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THE COGNITIVE AND THE SOCIAL COMPONENTS OF THE SECOND LANGUAGE LEARNER BEHAVIOUR: INSTRUMENTS OF ASSESSMENT

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- I Psychological and affective factors predictors of academic achievement and well-being in the second language learning context:

- * motivation, attitudes, *language anxiety*, learning styles

- II assessment of skills and coding/encoding processes in second language learning context.

- * Cognitive achievement.

It was developed a research programme concerning, in one hand, to the assessment of **motivational, psychological and learning (styles) profiles (1)**, by a scales battery (Motivational, attitudinal and learning tests battery); in other hand, the assessment of **cognitive achievement (2)**, assured by a **single and well structured test, in electronic format**. The main theoretical from this research is due to the importance of having such instruments to perceive more about psychological components into the second language learning situation, and due to the **failure with previous frameworks regarding the assessment**, with reliability and validity, of proficiency levels (European Commission, 2001), presenting in this way a challenge to the students, teachers and all the school community.

The development of the 2 instruments of research has the following rationale:

It is important scientifically and, mainly, socially (at the pedagogical level), to produce knowledge and to suggest solutions that allow to respond to the main problem of this research:

How to identify and to develop prevention methods with the target of solving learning disabilities of children, adolescents and adults, second language learners, in school context, considering the hypothesis of cognitive achievement differentiated and psychosocial predisposition, and, finally [the verbal behavior] due to psychological, cognitive and linguistic factors?

METHOD

Research hypothesis

- i. Considering the different conditions of groups of participants (age, gender, nationality, first language) would be probable different levels of motivation and anxiety, as also different learning style preferences, in second language acquisition context.
- ii. Considering the different conditions of groups of participants (age, gender, nationality, first language) would be probable the different achievement of participants in several tests.

Materials

- i. **“Assessment battery of motivational, affective and learning aspects” (Bateria de avaliação de aspectos motivacionais, afetivos e de aprendizagem - BAMA) - 31 items.**

- 1. Motivation and attitudes test.**

- 10 items and alpha cronbach 73.

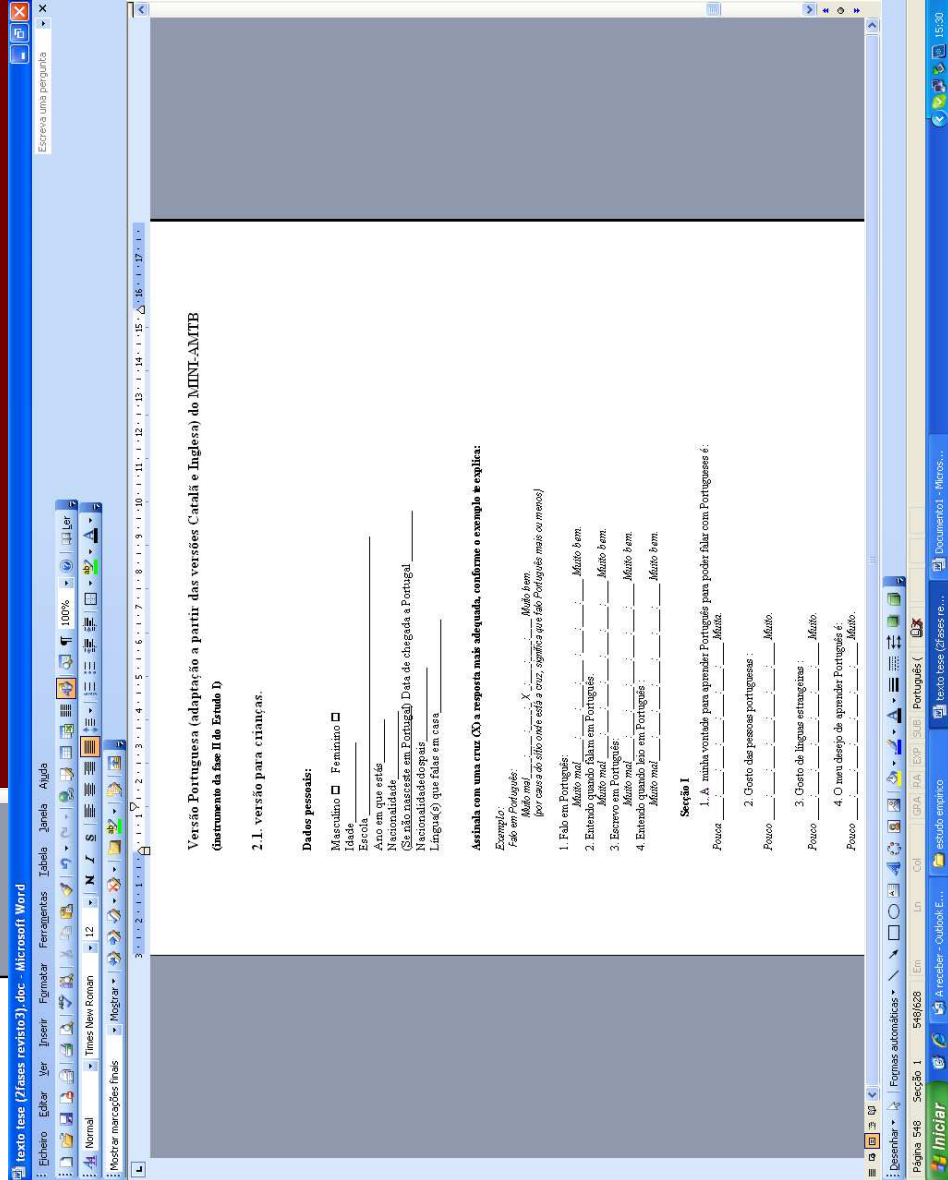
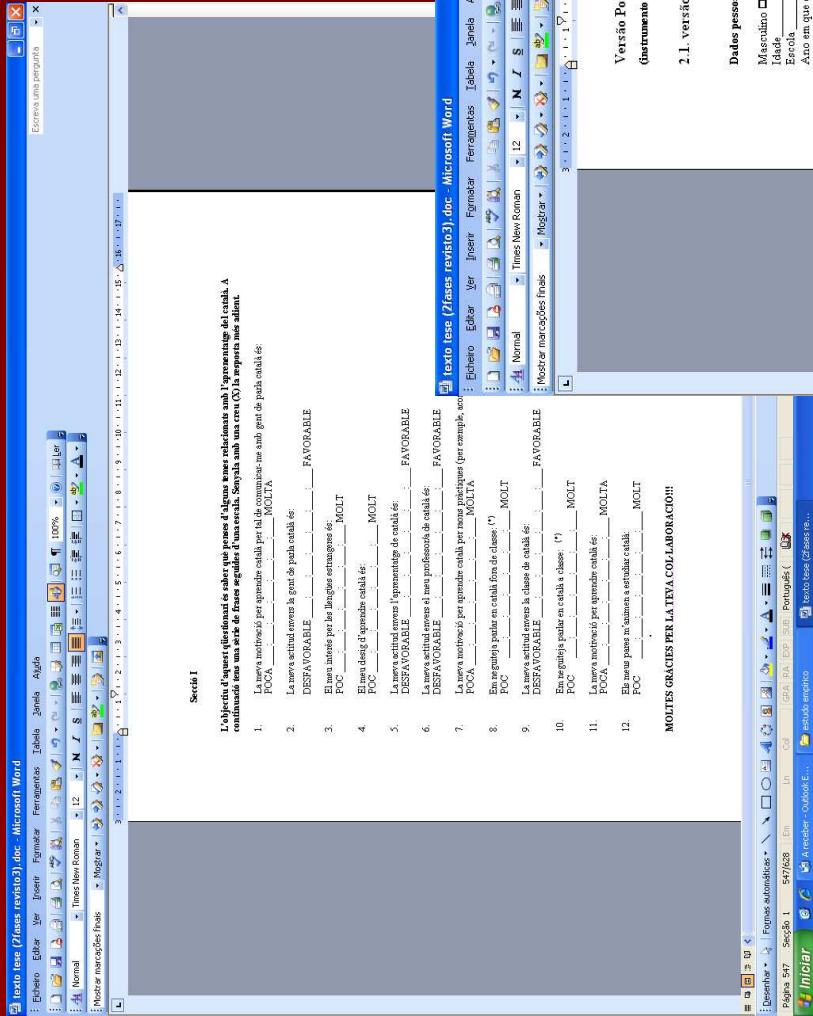
- Factorial analysis: I. “Motivation in second language learning”; II. Attitudes toward teacher, group and community”; III. Interest in foreign languages and Instrumental Orientation.

- 2. Anxiety test**

- 11 items and alpha Cronbach 88.

- 3. Learning styles**

- 11 items and alpha Cronbach 68.



2.3. Versão para sujeitos nativos e monolíngues: escala relativa à seção II: avaliação dos estilos de aprendizagem (preferências sensoriais).

Dados pessoais:

Matrícula ☐ Feminino ☐
Idade _____
Etnia _____
Ano em que está _____
Normalidade _____
Língua(s) que fala em casa _____

Assinale com uma cruz (X) a resposta mais adequada na escala:

1. Lembro-me mais facilmente das coisas que ouço do que as que leio.
Discordo completamente _____ Concorde completamente _____

2. Gosto de observar o que a professora faz nas aulas para depois ir ver ao caderno, porque vendo assim aprendo-se melhor.
Discordo completamente _____ Concorde completamente _____

3. Gosto muito de trabalhos de pautas, retortur, colar, desenhos...
Discordo completamente _____ Concorde completamente _____

4. Compreendo bem as pautas dos mapas e as seguintes.
Discordo completamente _____ Concorde completamente _____

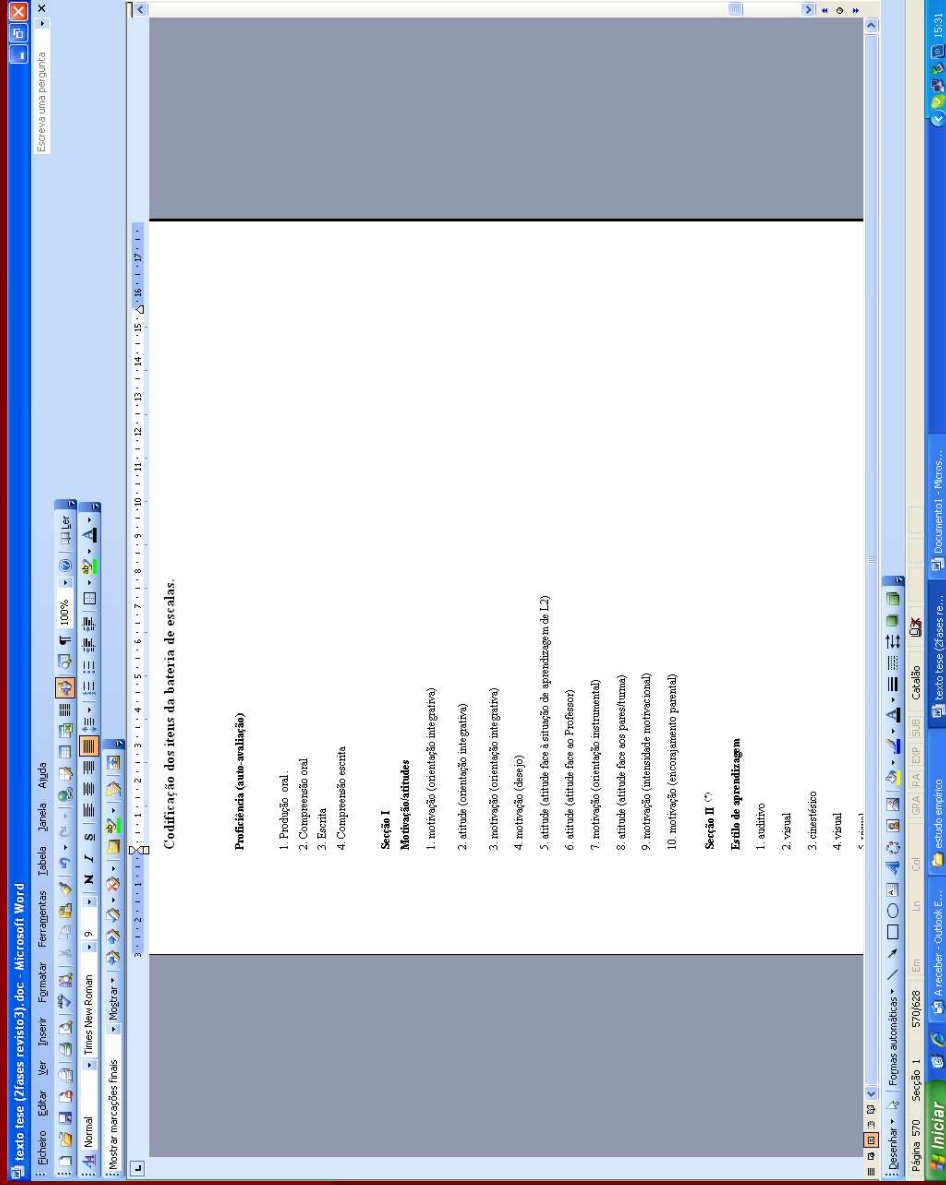
5. Gosto muito de falar do que vejo em imagens e gráficos e não preciso que me ajudem a entender as coisas.
Discordo completamente _____ Concorde completamente _____

6. Lembro e aprendo melhor as coisas quando as escrevo várias vezes.
Discordo completamente _____ Concorde completamente _____

7. Aprendo melhor o vocabulário repetindo as letras e as palavras em voz alta.
Discordo completamente _____ Concorde completamente _____

8. Preciso ouvir uma notícia, se a ouvir na rádio do que se a ler num jornal.
Discordo completamente _____ Concorde completamente _____

9. Para lembrar o que estudo, imagino-o visualmente na minha mente.
Discordo completamente _____ Concorde completamente _____



ii. Tests battery of verbal behaviors in second language learning context: to assess the results of decoding and comprehension toward several levels of phonological awareness and toward operations of alphabetical ordinance, phonemic blending and segmentation, reading and spelling.

alpha Cronbach .76 (N de items=42).

* The battery was developed in electronic format with the main goal to guarantee more effectiveness, correctness and well organization of data, as also to present all tasks in dynamic style.

- * main page to answer to the test,
- * page for the data basis (answers and reaction time),
- * page with the results test,
- * manual the test in paper.

The test will be at webpage of University of Aveiro, Department of Educational Sciences. The guidelines (code of access, login instructions) for access will be soon provided at ww.ua.pt/dce

- **Advantages**

- easy and fast administration,
- fast presentation of global classification at the end of the test,
- identification of students (Portuguese Second Language Learners) at risk,
- English version for more amplified access,
- The data basis is simultaneously the page with answers and with the classification. The test assess the error distribution at different tasks and consider the classification toward a pattern of values obtained with the cut- off point **(24,2) (maximum 43 pt)**. In other way, we also obtain the following percentiles, as patterns:

percentile <25 negative achievement (level 0);

percentile ≥ 25 until 45 positive achievement (minimal-level 1);

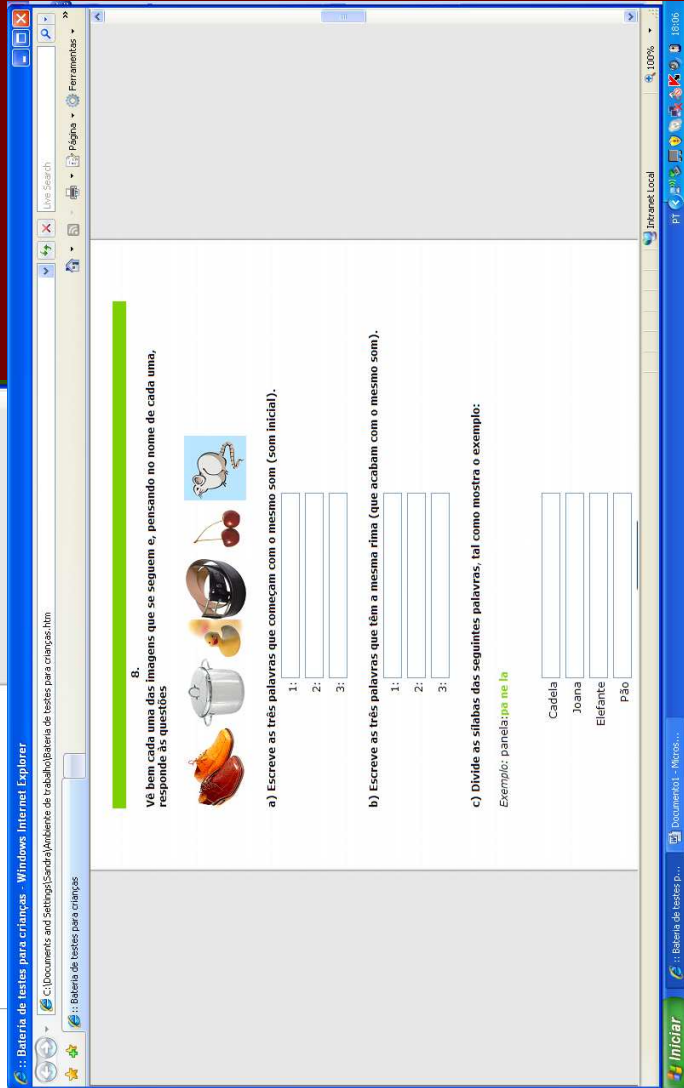
percentile ≥ 45 until 75 positive achievement (level 2);

percentile ≥ 75 until 95 very positive achievement (level 3);

percentile ≥ 95 very very positive achievement (level 4).

■ - Tests:

- Alphabetical ordinance (test 1)
9 items
- Discrimination of sounds sequence (test 2)
1 item
- Identification of minimum pairs (test 3)
2 items
- Segmentation and phonemic blending (test 4)
8 items
- Conditioned writing (test 5)
2 items
- Alliteration judgment (test 6)
3 items
- Rhyme, onset and syllable judgment (test 7)
9 items
- Dichotic hearing (test 8)
1 item
- Lexic identification (test 9)
3 items
- Words organization and segmentation in clauses (test 10)
4 items
- Reading and self evaluation (test 11)
2 items
- Perception of phones and related articulatory organs/points (test 12).
1 item



Windows Internet Explorer

Live Search

C:\Documents and Settings\Sandra\Ambiente de trabalho\Bateria de testes para crianças.htm

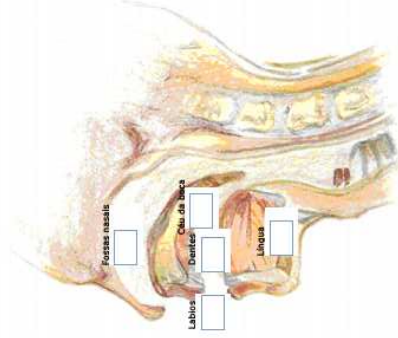
Bateria de testes para crianças

14.

Se as letras morassem em locais diferentes da tua boca, onde achas que elas morariam?

Indica, na imagem que está em baixo, onde deveriam morar as seguintes letras: /G/ /N/ /R/ /B/ /F/ de acordo com a **FORMA COMO AS DIZES E AS OUVES**, em português.

Confirmar



Confirmar

100%

Intranet Local

PT 18:07

Iniciar

Bateria de testes p...

Documentos - Micros...

Tests battery of cognitive achievement in second language context - Windows Internet Explorer

http://localhost/sandra/index:EN.asp

Tests battery of cognitive achievement in second language context - Windows Internet Explorer

4. (audio recording)

a) Spell the following words, as can be seen in the following example.

Example:  (click here)

a) passagem

b) bagagem

c) vaso

d) onda

b) Listening carefully, find and write the words spelled in each

a) 

b) 

c) 

5.

a) Text to be written (under the follow forbidden).

7.

Observe all the images and, regarding their names, answer to the following questions.



a) Write the 3 words (names) that begin with the same sound (onset).

1:

2:

3:

b) Write the 3 words (names) that end with the same sound (rhyme).

1:

2:

3:

c) Count the syllables of the following words, as can be seen in the example:

Example: panela: pa/ne/la ou pa ne la

Cadela

Joana

Elefante

Pão

Confirmar

Concluido

iniciar

Doc.doc - Microsoft ...

sandra

Tests battery of cogn...

Internet Local

100%

19:57

Tests battery of cognitive achievement in second language context - Windows Internet Explorer

http://localhost/sandra/index:EN.asp

Tests battery of cognitive achievement in second lang...

9.

In the following *strange* words are hidden portuguese names. Find and write them, as can be seen in the following example:

Example: catararegadorrelamos: __regador__.

1. Wersabedorivsky y

2. Pargimeninoruta

3. trapalapizcola

Microsoft Word - texto teste (2daes revisao).doc

Escreva uma pergunta

6.4. Versão do teste resolvido.

6.1. Manual do teste

Autores: Sandra Andrade Figueiredo & Carlos Fernandes da Silva
Versões: 2 (Português e Inglês)
Aplicação: individual
Tempo de aplicação: +/- 30 minutos

Manual da bateria de testes para avaliação de desempenho... em contexto de Língua Segunda

1. Público-alvo.

O teste visa população imigrante portuguesa (aprendentes de Português como Língua Segunda) com idades compreendidas entre os sete e os trinta anos de idade, e que se situem entre os níveis A1 e B1 de proficiência, de acordo com a matriz de avaliação de níveis do Quadro Europeu Comum de Referência para as Línguas (Conselho da Europa, 2001). O tipo de registo linguístico verificado nas instruções dos testes tem em conta sobretudo a compreensão por parte de utilizadores mais novos (até aos doze anos de idade). Mantém-se a mesma versão aquando da aplicação em alunos mais velhos, na medida em que este tipo de linguagem não compromete a sua compreensão e não se torna desadequada pois explicita o objectivo de cada teste para sujeitos que, embora mais velhos, apresentem dificuldades na compreensão de textos com algum grau de complexidade (Conselho da Europa, 2001).

O teste pode ainda ser dirigido a sujeitos nativos e monolíngues com o objectivo de

Participantes

1. Part I

305 Portuguese second language learners (immigrants and emigrants), from several Education levels (Basic, High School, Higher School), at schools of Aveiro and Funchal districts.

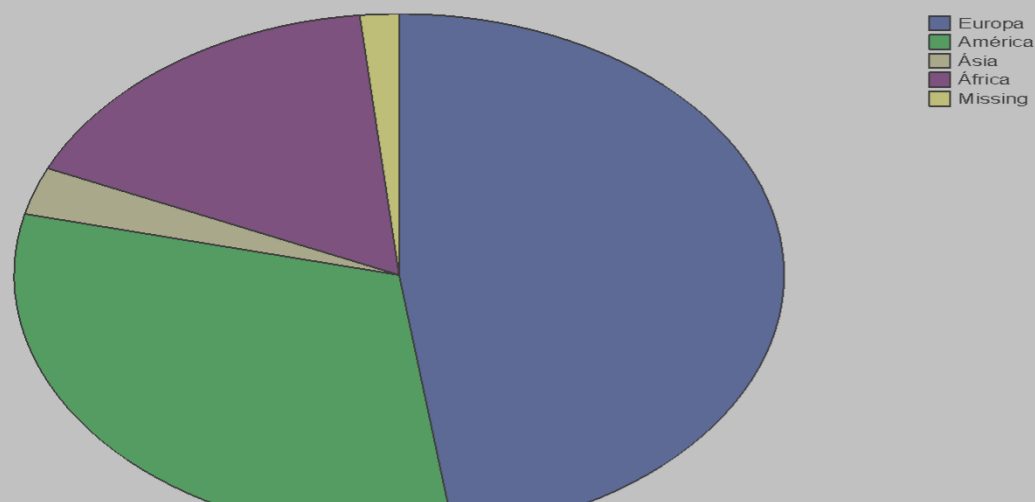
Children group (N=126): mean age of 10,6 (PD= 1,64);
48 (41,7%) males and 67 (58,3%) females.

Adolescents group (N= 178) mean age of 15,7 (PD= 2,06)
75 (50,7%) males and 73 (49,3%) females.

32 nationalities; 19 languages.

Age groups	f	%	% válida	% acumulada
children	126	41,2	41,4	41,4
adolescents	178	58,2	58,6	100,0
Total	304	99,3	100,0	
Dados omissos	1	,7		
Total	305	100,0		

NACIONALIDADE



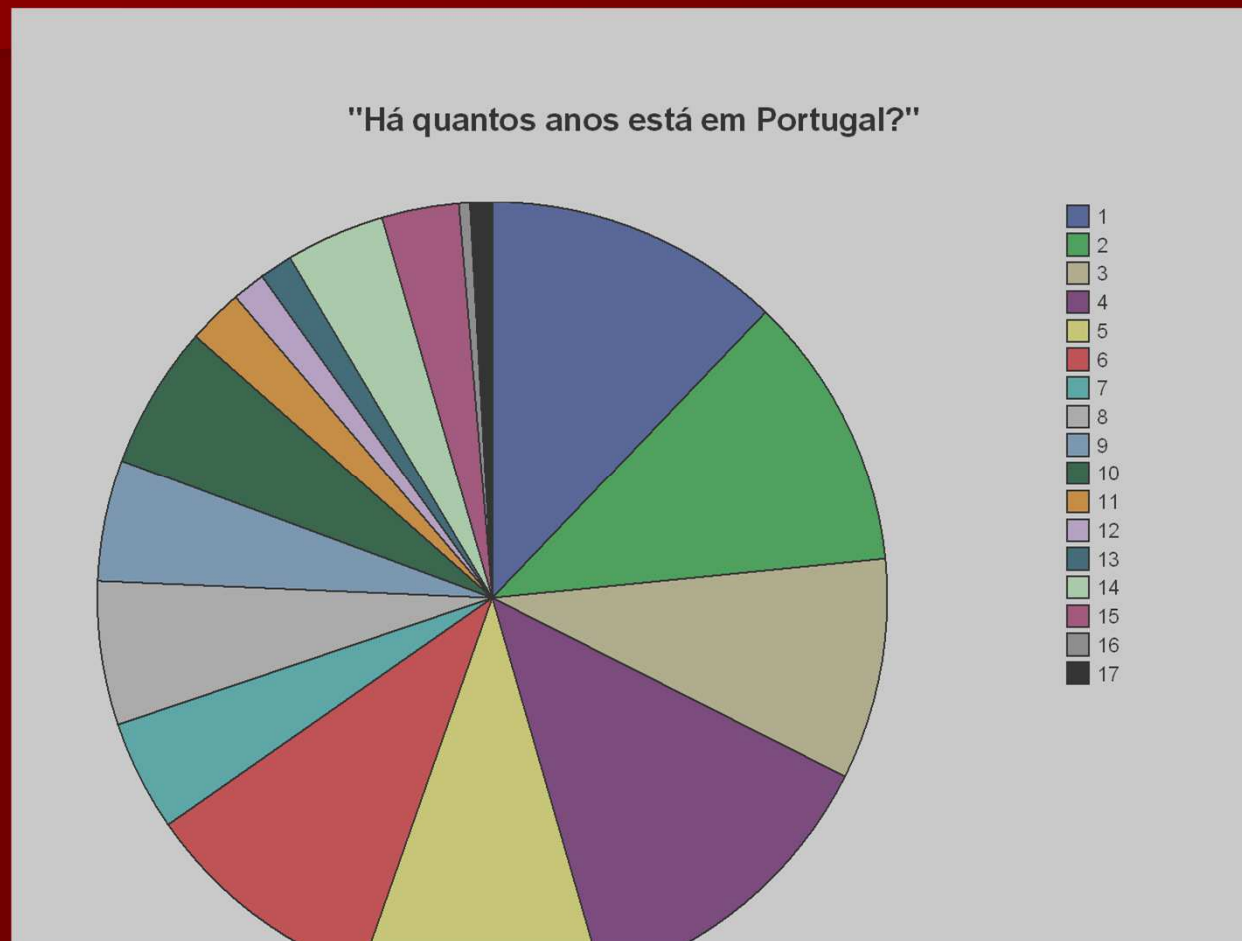
■ Country of origin

Romania India France Morroco
Venezuela Latvia Cape Verde São
Tome Suiterland Portugal Russia
Germany Brazil China Ukraine
England Kazakhstan Italy Hungary
Angola Belarus Congo Colombia
Corea U.S.A. Mozambique Mexico
Bulgaria Luxembourg Dominican
Republic, Guinea-Bissau

■ Languages spoken at home

Spanish Creoule English Latvian Kazakh
Kimbundo Italian French Chinese
Romanian Portuguese Ucrainian
Indian German Bangla Umbundo
Hungarian Bulgarian

How many years in Portugal?



2. Part II

From the first sample, were selected **61 subjects**, mean age of 16,1 (P.D.= 6,3)

[Children group: 19 (31,1%), ages between 7 and 12
Adolescents group: 22 (36,1%) ages between 13 and 18
Adults group: 20 (32,8%) ages between 19 and 30]

Main criteria: date of arrival** and proficiency level in Portuguese.*

*Levels A2 and B1 (European Comission, 2001).

** students in Portugal not more than 4 years ago (2006 was the main date of arrival).

42 (68,9%) participants receive language support (classes provided by schools)
19 (31,1%) participants do not receive linguistic support.

Age groups		F	%	% valid	% cumulative
Válida	7-9	10	16,4	16,4	16,4
a					
	10-12	9	14,8	14,8	31,1
	13-15	15	24,6	24,6	55,7
	16-18	7	11,5	11,5	67,2
	19-23	11	18,0	18,0	85,2
	24-30	9	14,8	14,8	100,0
	Total	61	100,0	100,0	

Final considerations of the 2nd instrument

This type of test must regard students from early ages, before school entry. This would avoid the absence of knowledge within educators toward the verbal skills of children; this would contribute to avoid discrimination between pupils, natives and migrant.

Applying this test allows to set a written and oral verbal behavior profile, contributing to the programming of learning activities that promote a successful school progress, where knowing the language is of the utmost importance.

Regarding that this tests battery is more directly related to phonological awareness and, in other way, according to Benedita (2008), that the eventual “*language delay (...) has a distorted profile in phonetic and phonological dimension (...) to intervene into the delay is, priority, to intervene in phonology* (p. 46) [Translation from Portuguese language]”, so, this test present a contribute of high enhance to the assessment of pupils non native but also native, mainly call for the attention to the first ones. The immigrant children, second language learners, are students at risk regarding the literacy skills development.

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