I can read an editorial on an international environmental issue.

I can read an article advocating for educational reform to meet global needs.

I can comprehed complex texts on abstract topics or...
RQ 1: Inconclusive

RQ 2: Yes? (ex post-facto)

Kol & Schcolnik (2000, p. 74)

In general, the last results were very high in both modes. We feel that the high scores can be explained by the high reading level of students in the Exact Sciences, par.

(1) The high level of motivation to succeed since students knew lucidly at the end of the course:

(2) the background knowledge on the subject of the brain pro-

(3) that a good grade on the test would count;

(4) the familiarity with test format and question types.

The practice test; and

Discussion