MEASURING LANGUAGE PROFICIENCY AND GAINS

among learners with varying educational backgrounds

Bart Deygers

As the survey shows

Language requirements are the norm in European migration policies

As a rule, there are no exemptions for LESLLA learners

The typical level requirements are A2/B1

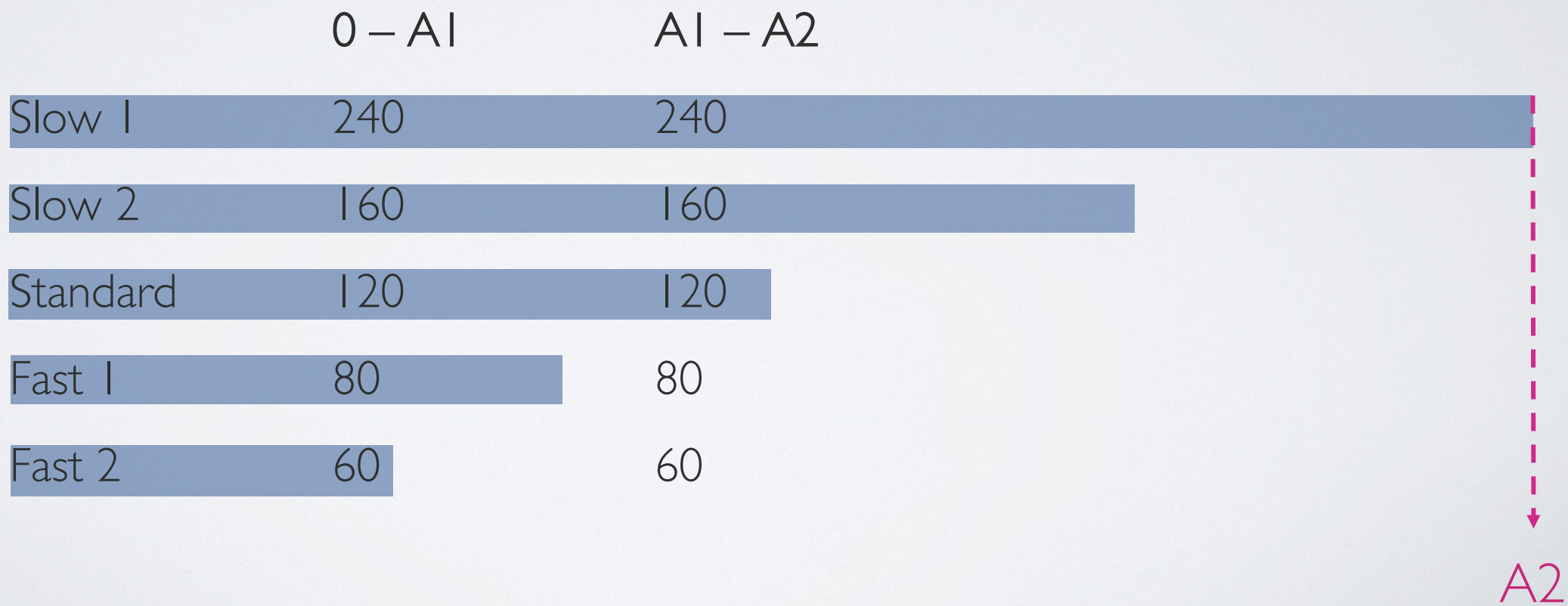
Two routes to A2

Route 1: Education

≥ primary	Slow 1
	Slow 2
secondary	Standard
> Tertiary	Fast 1
	Fast 2

Two routes to A2

Route 1: Education



Two routes to A2

Route 1: Education

Route 2: Test 

What if

… we made the A2 test obligatory for all learners?

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Population *N* = 1058

Age	med 32	mean 34
In B	med 2	mean 4
52%	female	
25%	employed	
54%	A1	

What if

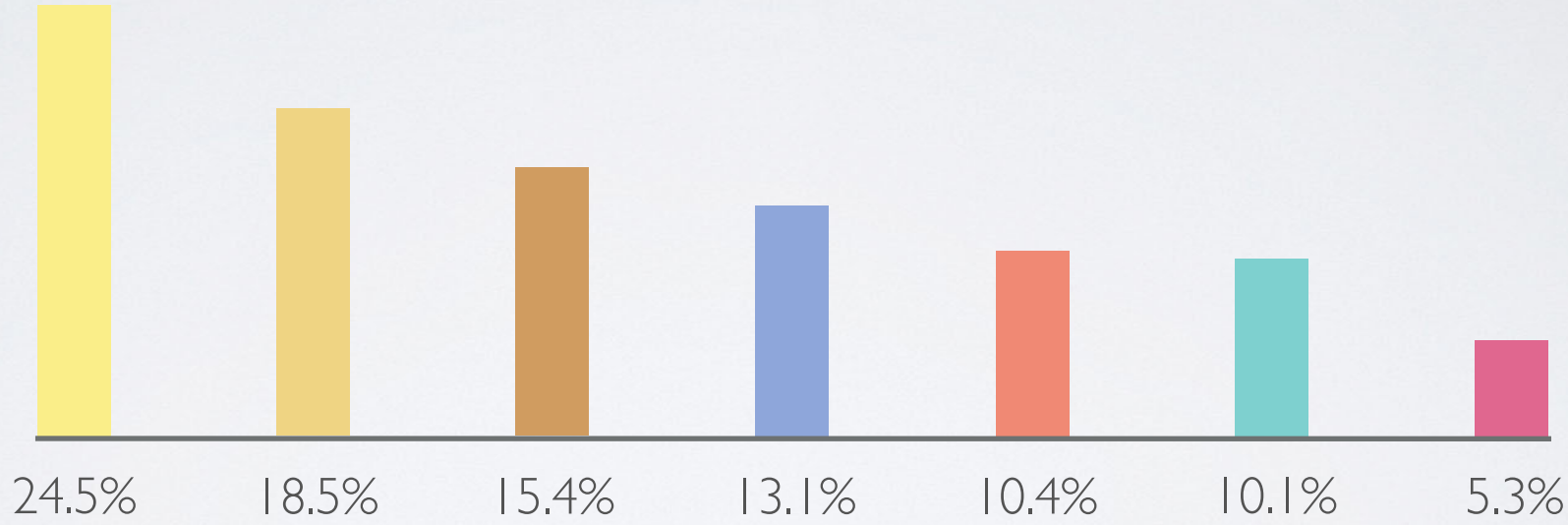
… we made the A2 test obligatory for all learners?

Population $N = 1058$

Age	med 32	mean 34
In B	med 2	mean 4
52%	female	
25%	employed	
54%	A1	

15%	≤ primary
41%	secondary
28%	tertiary
16%	other (e.g., religious education)

What if when



What when

‘Importbruid Fatima enkel welkom na inburgeringstest in land van herkomst’

31/03/2019 om 16:57 door Marjan Justaert

Liesbeth Homans (N-VA)

Daags na de V-dag over migratie van haar partij, maakt Vlaams minister van Integratie en Inburgering Liesbeth Homans (N-VA) de boodschap concreet. Gezinshereniging moet gevoelig verstrengd worden, vindt ze. ‘Wie naar Vlaanderen wil komen moet eerst slagen in een basisexamen Inburgering in het land van herkomst.’

Vlaams N-VA-kopstuk Liesbeth Homans is niet tégen gezinshereniging, maar: ‘het mag de samenleving niet onder druk zetten, en dat is vandaag helaas wel het geval’, aldus de minister vanmorgen in *De Zevende Dag*. Zij en haar partij

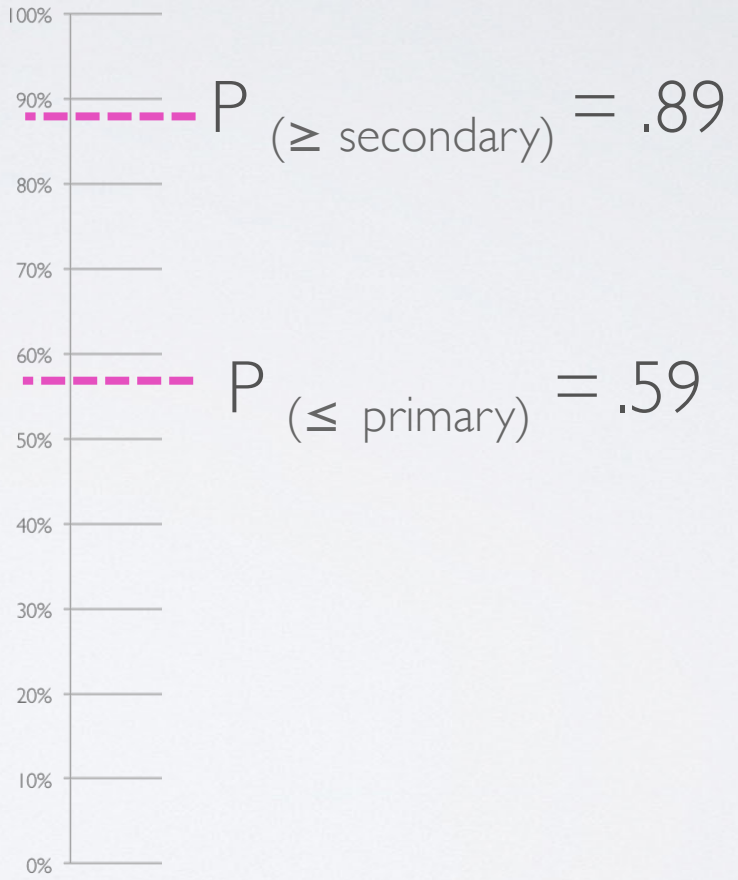
What when

"the very existence of pre-entry tests for people seeking family reunification can breach their human rights"

(Council of Europe Parliamentary Assembly, 2013)

Real-world impact

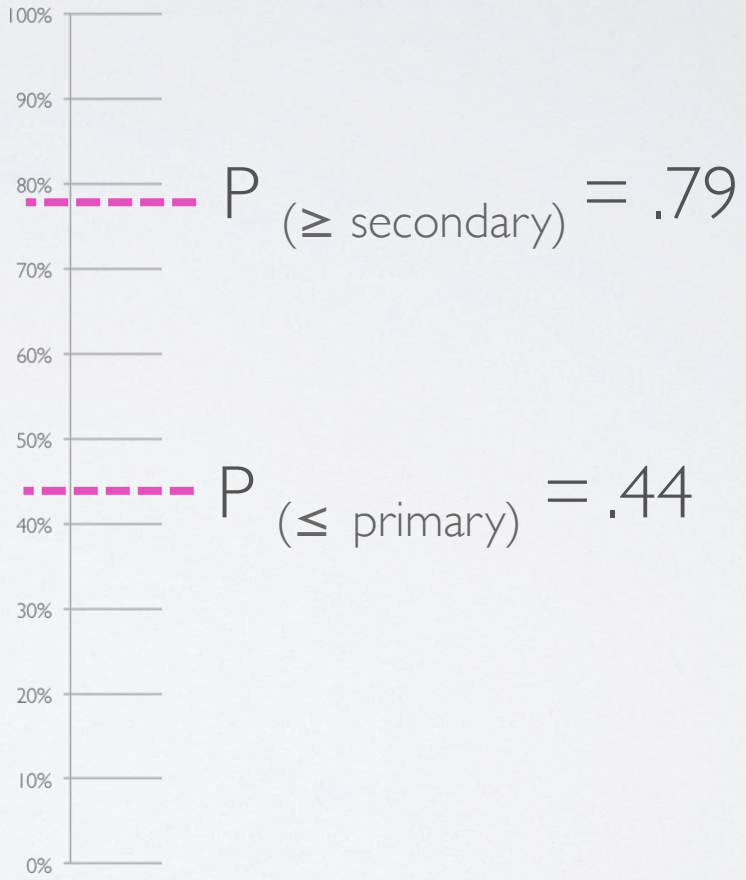
Listening



$W = 10040, p < 0.0000, d$ -0.839

Real-world impact

Reading



$W = 9251, p < 0.0000, d$ -0.833

Impact of education

Pronounced and significant performance differences

($\chi^2(3) = 370.5, p < .000$)

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Pronounced and significant performance differences

($\chi^2(3) = 370.5, p < .000$)

Substantial impact on score variance

Listening outcome ~ educational background:

B(SE) = 0.203 (0.03), 95% CI 1.226, $p < 0.000$

$R^2 = 0.11$ (Nagelkerke)

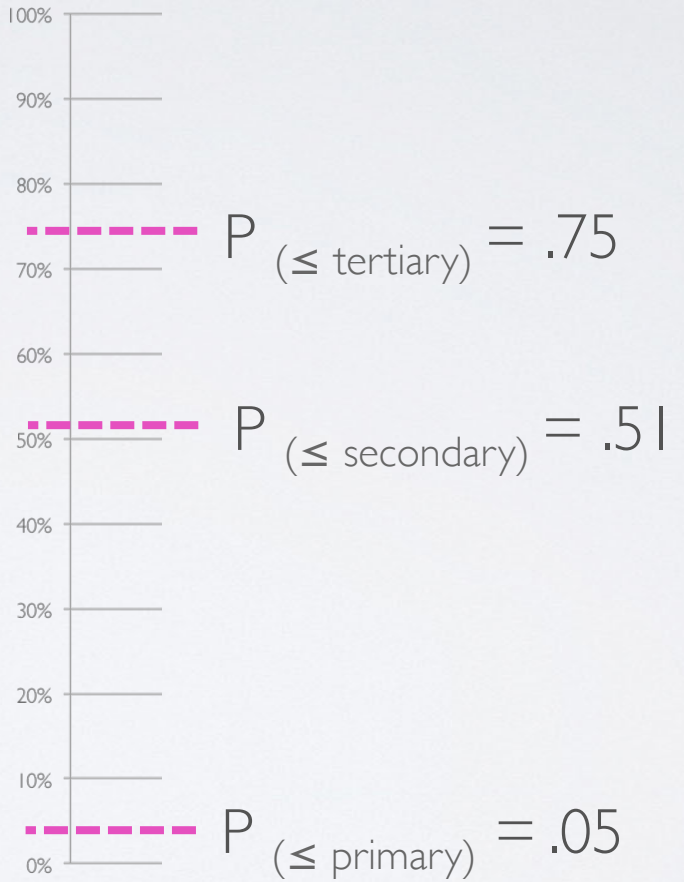
Reading outcome ~ educational background:

B(SE) = 0.269 (0.034), 95% CI 1.308, $p < 0.0000$

$R^2 = 0.15$ (Nagelkerke)

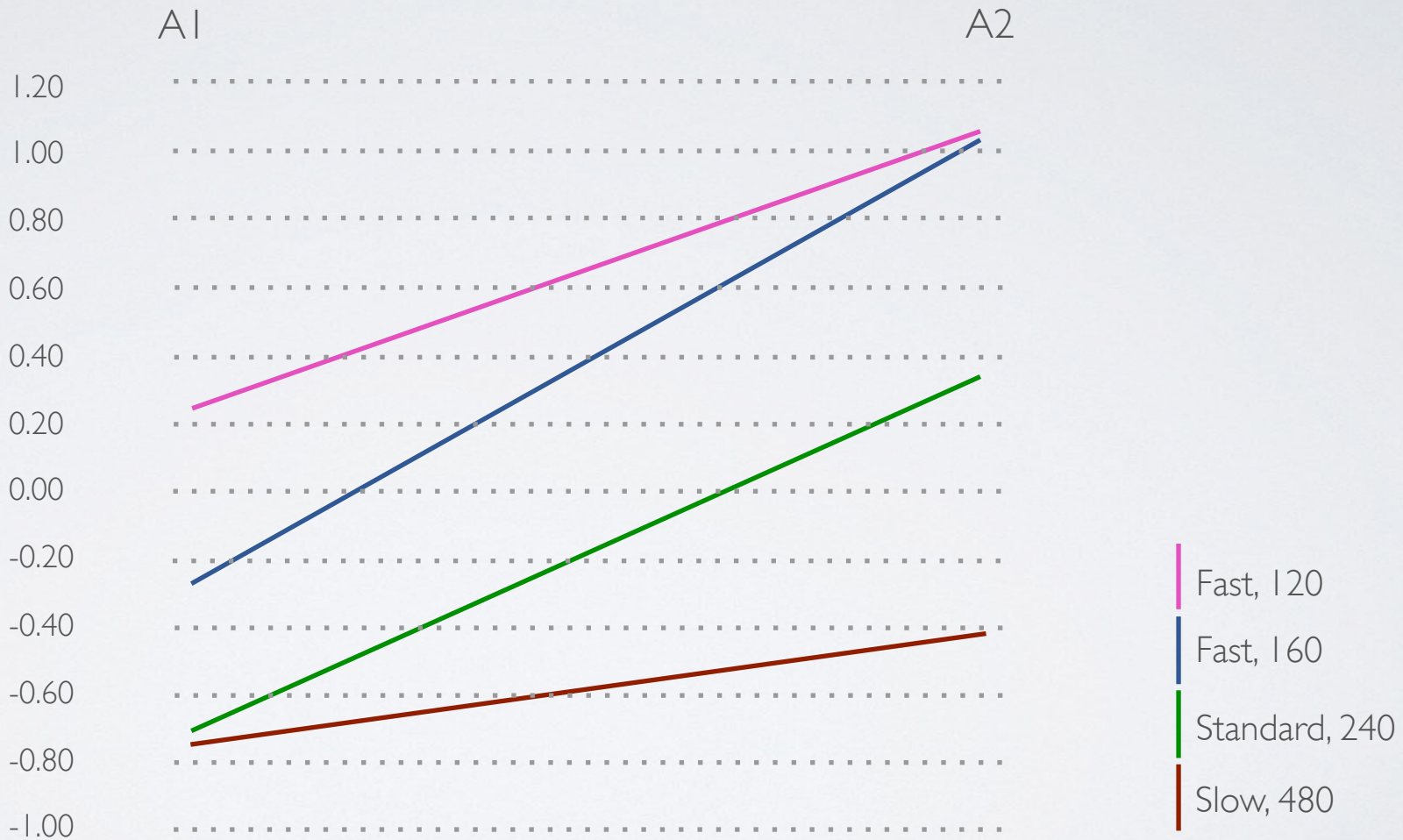
Real-world impact

Speaking



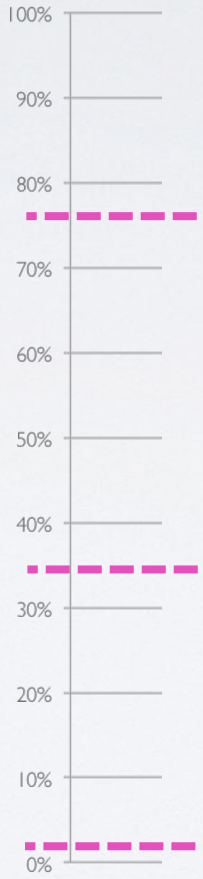
Primary / Secondary	$W = 816$,	$p = 0.002$; r -0.309
Secondary / tertiary	$W = 1268$,	$p = 0.006$; r -1.194
Primary / tertiary	$W = 508$,	$p = 0.000$; r -1.956

Speaking gains (by measure)



Real-world impact

Writing



$P_{(tertiary)} = .77$

$P_{(secondary)} = .35$

$P_{(primary)} = .02$

Primary / Secondary	$W = 46256$ $p < 0.000$; r -0.367
Secondary / tertiary	$W = 62912$ $p < 0.000$; r -0.432
Primary / tertiary	$W = 14893$ $p < 0.000$; r -0. 727

Real-world impact

Writing pass probability: track type matters!

Logistic regression: Pass/Fail ~ school type, region, age, LI

			95% CI for odds ratio		
	B (se)	*p*	*Lower*	*Odds ratio*	*Upper*
(Intercept)	-2.288 (0.255)	.000			
School type	0.658 (0.120)	.000	1.533	1.931	2.458
LI	0.047 (0.014)	.000	1.019	1.048	1.078
Region	0.083 (0.025)	.000	1.036	1.087	1.142
Age	-0.143 (0.042)	.000	0.796	0.866	0.941

Note. Nagelkerke Pseudo R^2 = .44

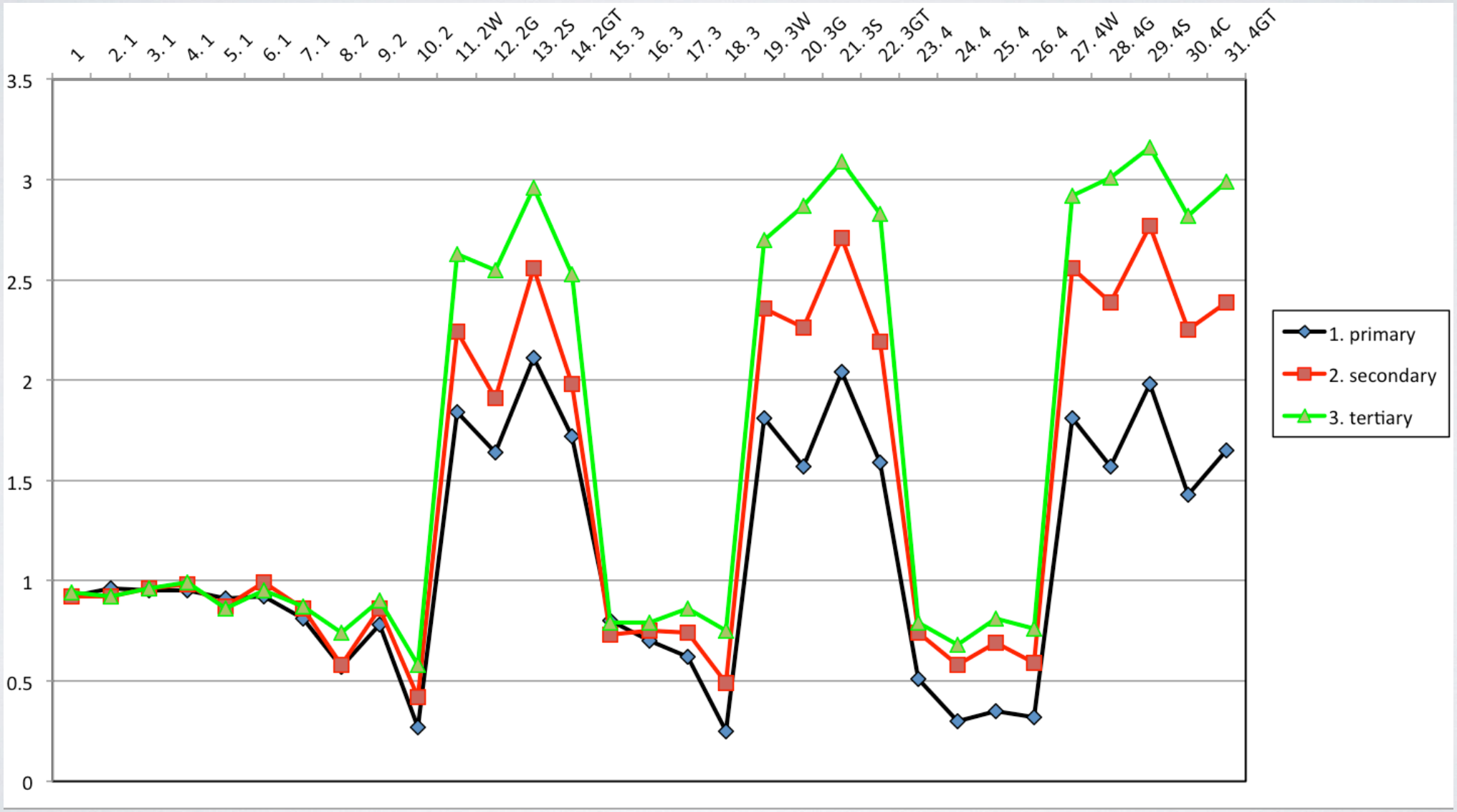
Writing measures follow track, not level

Fast A1 > Standard A2
Standard A1 > Slow A2

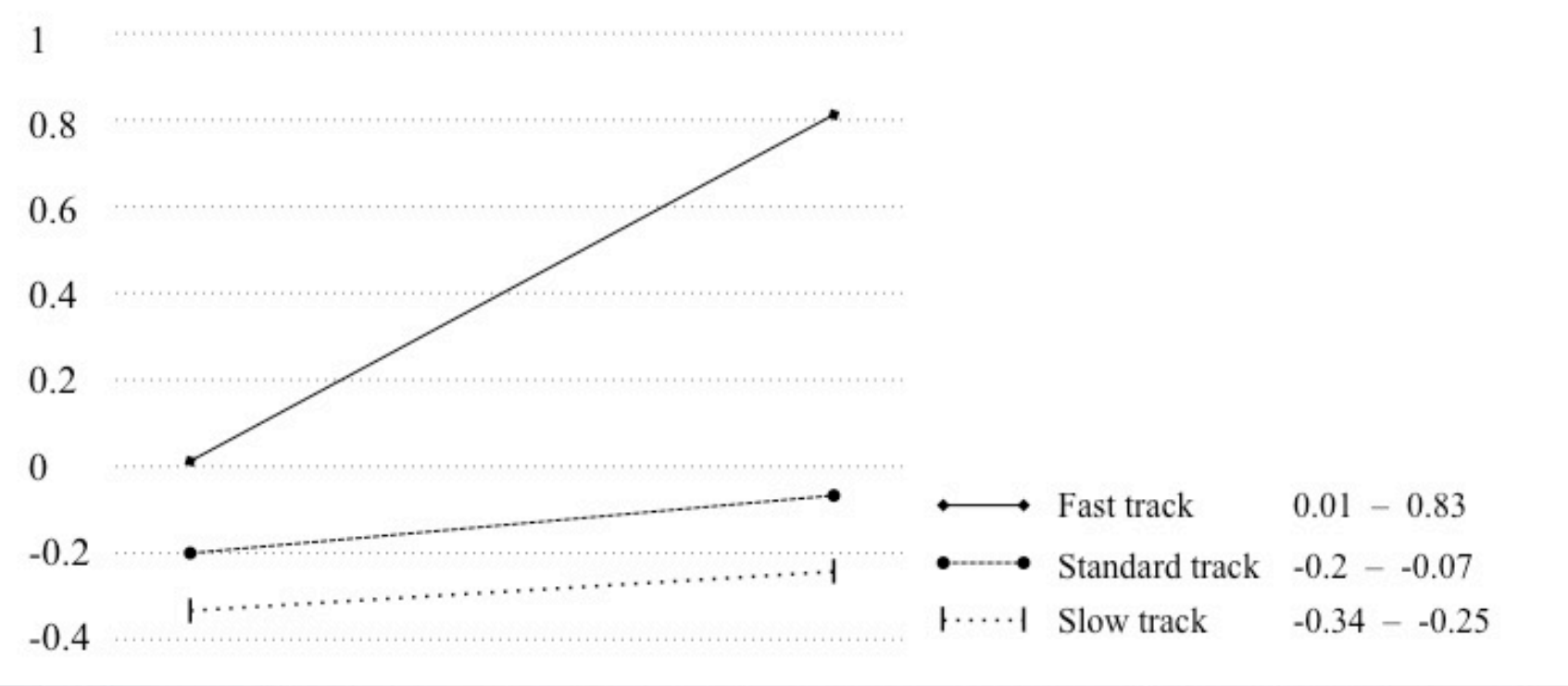
Measure	(se)	Infit	
1.83	0.04	1.23	FAST(120) A2
0.99	0.04	1.05	FAST (120) A1
0.51	0.06	0.92	FAST(160) A2
0.38	0.05	1.06	FAST(160) A1
0.23	0.3	0.95	STANDARD A2
0.10	0.3	0.88	STANDARD A1
0.07	.04	.93	SLOW(360) A2
-0.24	.06	.82	SLOW(360) A1
-0.55	.04	.80	SLOW(480) A2
-0.64	.02	.83	SLOW(480) A1
-2.17	0.23	.92	ALFA

Strata 15.77 Reliability .99
$X^2(9) = 3918.7, p < .000$

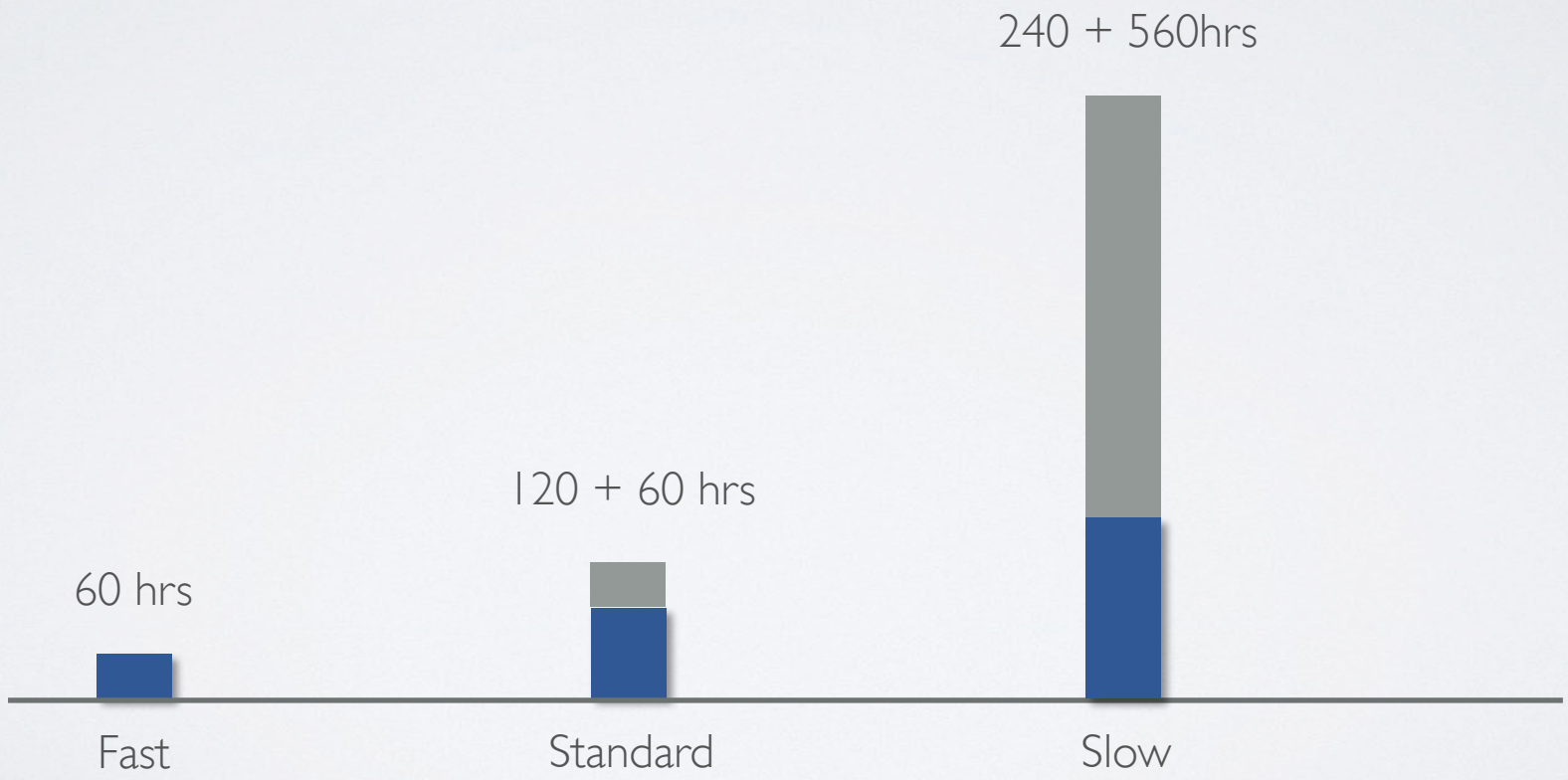
Educational bias



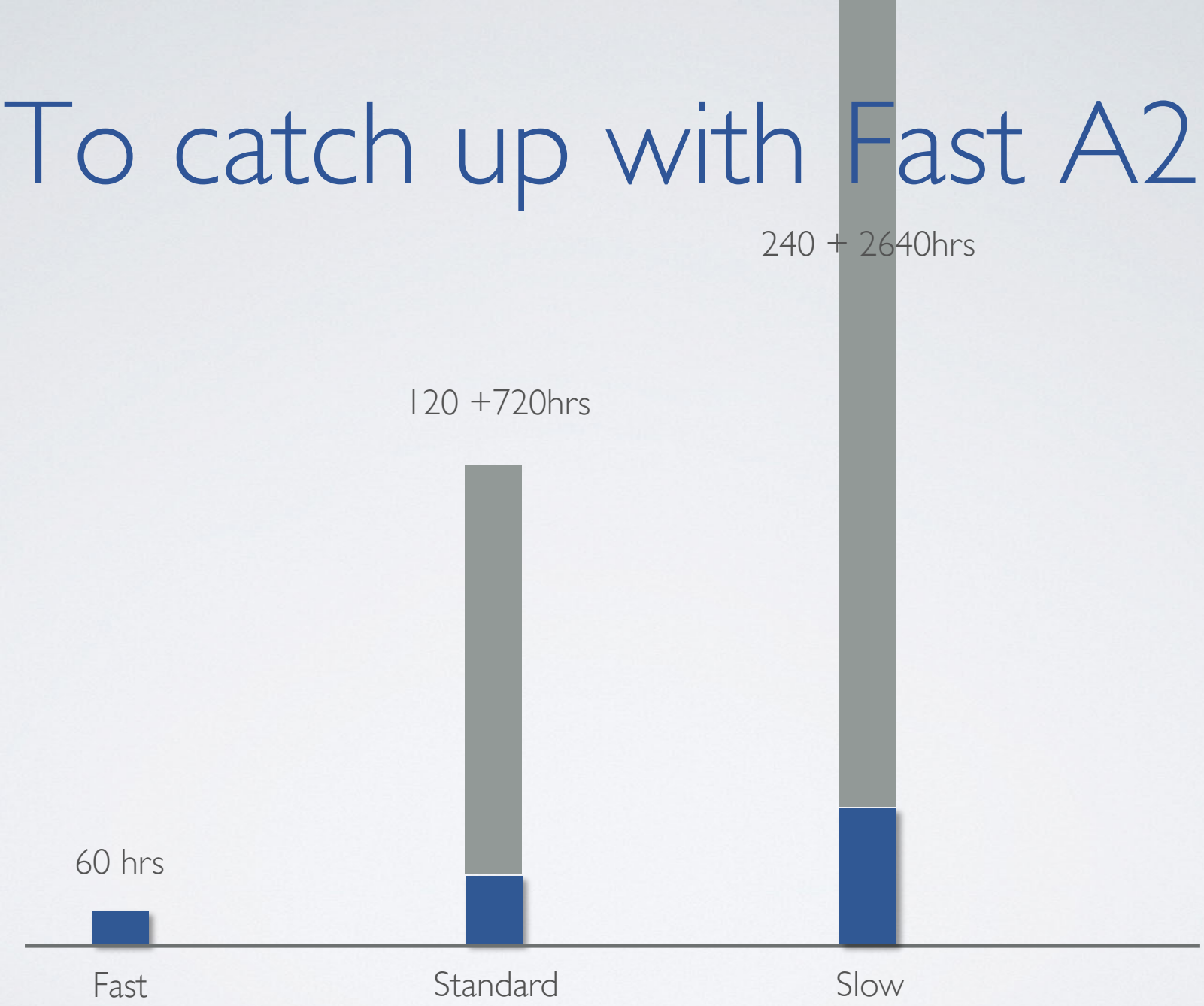
Writing gains (measure)



To catch up with Fast AI



To catch up with Fast A2



Writing gains: CAF

N = 385

16 CAF indicators

20% double coded (ICC .81 - .98)

(Bulté, & Housen, 2014; Iwashita., Brown., McNamara., & O'Hagan, 2008; Knoch, Rouhshad, Oon, & Storch, 2015; Serrano, Tragant, & Llanes, 2012; Treffers-Daller, Parslow,, & Williams, 2016)

Slow: no gains

Syntactic complexity	Clauses/TU
	Mean sentence length
	Simple sentence ratio
	Compound sentence ratio
	Complex sentence ratio
	Compound complex ratio
	Coordinated clause ratio
	Subordinated clause ratio
Lexical complexity	Average word length
	Guiraud's index
Accuracy	Incomplete sentence ratio
	Proportion of error-free T-Units
	Errors / T-Unit
	Errors / words
Fluency	Words / TU
	Total word count

Standard: accuracy gains

Syntactic complexity	Clauses/TU
	Mean sentence length
	Simple sentence ratio
	Compound sentence ratio
	Complex sentence ratio
	Compound complex ratio
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Lexical complexity	Average word length
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Standard: accuracy gains

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	Compound sentence ratio	
	Complex sentence ratio	
	Compound complex ratio	
	Coordinated clause ratio	
	Subordinated clause ratio	
Lexical complexity	Average word length	
	Guiraud's index	
Accuracy	Incomplete sentence ratio	($W = 877.5^{**}$ $d = .5$)
	Proportion of error-free T-Units	
	Errors / T-Unit	($W = 450^{***}$ $d = -.57$)
	Errors / words	
Fluency	Words / TU	
	Total word count	

Fast: gains galore

Syntactic complexity	Clauses/TU
	Mean sentence length
	Simple sentence ratio
	Compound sentence ratio
	Complex sentence ratio
	Compound complex ratio
	Coordinated clause ratio
	Subordinated clause ratio
Lexical complexity	Average word length
	Guiraud's index
Accuracy	Incomplete sentence ratio
	Proportion of error-free T-Units
	Errors / T-Unit
	Errors / words
Fluency	Words / TU
	Total word count

Fast: gains galore

Syntactic complexity	Clauses/TU	(*W* = 1727.5 *d* = -0.505)
	Mean sentence length	
	Simple sentence ratio	(*W* = 3354 *d* = 0.571)
	Compound sentence ratio	(*W* = 2965 *d* = .4)
	Complex sentence ratio	(*W* = 1899 *d* = -.057)
	Compound complex ratio	(*W* = 1899 *d* = -.51)
	Coordinated clause ratio	
	Subordinated clause ratio	(*W* = 1534 *d* = -.71)
Lexical complexity	Average word length	(*W* = 2005 *d* = -.26)
	Guiraud's index	
Accuracy	Incomplete sentence ratio	
	Proportion of error-free T-Units	
	Errors / T-Unit	
	Errors / words	(*W* = 3104 *d* = .25[CI])
Fluency	Words / TU	(*W* = 824 *d* = -.4)
	Total word count	(*W* = 333 *d* = -1.26)

Focusing only on higher educated learners alone can have serious consequences

All L2 classes yield gains

A2 certificates are not equivalent

So: highly different pass probabilities