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POST-SECONDARY STUDENTS' PERCEPTIONS OF THEIR SKILL ACQUISITION DURING INTRODUCTORY LANGUAGE COURSES

By

Michelle Lorraine McMullen-Hohnke

A THESIS

Submitted to
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in partial fulfillment of the requirements
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ABSTRACT

POST-SECONDARY STUDENTS' PERCEPTIONS OF THEIR SKILL ACQUISITION DURING INTRODUCTORY LANGUAGE COURSES

By

Michelle Lorraine McMullen-Hohnke

The purpose of this study was to investigate the abilities of students enrolled in introductory language courses to self-assess their new language skills. Students from first-semester American Sign Language, Arabic, Korean, and Spanish courses at Michigan State University completed a questionnaire concerning their willingness to participate in four communication scenarios in which they were asked to interact with a fluent speaker of the language they were studying. The scenarios were based on the work of Lodge-Miller and Elfenbein (1994) who found that students studying introductory Signed English were willing to engage in situations that required trained interpreters. In the current study, the majority of students in each course demonstrated appropriate decision-making skills regarding two relatively simple interactions (i.e., babysitting and communicating with a customer in a store). When presented with two complex interactions (i.e., interpreting for a police officer and a car accident witness, and interpreting for two lawyers and a witness to a fight), however, the majority of students in each course demonstrated poor decision-making skills and/or overconfidence in their responses. The primary justification provided for engaging in situations beyond their skill levels was "to help" their communication partners even though they did not have the skills to help. These findings raise concern about beginning language students' abilities to assess their capabilities and limitations as they use their new skills to interact in their daily life activities.

To my loyal husband whose encouragement and support never waver. Walking the road with you is the greatest blessing.

To my dearly loved mother who taught me many life lessons, most importantly selflessness. Thank you for filling my life with faith, love, and hope.

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INTRODUCTION

In the United States, post-secondary enrollment in modern foreign languages between 1977 and 1998 remained fairly stable (Welles, 2004). The 2002 survey of foreign language enrollments in United States institutions of higher education conducted by the Modern Language Association (MLA) revealed a 17.0% increase in foreign language enrollment from 1998 to 2002, with over 1.3 million students taking language courses in 2002. During this same time period, the college student population also increased 29%. Welles stated that although the MLA viewed the growth in language enrollment as "substantial, the proportion of modern foreign language enrollments to every 100 institutional enrollments has remained relatively constant over the years" (p. 24).

Capriccioso and Epstein (2006) noted that less than 8 percent of post-secondary students in the United States enroll in foreign language courses. The United States Census Bureau (2004) reported that in 2002, 1,397,300 students in higher education institutions enrolled in foreign language courses. During the same year, 15,318 students graduated with bachelor's degrees in foreign languages and literatures. According to the United States Government Office of Management and Budget (2006), just one percent of post-secondary degrees are awarded to students specializing in foreign languages.

Although only 1% of students enrolled in foreign language courses continue on to earn degrees in this field, the 2002 MLA survey revealed that post-secondary institutions are offering a wider variety of language courses compared to previous survey years. Welles (2004) reported that a growing student demand to pursue specific languages (e.g.,

American Sign Language (ASL), Arabic, Chinese) resulted in additional undergraduate and graduate language course offerings in the 2,769 colleges and universities surveyed. Although Spanish continues to account for more than half (53.4%) of all foreign language enrollments, the survey data revealed that other commonly taught languages such as French, German, and Russian demonstrated only modest gains when compared to enrollments in less commonly taught languages such as Korean, Arabic, Portuguese, Chinese, and ASL (Welles, 2004). Morrison (2003) and Damast (2005) both stated that Arabic is one of the fastest growing languages taught in high schools, colleges and universities because of governmental pressure to fill the increasing demand for fluent speakers heightened by current political environments.

Post-secondary students' attraction to the study of both commonly and less commonly taught languages is reflective of Graddol's (2004) description of the communication demands of a global multilingual society containing participants engaged in shared business, governmental, medicinal, and educational pursuits. For example, most people in the world speak more than one language and are able to shift between languages as needed during the work day. Graddol stated that, "Mononlingual English speakers may find it difficult to fully participate in a multilingual society" (p. 1330).

Graddol estimated that by 2050, in the 15-24 year age range globally, native speakers of the top five languages spoken will include 166 million Chinese speakers, 74 million Hindi speakers, 72 million Arabic speakers, 65 million English speakers, and 63 million Spanish speakers. Estimates of current language use from the 2000 United States Census results revealed that, among the 262.4 million people age 5 and over in the United

States, 47 million (18%) spoke a language other than English in the home environment (U.S. Bureau of the Census, 2000). The top five languages, other than English, spoken in the United States included Spanish with 28 million speakers, Chinese with 2.0 million speakers, French with 1.6 million speakers, German with 1.4 million speakers, and Tagalog with 1.2 million speakers. Other growing languages in the United States included Vietnamese, Italian, Korean, Russian, Polish, and Arabic. Johnson (2000) discussed the implications of having many cultural groups living within the United States, noting that the majority of these groups become marginalized with their discourse silenced in public and private sectors that utilize English as the main form of communication and social interaction. Johnson stated that no one person can be an expert in all cultural groups or be proficient in all language systems, but that individuals having "varying degrees of cultural mindedness and intercultural communication competence offer promise for bridging communication differences and difficulties that occur in moments of cultural complexity" (p. 63). Culturally complex interactions between English speakers and speakers of another language could occur in a variety of settings including medical, legal, and work-related arenas.

The United States Census Bureau (2000) categorized 11.9 million individuals as linguistically isolated, meaning that they lacked a strong command of the English language. In the Midwest region, of the 5,623,538 individuals speaking a language other than English, 2,398,120 (4%) qualified as linguistically isolated. This linguistic isolation may prevent these individuals from participating in basic everyday communication interactions such as shopping or banking. It may also affect communicating effectively

with medical personnel, service providers, or public and school officials. To assist this linguistically isolated population in achieving a safer and higher quality of life, it is vital that the educational system provide opportunities for language instruction to prepare the general student population for participation in an increasingly multilingual society (e.g., study of culture in addition to vocabulary and syntax, study abroad to provide context for the language). Kramsch (1993) stated that the goals of foreign language education include: communicative competence, cultural knowledge, and cognitive growth. In order to attain these goals, it is important that students enrolled in foreign language courses acquire formal conversational skills, reflect upon the cultural group's history and ideologies to understand the language in its own context, and be cognizant of their proficiency levels when using the target language in a variety of situations.

Kramsch (1993) discussed the important role of language instructors as cultural intermediaries who create bridges from their cultures and languages to their students' cultures and languages. Students who choose to pursue more advanced language study may also be groomed to become cultural intermediaries, assisting the linguistically isolated with participation in public and private sectors. These students must recognize their skill levels relative to the possible communication demands placed on them in a multilingual and culturally diverse society.

With 47 million people speaking a language other than English in the United States, some portion of native speakers of English who have completed or are taking introductory language courses will encounter native speakers of another language in everyday life situations. According to Huber (1993), only 16% of the students enrolled in

introductory language courses go on to advanced classes. The remaining 84% of the students terminate their language study after completion of introductory courses. Are individuals who terminate their language study early able to assess their language proficiency levels enabling them to recognize their capabilities and limitations in communication interactions with speakers who do not use English? The next section of this report provides a review of literature concerning post-secondary students' abilities to assess their skills in the language classroom and of factors impacting this assessment.

Literature Review

Post-Secondary Students' Beliefs Concerning Attainment of Language Proficiency

Phillips (1985) stated that students who complete four semesters of language courses develop survival-level language skills. They may be able to maintain simple conversations with frequent pronunciation and grammatical errors, to discuss only familiar topics due to limited language experience, and to be understood only by language users who are used to dealing with foreigners by slowing down their speech and using large amounts of repetition or paraphrasing. Many students at this level have acquired a speaking vocabulary adequate only to express basic needs such as ordering a meal, asking for and giving simple directions, making purchases, and telling time. Lightbown (2003) describes this situation as developing a "classroom register" in that students acquire skills such as vocabulary and morphosyntax which are relevant to course instruction, but lacking in any pragmatic or sociolinguistic aspects of the language. Students' inabilities to recognize the enormous depth of language study required to become proficient may result in gross overestimations of their skill levels while taking

language courses (Horwitz, 1988; Lightbown, 2003).

Studies by Jernigan (2001) and Horwitz (1988) revealed that the unrealistic learning expectations of students enrolled in introductory language courses influenced the students' abilities to accurately assess their language skills. Jernigan administered surveys to and conducted interviews with 101 lower division students enrolled in introductory Portuguese classes at the University of Texas at Austin. Students completed a survey during the first week of class and another during the third to the last week of class. The first survey included information concerning students' backgrounds and goals for the course. The second survey asked students about their goal attainment, if they had changed any of their goals, and why they decided to continue or discontinue their language study.

Jernigan reported that "many" of the students in the Portuguese class set unrealistic goals concerning language attainment (p. 32). The students felt they could attain proficiency in the language easily, especially if they had past exposure to a related language such as Spanish. Jernigan noted that "many" students stated that these expectations were based on information they received from friends and teachers who stated that individuals who knew a related language, such as Spanish, would attain Portuguese with relative ease. She stated that when students do not attain their speaking goals, they may then become frustrated and discontinue their language study or they may lower their original expectation of attaining proficiency. This study provided evidence that some students believed that they would learn a language with relative ease if they knew a related language, but did not provide information regarding students' assessments

of their language skills during or after an introductory language course.

A study conducted by Horwitz (1988) also documented the impact of students' unrealistic learning expectations on their abilities to accurately assess their language skills. The author administered *The Beliefs About Language Learning Inventory* (BALLI) to first-semester language students at the University of Texas during the first three weeks of their language classes. The BALLI was administered to 80 students enrolled in first-semester German courses, 63 students enrolled in first-semester French courses, and 98 students enrolled in first-semester Spanish courses. The 34-item inventory assessed student opinions concerning their current language skill levels, their views of their languages as difficult or easy to learn, how long it would take to attain fluency in the target language, and the relative difficulty of reading and writing, and speaking the target language. Students responded to statements such as, "Some languages are easier to learn than others" using a 5-point scale from "strongly agree" to "strongly disagree" (p. 285).

Horwitz found that 20% of the students in the Spanish courses viewed their language as difficult to learn, while 33% of the students in the German courses and 38% of the students in the French courses felt that their respective languages were difficult to learn. It is interesting to note, however, that 5-8% of students within each language group felt they could attain fluency in a second language in under one year of study and that 35-38% of students in each language group felt they could learn a second language in one to two years of language study. Horwitz stated that this last set of student expectations of the time to attain fluency in the target language was a significant

underestimation. The author hypothesized that students who underestimate the time to attain fluency might be overestimating not only their current skill levels, but also what they would attain in later courses. The data acquired from Horwitz's study are important in that they provided information about post-secondary students' beliefs concerning language learning across multiple languages. Like the Jernigan data, however, this study provides no direct evidence of the abilities of individuals to assess their own language skills.

Student Self-Assessment Regarding Skill Acquisition and Proficiency

Dunning, Heath, & Suls (2004) stated that in order for individuals to accurately assess their abilities, they must identify both the skills and knowledge necessary to become competent in a specified area. However, for individuals learning new material, it may be difficult to fully understand these end goals. The lack of these comparison points can result in individuals having difficulty assessing and recognizing their current incompetence. In the arena of language acquisition, students enrolled in introductory courses may be unable to comprehend the enormous task necessary to attain language proficiency because, as beginning users of the language, their exposure to the language is extremely limited. Dunning et al reported that, in some instances, this lack of knowledge concerning end goals and the individual's subsequent failure to recognize his/her incompetence then leads the individual to view what little skills he/she has in this area as above-average. The authors stated that responsibility for students' flawed self-assessments does not rest solely on the students; the ways in which they were instructed can also be an important factor.

Instructional Methods Effects on Students' Abilities to Self-Assess Their Skills

Dunning et al (2004) stated that massed training is a popular instructional method used by educational institutions such as colleges and universities to teach students enrolled in a wide range of courses. In this method, instructors provide a large amount of information to students per class session. This is necessary to meet the time constraints of universities' semester systems. With each class session, students acquire knowledge at a rapid rate and can attain high levels of proficiency during that moment of instruction. The authors cautioned that this type of instruction allows for little carry-over from session to session as students are acquiring one subset of the course information in one session and then acquiring new information during the next session. Students perceive themselves as competent in an area where they may know a limited set of specific pieces of information. For example, students learn about information from one chapter of their class textbook for one class period and then about another chapter for the next class period. Although the students understand the material during each class period, they may not retain this information when beginning a new class period. Students may be focused on learning the information for that specific class time and not integrate this content with the related course material of past or future classes to gain a better understanding of the subject matter.

Relationships Among Students' Perceived Anxiety, Perceived Skill Levels And Actual Skill Levels

Data from a study by MacIntyre, Noels, & Clement (1997) revealed post-secondary students' inabilities to accurately assess their communication skill levels in the modalities of reading, writing, speaking, and listening comprehension. The authors

administered questionnaires and a series of French proficiency tests to 37 students with varied competence in the French language. The questionnaire included 19 items in which participants were asked to rate their anxiety levels when using French in speaking situations. Given statements such as, "I would get nervous if I had to speak French to someone in a store," students rated their perceived anxiety using a 7-point scale ranging from "strongly agree" to "strongly disagree" (p. 271). The authors then administered a 26-item test which assessed the students' perceived competence in various tasks testing reading, writing, speaking, and listening comprehension in the target language. The students' proficiency levels were rated by three bilingual judges (i.e., one judge for the speaking tasks, one judge for the writing tasks, and one judge for the reading and listening comprehension tasks).

The authors noted that students who were more proficient tended to rate themselves as more proficient; however, only a moderate correlation was revealed between the self proficiency ratings of the students and the objective proficiency ratings of the judges. The study also indicated that as the students' anxiety scores increased, their performance on the objective measures of proficiency decreased across all tasks. Those students who rated themselves as more anxious in language situations tended to underestimate their language abilities in multiple modalities, and those students who rated themselves as less anxious and more relaxed tended to overestimate their language abilities in multiple modalities. The authors noted that anxious students, who might be more reluctant to speak or participate in class, would have difficulty increasing their proficiency and would remain anxious. Conversely, more relaxed students, who might be

comfortable being actively involved in class activities, would have greater potential to increase their proficiency. It is not clear whether, at some point, either group's self-assessment skills would improve.

Manual Communication Students' Abilities to Self-Assess Their Sign Skills

A study conducted by Lodge-Miller & Elfenbein (1994) examined post-secondary students' abilities to accurately assess their communication skills while enrolled in a Signed English course at the University of Iowa. Signed English is a system for representing the English language that was designed for use by preschool and school-age children. Because it is a representation of English and is not a true language, it is considered to be one of several manually coded English systems (Bornstein, 1990).

The participants in this study were 57 class members who were undergraduate students majoring in areas other than speech-language pathology and audiology. The subjects were asked to complete questionnaires that included hypothetical situations in which students were asked to use the signs they were learning with deaf individuals in scenarios of varying difficulty. Two instructors each taught two sections of the course. Two sections received the questionnaire on the third day of class at which time students had only been instructed in the use of the manual alphabet (i.e., fingerspelling). These two sections were given the same questionnaire again at midterm. The remaining two groups were given the questionnaire at midterm only.

The students were asked if they would choose to participate in the scenarios based on their current skill levels. The first two scenarios (i.e., babysitting for a six-year-old deaf child for 30 minutes and communicating the total amount due to a deaf woman

in line in front of the student at a store) were acceptable for student participation based on their current skill level. The remaining scenarios required advanced skills far beyond the students' current level of knowledge. They involved facilitating communication between a deaf woman who was a witness to an accident and a police officer wanting her statement, and facilitating communication between a deaf man who witnessed a fistfight and two lawyers in a court of law. For each scenario, students were asked to: 1) answer whether they would participate in the scenario, 2) provide a reason for their participation decision, and 3) rate their confidence when using their language skills in the situation based on an 11-point scale on which "0" represented "no confidence" and "10" represented "totally confident."

Results from the initial distribution of the questionnaire (which was given three days into the course when the students knew only the manual alphabet) were that 100% of the students stated that they would babysit, 96% of the students stated that they would interpret for a customer in a store and interpret for a police officer, and 70% of the students revealed that they would interpret for a deaf individual in a legal setting. The students' confidence ratings were greater for the store scenario than the other three scenarios. There were no significant differences between the confidence ratings for the babysitting, accident, and court scenarios.

The researchers also investigated the impact of a discussion about deafness, interpreter ethics, sign systems, and ASL on the students' responses. Each instructor provided this lecture in one section before the students completed the questionnaire at midterm and then in the other section after the students completed the questionnaire.

Sections that received the discussion before the questionnaire was completed became the Discussion Group and sections that received the discussion after the questionnaire was completed became the No Discussion Group. At midterm, 100% of the Discussion Group indicated they would babysit or interpret for a customer, 72% indicated they would interpret for the police and 41% stated they would interpret in court. In the No Discussion Group, 100% indicated they would babysit or interpret for a customer, 96% stated they would interpret for the police and 86% of the students stated they would interpret in court. The No Discussion Group reported significantly higher confidence ratings than the Discussion Group. The confidence ratings for both groups were highest for the store scenario and then decreased across the babysitting, accident, and court scenarios. The confidence ratings for the babysitting scenario were significantly higher than the confidence ratings for the accident and court scenarios, but significantly lower than the confidence ratings for the store scenario. The accident and court confidence ratings did not significantly differ. These results revealed that although discussions regarding sign languages and systems and individuals' rights to a skilled interpreter may assist in decreasing students' self-evaluation inaccuracies, they do not eliminate them.

Next, the authors reviewed the students' justifications for their participation decisions. They noted that at both survey administrations (i.e., the third day and at midterm) the top two justifications for participation in each of the last three scenarios included "the need to help" or "the need to help people who are deaf." These responses occurred even after students received class lectures concerning the rights of deaf individuals to have a skilled interpreter present during language interactions. Lodge-

Miller and Elfenbein raised the issue of whether the students perceived deaf individuals as "disabled" and "in greater need of help than other individuals" (p 290). This study indicated that students taking an introductory Signed English course demonstrated poor self-assessment of their sign skills. Lodge-Miller and Elfenbein stated that follow-up research was necessary to gather data on students taking introductory ASL courses, as well as from students enrolled in spoken languages such as French, Spanish, and Japanese to compare the self-assessment skills of students' taking visually based and spoken languages.

Depictions of Deaf Individuals in the Media, Popular Literature and Textbooks

In light of the Lodge-Miller and Elfenbein (1994) findings regarding students feeling "a need to help people who are deaf," studies were reviewed that investigated how deaf individuals are portrayed in societal arenas such as literature, the media, and education. Hafferty and Foster (1994) conducted a study reviewing the images of deaf individuals in popular culture such as in literature and television programming. The authors suggested that the ways in which these individuals were portrayed served as a reflection of public attitude. The authors felt that many of the images were unrealistic and distorted, often reflecting capabilities beyond the majority of deaf individuals' skills.

The authors reviewed the television series, *Reasonable Doubts*, starring a popular Deaf actress named Marlee Matlin. Although the authors stated that her character reflected a positive image of a deaf individual, they noted that it also represented an unrealistic view of the communication interactions occurring between deaf and hearing people. In this television series, Matlin's character was skilled in the abilities of

lipreading and speaking orally. The authors cautioned that the general public could view this portrayal of her character's skills as typical of people who are deaf and lead to unrealistic expectations of deaf individuals' abilities. Furthermore, the authors found that her character was always accompanied by an individual who could act as an interpreter for her. The authors stated that this type of image offered a distorted view of the true communication barriers faced by deaf individuals. The authors noted that misleading stereotypes arise when individuals view a portrayal of the capabilities of a very small percentage of a population and then generalize this depiction to the entire deaf population.

The authors also reviewed a 50-year period of literary fiction specifically focusing on detective novels to determine how deaf characters were portrayed. The authors examined four novels published in the 1930s with Drury Lane as the main deaf detective character, one novel published in 1973 with Sampson Trehune as the main deaf detective character, and four novels published in the 1980s with a deaf detective character named Joe Binney. An analysis of these characters revealed that the first two individuals are depicted as extremely wealthy and possessing the ability to lipread in various linguistic contexts and environmental settings. In addition, Sampson Trehune's character is constantly accompanied by a companion who could act as an interpreter to facilitate communication, if necessary. Although the character of Joe Binney does not possess extreme wealth and lacks an interpreter side-kick, he is still capable of lipreading and understanding conversations without difficulty. The authors noted that the portrayal of these characters depicted an unrealistic communicative environment for deaf and hearing

individuals, minimizing the problematic social interactions occurring when significant parts of conversations are misunderstood or misinterpreted.

Hoffmeister (1996) reviewed 13 of the most common textbooks used for general special education classes by 20 departments of special education in colleges across the United States. Hoffmeister specifically examined chapters allotted to people who are deaf to examine how this cultural group was described to future regular and special education teachers. Hoffmeister found that approximately 70% of the chapters focused on the ear and how hearing loss occurs and is measured. The author viewed this as a focus on pathology. Only one chapter had as much as 20% of its content devoted to Deaf culture, the role of Deaf professionals, and the Deaf community. Three had no discussion of this type. Hoffmeister observed that three chapters described ASL as a language and the remaining chapters described ASL as "one of the communication methods used in the classroom" (p. 184). The author stated that when ASL was mentioned it was accompanied by a negative factor, such as the effort required to master it or an indication that the language was not educationally relevant.

Hoffmeister's study is relevant as it shows an educationally supported socialization occurring in which individuals are taught to view a group as distinctive not because of their culture or language, but because of a label of pathology that society has placed on it. The author cautioned that the way in which the students were socialized to view deaf individuals, compounded by larger societal attitudes, may take precedence over facts about the group's culture and language. If an individual is taught to view another group's language as not educationally relevant, he/she may begin to view it as not worth

learning. If individuals do consider sign worth learning, but only for use as an educational tool or "communication method," individuals may perceive sign as easy to master.

Summary

Post-secondary students' choices regarding the decision to enroll in foreign language courses can be influenced by societal, cultural, and familial opinions concerning languages and their users, as well as by historical and current political and business environments dictating which languages are essential to learn. The changing United States' demographics also impacts student language choices. In the United States, with over 47 million individuals speaking a language other than English and 11.9 million individuals categorized as linguistically isolated, it is likely that some portion of post-secondary students enrolled in foreign language courses will one day be in positions to act as cultural intermediaries (e.g., a store manager communicating with a customer who does not speak English). However, many students at the post-secondary level terminate their language study early. Only 1% of the original 1.3 million students enrolled in foreign language courses go on to earn a degree in this field.

The literature reviewed revealed that opinions from friends, teachers, literature, and the media may influence students' perceptions about language learning or the cultural group who use a language (Jernigan, 2001; Hafferty and Foster, 1994; Hoffmeister, 1996). Research also revealed that students had difficulty assessing the time needed to attain proficiency in a target language (Jernigan, 2001; Horwitz, 1988) and that students' self-assessments of their proficiency in a language only moderately correlated with

objective ratings of their proficiency in reading, writing, listening comprehension, and speaking that language (MacIntyre et al, 1997).

The Lodge-Miller and Elfenbein (1994) study demonstrated that students taking an introductory manual communication course demonstrated poor self-assessment of their skill levels in Signed English. Students made poor participation decisions and indicated overconfidence concerning communication tasks beyond their language capabilities. Because the students were learning a sign system that used English word order, their prior knowledge of English may have influenced their participation decisions and levels of confidence. They may have felt more skilled than they truly were. Students' responses also may have been influenced by their opinions about the characters in the scenarios. Many students in this study justified their inappropriate participation in these situations by stating the need "to help" or "to help people who are deaf."

Rationale for the Current Study

What is not available in the literature pool is information concerning whether students enrolled in the study of true languages, spoken language or ASL, are able to appropriately assess their skill levels and use those assessments to make decisions about participation in communication outside of the classroom. The Lodge-Miller and Elfenbein study used a survey to investigate students' willingness to participate in four language interaction scenarios of varying difficulty and their confidence ratings regarding performance in those situations. The authors discussed a need for follow-up research to determine whether the patterns they observed in students studying Signed English would also be observed in students studying visually based languages such as ASL and spoken

languages such as French or Spanish. The goals of this project were to replicate a portion of the Lodge-Miller and Elfenbein study (i.e., participation decision and confidence rating tasks for the four scenarios, the decision-justification task, and the midterm timeframe for survey distribution) with students from a variety of introductory language courses and to investigate the contribution of student characteristics (e.g., gender, previous study of languages) to students' self-assessment capabilities. The investigator of this current study sought to understand: 1) if post-secondary students taking introductory language courses are able to accurately assess their newly acquired language skills, 2) if this accuracy differs across languages, 3) if this accuracy is affected by other factors (e.g., gender, previous exposure to the language, family use of the language, study of other languages, and anticipated grade in the course), and 4) if students in the ASL course were more likely than students of spoken languages to make decisions about entering communication interactions based on a perceived need "to help" the conversational partner.

It is important to investigate the similarities and differences between students learning spoken languages and students learning ASL. For example, most students studying spoken languages have had prior experience with learning a spoken language when they learned their native languages. These students may be able to assess their skill levels based on their prior spoken language experience. Most hearing students studying ASL also have had prior experience with spoken language learning when they learned their native languages. However, these students are now learning a language in a visual modality. It may be more difficult for these students to assess their skill levels than it is

for students studying a spoken language because of their lack of experience in a visual modality.

The Lodge-Miller and Elfenbein study revealed that students learning Signed English demonstrated poor self-assessment skills. Signed English is a manually coded English system and thus uses English word order. ASL is a true language with its own syntax. Students studying Signed English may overestimate their skills because they view them as an extension of their English skills. Students studying ASL may demonstrate better self-assessment skills than the students studying Signed English because the students studying ASL are aware of the challenge of learning a new language.

Lodge-Miller and Elfenbein also found that students in their study felt the need to help people who are deaf and they hypothesized that they might have viewed them as disabled due to their deafness. Students taking the ASL course also might view deaf individuals as disabled and in greater need of help. It is likely that students studying spoken languages would not view their communication partners as disabled and, therefore, would not feel the same need to help these individuals.

The purpose of this study was to examine the self-assessment skills of students who were learning spoken or signed languages. The focus of the current study was post-secondary students enrolled in a variety of introductory language courses including ASL, Arabic, Korean, and Spanish at Michigan State University during the Fall semester of 2005.

Hypotheses

H_o: Students enrolled in the ASL course will demonstrate poor self-assessment capabilities.

H_o: Students enrolled in the Arabic, Korean, and Spanish courses will demonstrate better self-assessment capabilities than students enrolled in the ASL course.

H_o: Students in the ASL course will be more likely than students in the Arabic, Korean, and Spanish courses to justify their decisions about participation in various communication situations with the need "to help" their communication partners.

H_o: Students who have real world exposure to users of the target language or who have studied other languages will demonstrate better self-assessment capabilities than those without any exposure to users of the target language or who have not studied other languages.

METHOD

The University Committee on Research Involving Human Subjects Review

This project entitled, "Post-secondary students' perceptions of their skill acquisition during introductory language courses," was submitted to and reviewed by The University Committee on Research Involving Human Subjects (UCRIHS) at Michigan State University during the Summer semester of 2005. UCRIHS classified the project (IRB #X05-604) with exempt status.

Survey

The current project was modeled after the Lodge-Miller and Elfenbein (1994) study which examined students' abilities to self-assess their beginning Signed English skills. In that study, the researchers surveyed students to determine their willingness to participate in four language interaction scenarios of varying difficulty. The researchers also examined the students' justifications for their decisions and their confidence regarding participation in the interactions.

The 43-item survey instrument that served as the foundation for this study included three sets of questions: 1) questions focused on gathering data about the characteristics of the students who completed the survey, 2) questions focused on the students' responses to the scenarios developed by Lodge-Miller and Elfenbein and 3) questions focused on the students' responses to five additional scenarios developed by the primary investigator asking students what they would do with their language skills outside of the classroom. The five additional scenarios included examples of daily living situations such as engaging in a causal conversation, ordering in a restaurant, watching a

movie, giving directions, or selecting an academic course. In these situations the students would need to use the language they were currently studying. This report will deal with the first two data sets. A copy of the complete survey is provided in the Appendix.

The Four Interaction Scenarios

The section of the student questionnaire which reproduced the four scenarios from the Lodge-Miller and Elfenbein study was titled *Perception of Current Abilities*. Each participant was provided with a series of four scenarios in which he/she would need to communicate with a native or fluent speaker of the language he/she was studying using that language. The first two scenarios were simple interactions that students who had completed seven to nine weeks of an introductory language course could likely manage. The last two scenarios required skills well beyond the students' current proficiency levels; these were situations in which the lead character had a legal right to a skilled interpreter. The scenarios included: 1) Babysitting - babysitting for 30 minutes for a six-year-old child, 2) Store - facilitating communication between a customer and a store clerk concerning the total amount due for a purchase, 3) Police - facilitating communication between a witness to a car accident and a police officer, and 4) Court - facilitating communication between a witness to a fight in a bar and two lawyers in a court of law.

For each scenario, students were asked : 1) to state whether they would participate in the interaction, 2) to provide a brief reason for the decision about participation (i.e., why the student would or would not participate), and 3) to rate their confidence in participating in this activity. Students were given the 11-point scale developed by Lodge-Miller and Elfenbein to rate their confidence. On this scale "0"

represented "no confidence," and "10" represented "totally confident." Use of the Lodge-Miller and Elfenbein scale set the stage for a comparison of the data obtained from this project to the original study.

Survey Questions about Student Characteristics

The *Personal Information* section of the survey included various questions regarding the participant's gender, age, ethnicity, hearing status, native language, family members' use of the target language, and use of the target language in the individual's home environment or as part of the individual's culture.

The next section, *Educational Information*, included questions concerning the student's current language of study, the student's interest in the class, the greatest influence on the student's decision to enroll in the language course, the presence of a language requirement for the student's major, the student's plans to continue studying the target language, and the student's opinion regarding the importance of students learning other languages A final set of questions about the student's characteristics, *Additional Questions,* provided information about the student's major, class year, previous exposure to the target language and/or other languages, opinions regarding other languages he/she felt were important to study, and anticipated grade in the course.

Student responses to some of the questions such as class year were used to describe the participants. Other questions were designed to gather information about factors that might have contributed to the students' responses to the *Perception of Current Abilities* section of the survey. For example, questions about students' previous exposure to the target language or to other languages were developed based on data from

Jernigan (2001). That study revealed that post-secondary students enrolled in introductory Portuguese courses felt they could attain fluency with relative ease because they had past exposure to a related language such as Spanish.

Participant Recruitment

Course Selection

Following UCRIHS review, the primary investigator distributed project description information to the secretaries on campus serving departments that offered language courses. The secretaries then disseminated the information to faculty teaching language courses during the Fall semester of 2005. The primary investigator received responses through electronic mail from interested faculty teaching ASL, Arabic, German, Korean, and Spanish. Through electronic mail correspondence, each language instructor scheduled a time during his/her class sessions for the primary investigator to discuss the project with potential participants and to distribute questionnaires to those students choosing to participate. These meetings were scheduled between weeks seven and nine of the fifteen-week semester. This time period was selected to match one of the data-collection time frames used in the Lodge-Miller and Elfenbein study.

Five language instructors and the students enrolled in their introductory courses participated in the study. This included: one instructor teaching two sections of ASL, one instructor teaching three sections of Arabic, one instructor teaching one section of Korean, and two instructors each teaching two sections of Spanish.

Although instructors teaching introductory German courses initially planned to participate, classes on the date chosen for survey distribution were scheduled as five

multiple-section review sessions. Student attendance at the review sessions was not mandatory. No students were present at the three review sessions attended by the primary investigator, so the survey was not distributed to any students taking introductory German courses.

Students

Prior to survey distribution, the primary investigator provided students with an overview of the research project and offered them an opportunity to participate. The investigator explained that the objective of the study was to increase understanding of students' abilities to assess their communication skills in the languages they were studying. The investigator discussed the voluntary nature of student participation in the research project, emphasizing that students would not be penalized in any way for choosing not to participate and would not receive any compensation for participating. Following a ten-minute discussion regarding the project, including explaining the sections of the survey and answering any student questions, the investigator asked the participants to complete the survey. Students were instructed not to place their names anywhere on the survey as this was an anonymous survey. Participating students completed the survey in about 15 minutes.

Table 1 provides summary information about both the potential participant pool and the numbers of student participants. No data were collected concerning the numbers of students who were present in the classes on the days the research was conducted.

Of the 333 surveys returned, 18 were removed from the data pool. All were from the ASL courses. Two were discarded because the students were not yet 18 years of age

Table 1: Potential Participant Pool Compared to the Total Number of Surveys Returned

Language	# of sections offered on campus and total enrollment	# of sections participating and total enrollment	# of student surveys returned
ASL	2 Sections N=262	2 Sections N=262	N=199
Arabic	4 Sections N=90	3 Sections N=69	N=49
German	6 Sections N=149	6 Sections N=149	N=0
Korean	1 Section N=11	1 Section N=11	N=9
Spanish	15 Sections N=330	4 Sections N=91	N=76

and thus too young to give consent to participate in research. An additional 16 surveys were discarded because they were incomplete. Of the 16 students who returned these, 12 did not list reasons for participating in any of the four scenarios, one did not fill out the last page of the survey, two did not fill out the last two survey pages, and one student did not fill out the last three pages of the survey. Some students in the remaining courses omitted answers to isolated questions. These were: 1) a "yes" or "no" response to participation in the police scenario (2 students) or the court scenario (5 students), 2) a reason to justify participation in the babysitting scenario (3 students), the store scenario (1 student), the police scenario (6 students), or the court scenario (10 students), or 3) a confidence rating for the police scenario (1 student), or the court scenario (3 students). The data from these surveys were included in the analysis because the other sections were complete. A "no response" category was added to certain sections during data entry so that the missing responses could be documented.

After the elimination of the 18 ASL surveys, the total numbers of participating

students for each language were: ASL (181), Arabic (49), Korean (9), and Spanish (76). Survey return rates, calculated using enrollments in the participating sections as denominators, were 69% for the ASL course, 72% for the Arabic course, 82% for the Korean course, and 84% for the Spanish course. Table 2 provides information concerning students' gender distribution, class years, and past exposure to the target language.

Table 2: Participating Students' Background Information

Class language	Gender		Class year				Past exposure	
	Male	Female	Fresh	Soph	Junior	Senior	Yes	No
ASL	16%	84%	32%	25%	18%	25%	51%	47%
Arabic	47%	53%	31%	37%	22%	10%	51%	45%
Korean	67%	33%	45%	22%	0%	33%	89%	11%
Spanish	36%	64%	17%	37%	16%	29%	74%	22%

Of the 315 participating students, 85 (27%) were male and 230 (73%) were female. Students described their ethnicity as follows: Caucasian (245 students, 78%), African-American (28 students, 9%), American Indian/Alaskan Native (3 students, 1%), Asian (13 students, 4%), Pacific Islander (1 student, .003%), Hispanic (11 students, 3%), and Other (14 students, 4%). Almost all (309 students, 98%) of the respondents were in the 18-23 years of age category. Three students (.009%) were in the 24-29 years of age category, two students (.006%) were in the 30-35 years of age category, and 1 student (.003%) was in the 36-39 years of age category. The distribution of the students across class year was 89 (28%) freshmen, 94 (30%) sophomores, 56 (18%) juniors, and 75

(24%) seniors.

Language Instructors

Table 3 provides information about the five language instructors. The table includes information about the instructors' gender, ages, teaching experience and native languages. All five instructors were female. They ranged from 24 to 53 years of age. Their teaching experience ranged from 1 year to 23 years. All of the instructors had taught at universities and one also taught at a community college. Four of the five language instructors were native speakers of the language they were teaching.

Table 3: Descriptive Information about the Language Instructors

Instructor's class	Gender	Age	Experience teaching the course	Native language
ASL	Female	53	16 years at MSU 23 years at a community college	ASL
Arabic	Female	24	1 year at MSU 2 years at a university	English
Korean	Female	25	1 year at MSU	Korean
Spanish	Female	33	4 semesters at MSU 1 semester at a university	Spanish
Spanish	Female	27	1 semester at MSU 3 semesters abroad at universities	Spanish

To gather data concerning the appropriateness of students' decisions regarding scenario participation and confidence ratings, the language instructors in each course

were asked to complete the scenario section of the survey titled *Perception of Current Abilities.* In this section students were asked whether they would participate in the four scenarios, to provide a reason for their answer, and to estimate their confidence rating for participating in each scenario. Instructors were asked to determine: 1) the acceptability of student participation in each scenario, and 2) the confidence ratings students should provide regarding participating in each scenario. The instructors could provide possible student justifications for participation, but were not required to do so. The instructors' opinions regarding acceptability of student participation in each of the scenarios and their judgments of appropriate confidence ratings were critical to the data analysis in that 1) the instructors were fluent and/or native speakers of the target language and 2) they were familiar with the language skills of the students responding to the survey.

The instructors' responses to scenario participation were "yes" or "no" decisions based on the students' skill levels at the time of data collection (i.e., the seventh to ninth week of the fifteen-week semester). Confidence ratings were made using the same 11-point scale used by the students. The Spanish course was taught by two instructors. Each instructor provided student confidence ratings which were then used in one combined range for the students in their course. The ASL, Korean, and Arabic courses were each taught by one instructor who provided these ratings.

When rating student performance, instructors were asked to estimate a "typical" student's confidence rating and also a "better" student's confidence rating. This gave the primary investigator information about how students with varying classroom capabilities might perform in the scenarios. The instructors' estimated student confidence ratings

(ESCRs) for typical and better students were then used to create Appropriate Confidence Ranges (ACRs) for each of the scenarios. These ranges reflected the lowest rating provided for the typical students and the highest rating provided for the better students. For example, if the instructor stated that a typical student's confidence rating in one of the scenarios was a 3 and a better performing student's confidence rating was a 6, it was acceptable for the students' confidence ratings to fall anywhere from 3 to 6. In the data analysis, students' ratings were then categorized as above the ACR if they were greater than the instructor's range (above a 6 in this example), within the ACR if they fell within the instructor's range, below the ACR if they were lower than the instructor's range (below a 3 in this example), or as a no response if they were missing.

All of the instructors agreed that, at mid-semester, students in the introductory language courses had developed adequate skills to successfully participate in the first two scenarios. These scenarios were babysitting for 30 minutes and facilitating communication between a customer and a store clerk concerning the customer's amount due. The language instructors also agreed that the remaining two scenarios, which included interpreting for a car accident witness and a police officer, and interpreting in court, were both beyond the students' current skill levels. It is interesting to note that the instructor who taught the Arabic course stated that, even as a fluent speaker, she would not feel comfortable interpreting in a court of law.

Table 4 provides a summary of the language instructors' participation decisions and confidence ratings for their students. The language instructors' were in agreement regarding student participation in the four scenarios. Their estimated confidence ratings

Table 4: Language Instructors' Judgments for Student Participation Decisions and Confidence Ratings for the Four Scenarios

Language	Scenario	Participation	Confidence rating
ASL	Babysitting	Yes	Typical Student=5 Better Student=8
	Store	Yes	Typical Student=5 Better Student=8
	Police	No	Typical Student=1 Better Student=2
	Court	No	Typical Student=0 Better Student=0
Arabic	Babysitting	Yes	Typical Student=5 Better Student=5
	Store	Yes	Typical Student=5 Better Student=6-10
	Police	No	Typical Student=0 Better Student=0
	Court	No	Typical Student=0 Better Student=0
Korean	Babysitting	Yes	Typical Student=8 Better Student=10
	Store	Yes	Typical Student=7 Better Student=10
	Police	No	Typical Student=1 Better Student=3
	Court	No	Typical Student=0 Better Student=1
Spanish	Babysitting	Yes	Typical Student=0-2 Better Student=5-6
	Store	Yes	Typical Student=3-5 Better Student=7
	Police	No	Typical Student=0 Better Student=0-2
	Court	No	Typical Student=0 Better Student=0-2

for the babysitting and store scenarios varied considerably. For the babysitting scenario, there was a 9-point range among the instructors' ratings for typical students and a 6-point

range among the instructors' ratings for better performing students. For the store scenario, there was a 5-point range among the instructors' confidence ratings for both typical and better performing students. Estimated confidence ratings for the typical students in the police and court scenarios were more consistent across instructors. For the police scenario, there was a 2-point range. For the court scenario, all the instructors provided an estimated rating of zero for typical students. The ratings ranges provided for the better performing students were somewhat broader. There was a 4-point range for better performing students for the police scenario and a 3-point range for better performing students for the court scenario. Although the instructors' confidence ratings varied, the low confidence ratings for the police and court scenarios clearly reflected the instructors' opinions that both typical and better performing students should have little or no confidence in these situations.

The Arabic course instructor and the ASL instructor completed the survey while their students completed their surveys. The remaining three instructors completed their surveys at a later date because they had other responsibilities during the class visit. The primary investigator reviewed all the instructors' responses and discovered that the Korean course instructor and the ASL instructor made participation decisions which conflicted with their estimated confidence ratings. For example, the ASL instructor stated that students in the introductory sign course did not have enough skills to participate in the police and court scenarios. However, the instructor gave confidence ratings on the mid-to-high end of the scale (5 and 8) for student performance in these scenarios. Both instructors were contacted via electronic mail and asked to complete a

second survey. They verified or changed their ratings to reflect how they felt their students should respond to each scenario. These responses were then used in the data analysis. The remaining instructors' confidence ratings were consistent with their participation decisions. Their initial survey responses were used in the data analysis.

RESULTS

For each of the four scenarios, students were asked: 1) to decide whether they would participate, 2) to provide a reason for the participation decision, and 3) to provide a confidence rating for participation. Instructors were asked to describe the responses (i.e., participation decisions and confidence ratings) that would be appropriate for the typical and better performing students in their classes. Students were also asked questions regarding their previous exposure to the target language or to other language(s) they had studied prior to their enrollment in their current language course. These responses would be used to examine their effects on the students' answers to the four scenario questions.

The *Results* section will analyze the students' responses for each scenario to support or reject the four theoretical hypotheses which were: 1) students enrolled in the ASL course will demonstrate poor self-assessment capabilities, 2) students enrolled in the Arabic, Korean, and Spanish courses will demonstrate better self-assessment capabilities than students enrolled in the ASL course, 3) students in the ASL course will be more likely than students in the Arabic, Korean, and Spanish courses to justify their decisions about participation in various communication situations with the need "to help" their communication partners, and 4) students who have real world exposure to users of the target language or who have studied other languages will demonstrate better self-assessment capabilities than those without any exposure to users of the target language or who have not studied other languages. For the first two hypotheses, analysis involved comparing the students' participation decisions and confidence ratings to the responses of

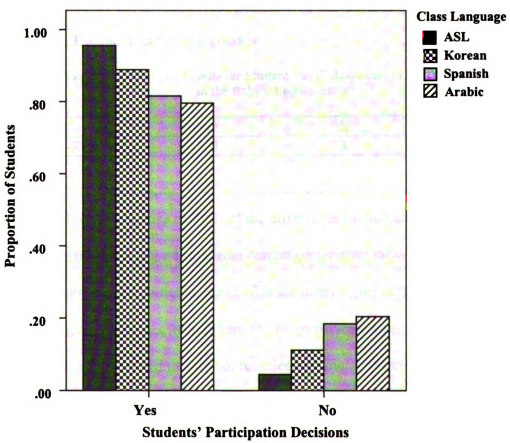
the instructors which were based on the students' current skill levels. For the data related to the third hypothesis, a descriptive analysis was completed because the students' justification responses were their personal opinions. For the fourth hypothesis, analysis involved examining relationships among the students' confidence ratings and their personal characteristics (e.g., previous exposure to the language, anticipated grade).

Babysitting Scenario

Students' Participation Decisions

Figure 1 displays the students' participation responses for this scenario. The majority of students in each course stated they would participate in this scenario.

Figure 1: Students' Participation Decisions for the Babysitting Scenario



Positive (yes) responses were obtained from .96 (173/181) of the students in the ASL course, .89 (8/9) of the students in the Korean course, .82 (62/76) of the students in the Spanish course and .80 (39/49) of the students in the Arabic course. The high proportions of students deciding to participate were appropriate according to the instructors who reported that students at this level had sufficient skills to communicate in this scenario.

A Pearson Chi Square test was performed to compare the proportions of students in the four courses who responded "yes" to participation in the babysitting scenario. The results, reported in Table 5, revealed that the effect of course language was significant (p=.001). These data provided evidence supporting rejection of the null hypothesis that no significant differences existed among the participation decisions of the students in the ASL, Arabic, Korean, and Spanish courses.

Table 5: Chi Square Results for Student "Yes" Responses to Participation in the Babysitting Scenario

Test	Value	df	Significance
Pearson Chi-Square	17.351	3	.001
Number of valid cases	315		

A follow-up pairwise analysis of the differences in probabilities of answering "yes" was performed using a Bonferroni correction for error rate. In order for a difference value to be significant, the confidence interval (the range between the lower and upper bounds) must not include zero (Y. Fang, personal communication, June 8, 2006). The results, reported in Table 6, revealed significant differences in the probabilities for the following courses: ASL and Spanish, and ASL and Arabic.

Table 6: Pairwise Test Results for "Yes" Responses to Participation in the Babysitting Scenario

Pairwise test	Lower bound	Upper bound	Difference
ASL & Korean	-0.2055784	0.3395784	0.067
ASL & Spanish	0.01895604	0.261044	0.14
ASL & Arabic	0.00659586	0.3134041	0.16
Korean & Spanish	-0.2200296	0.3660296	0.073
Korean & Arabic	-0.2148109	0.4008109	0.093
Spanish & Arabic	-0.1673504	0.2073504	0.02

The proportion of the students in the ASL course who reported that they would participate in this scenario was significantly greater than the proportions of students in the Spanish and Arabic courses who made the same decision. Given the direction of the test results (i.e., students in the ASL course demonstrating the greatest willingness to participate), the data provided evidence to reject both the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment capabilities and the theoretical hypothesis that students from the Arabic, Korean, and Spanish courses would demonstrate better self-assessment skills than the students in the ASL course. It is important to note that while student participation in this scenario was considered acceptable by the language instructors, it would not have been inappropriate for a student who disliked babysitting or lacked babysitting skills to decline to participate.

Students' Confidence Ratings

Table 7 provides descriptive statistics for the confidence ratings reported by students in each course. The data revealed that the confidence means for students who responded "yes" to participation in the babysitting scenario were consistently greater than

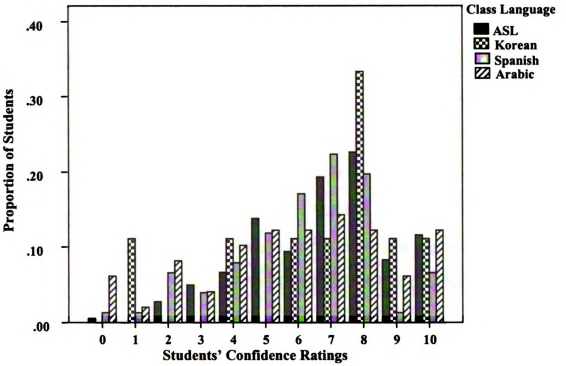
the confidence means for students who responded "no" to participation in the babysitting scenario.

Table 7: Students' Confidence Ratings for the Babysitting Scenario

Class language	Participation in babysitting	Number of students	Confidence rating minimum	Confidence rating maximum	Mean	Standard deviation
ASL	Yes	173	2	10	6.98	1.965
	No	8	0	7	2.88	2.167
Arabic	Yes	39	3	10	6.90	2.010
	No	10	0	4	1.60	1.350
Korean	Yes	8	4	10	7.50	1.852
	No	1	1	1		
Spanish	Yes	62	2	10	6.76	1.771
	No	14	0	6	3.29	1.684

Figure 2 summarizes the students' confidence ratings for the babysitting scenario. In the ASL course, the proportions of students reporting these confidence ratings were: 10 (.12), 9 (.08), 8 (.23), 7 (.19), 6 (.09), 5 (.14), 4 (.07), 3 (.05), 2 (.03), and 0 (.006). These data were compared to the language instructor's ESCRs of 5 for typical students and 8 for better performing students. Students' responses were scored within the ACR if they fell within the instructor's rating of 5-8. Students' responses were scored above the ACR if they provided confidence ratings which fell above this range, indicating overconfidence. If the students' responses fell below this range, indicating low confidence, they were scored below the ACR. If students did not provide confidence ratings, the responses were scored as no responses.

Figure 2: Students' Confidence Ratings for the Babysitting Scenario



The majority (.66) of the students enrolled in the ASL course provided confidence ratings which fell within the ACR provided by the instructor. A fifth (.20) of the students indicated greater confidence than the instructor considered appropriate. A smaller proportion of students (.14) reported lower confidence ratings than the instructor's estimation for typically performing members of the class.

In the Korean class, the confidence ratings data were: 10 (.11), 9 (.11), 8 (.33), 7 (.11), 6 (.11), 4 (.11), and 1 (.11). The instructor for this course provided ESCRs of 8 for typical students and 10 for better performing students. The majority (.56) of the students enrolled in the Korean course indicated confidence ratings which fell within the instructor's ACR. The remaining students (.44) reported lower confidence ratings than the instructor's estimated level for typical members of the class. None of the students

enrolled in this course provided confidence ratings higher than the ESCR assigned to better students.

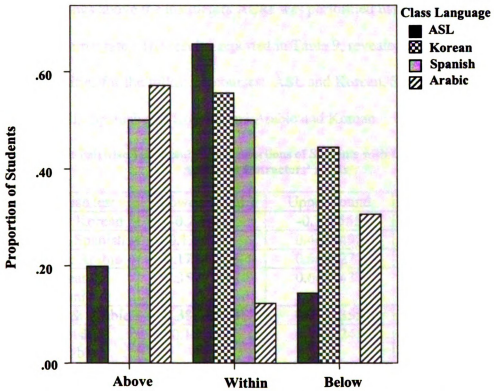
The proportions of students in the Spanish course providing each of the confidence ratings were: 10 (.07), 9 (.01), 8 (.20), 7 (.22), 6 (.17), 5 (.12), 4 (.08), 3 (.04), 2 (.07), 1 (.01), and 0 (.01). The instructors reported ESCRs of 0-2 for typical students and 5-6 for better performing students. Half (.50) of the students enrolled in this course indicated confidence ratings within the instructors' ACR and half (.50) of the students reported greater confidence ratings than the instructors considered appropriate. None of the students in this course provided confidence ratings lower than those the instructors assigned to typical students.

In the Arabic course, the proportions of students reporting each of the confidence ratings were: 10 (.12) 9 (.06), 8 (.12), 7 (.14), 6 (.12), 5 (.12), 4 (.10), 3 (.04), 2 (.08), 1 (.02), and 0 (.06). The instructor provided an ESCR of 5 for both typical and better performing students. A small proportion (.12) of the students enrolled in this course indicated the confidence rating that matched the instructor's rating. The majority (.57) of the students reported a higher confidence rating than the instructor considered appropriate, and .31 of the students indicated confidence ratings below the instructor's rating.

Figure 3 provides a comparison of the responses from students from all four courses. Each student's confidence rating was compared to the ACR for his/her course.

A Pearson Chi Square test was performed to compare the proportions of students in the four courses who reported confidence ratings above the instructors' ACRs. The

Figure 3: Comparison of the Students' Confidence Ratings for the Babysitting Scenario to the Instructors' ACRs



results of the test, displayed in Table 8, revealed that the effect of course language was significant (p=.000). These data provided evidence supporting rejection of the null hypothesis that no significant differences existed among the confidence ratings of the students in the ASL, Arabic, Korean, and Spanish courses.

Table 8: Chi Square Results for Proportions of Students with Confidence Ratings Above the Instructors' ACRs

Test	Value	df	Significance
Pearson Chi-Square	41.705	3	.000
Number of valid cases	315		

A follow-up pairwise analysis of the differences in probabilities of reporting confidence ratings above the instructors' ACRs was performed using a Bonferroni correction for error rate. The results, reported in Table 9, revealed significant differences in the probabilities for the following courses: ASL and Korean, Spanish and ASL, Arabic and ASL, Spanish and Korean, and Arabic and Korean.

Table 9: Pairwise Test Results for Proportions of Students with Confidence Ratings Above the Instructors' ACRs

Pairwise test	Lower bound	Upper bound	Difference
ASL & Korean	-0.275445	-0.122555	-0.199
ASL & Spanish	0.1346508	0.4673492	0.301
ASL & Arabic	0.17447235	0.5695277	0.372
Korean & Spanish	0.35225627	0.6477437	0.5
Korean & Arabic	0.38886453	0.7531355	0.571
Spanish & Arabic	-0.1635241	0.3055241	0.071

The proportion of students in the Arabic course who were overconfident was significantly greater than the proportion of students in the ASL and Korean courses who were overconfident. The proportion of students in the Spanish course who were overconfident was significantly greater than the proportion of students in the ASL and Korean courses who were overconfident. The proportion of students in the ASL course who were overconfident was significantly greater than the proportion of students in the Korean course who were overconfident. These data supported the rejection of the null hypothesis that no significant differences existed among the confidence ratings of the students in the ASL, Arabic, Korean, and Spanish courses. Given the direction of the test results (i.e., greater proportions of overconfident students in the Arabic and Spanish courses than in the ASL course), the data also provided evidence to reject the theoretical

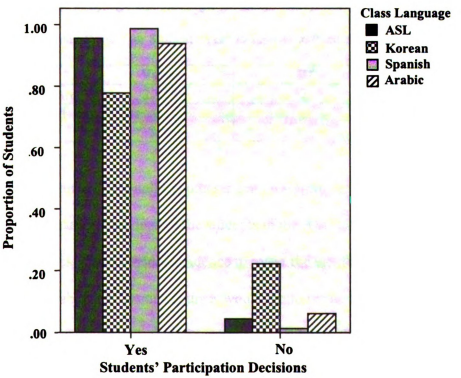
hypothesis that students in the Arabic and Spanish courses would demonstrate better self-assessment skills than students in the ASL course. However, the fact that no students in the Korean course reported overconfidence and that the proportion of students in the ASL course who reported overconfidence was significantly greater than the proportion of students in the Korean course, provided evidence to support the theoretical hypothesis that students in the Korean course would demonstrate better self-assessment capabilities than students in the ASL course.

Store Scenario

Students' Participation Decisions

Figure 4 displays the students' participation responses. The majority of students in each course stated they would participate in this scenario. Positive (yes) responses were

Figure 4: Students' Participation Decisions for the Store Scenario



obtained from .96 (173/181) of the students enrolled in the ASL course, .78 (7/9) of the students enrolled in the Korean course, .99 (75/76) of the students enrolled in the Spanish course, and .94 (46/49) of the students enrolled in the Arabic course. The high proportions of students deciding to participate in the store scenario were appropriate according to the language instructors who agreed that students were adequately prepared to effectively communicate in this scenario because communicating numbers is stressed in introductory language courses.

A Pearson Chi Square test was performed to compare the proportions of students in the ASL, Arabic, and Spanish courses who responded "yes" to participation in the store scenario. It was necessary to exclude the data from the Korean course in order to meet the test requirements for cell size. The results, reported in Table 10, revealed that the effect of course language was not significant (p=.347). These data provided evidence

Table 10: Chi Square Results for Student "Yes" Responses to Participation in the Store Scenario

Test	Value	Df	Significance
Pearson Chi-Square	2.119	2	.347
Number of valid cases	306		

supporting acceptance of the null hypothesis that no significant differences existed among the participation decisions of the students in the ASL, Arabic, and Spanish courses. Thus, these data provided evidence to reject the theoretical hypothesis that students in the Arabic and Spanish courses would demonstrate better self-assessment capabilities than the students in the ASL course. In addition, the high proportion of "yes"

responses from the students in the ASL course provided evidence for the rejection of the theoretical hypothesis that the students in the ASL course would demonstrate poor self-assessment skills.

Students' Confidence Ratings

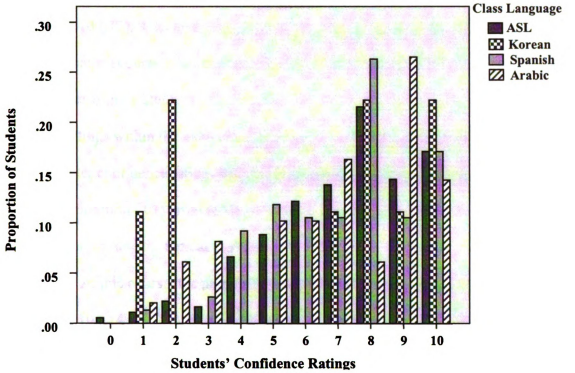
Table 11 provides descriptive statistics for the confidence ratings reported by students in each course. The data revealed that the confidence means for students who responded "yes" to participation in the store scenario were consistently greater than the confidence means for students who responded "no" to participation in the store scenario.

Table 11: Students' Confidence Ratings for the Store Scenario

Class language	Participation in store scenario	Number of students	Confidence rating minimum	Confidence rating maximum	Mean	Standard deviation
ASL	Yes	173	2	10	7.49	1.904
	No	8	0	4	1.88	1.246
Arabic	Yes	46	2	10	7.26	2.342
	No	3	1	3	2.33	1.155
Korean	Yes	7	2	10	7.71	2.752
	No	2	1	2	1.50	.707
Spanish	Yes	75	3	10	7.27	2.022
	No	1	1	1		

Figure 5 provides a summary of the students' confidence ratings for the store scenario. In the ASL course, the proportions of students indicating these confidence ratings were: 10 (.17), 9 (.14), 8 (.22), 7 (.14), 6 (.12), 5 (.09), 4 (.07), 3 (.02), 2 (.02), 1 (.01), and 0 (.006). The instructor provided ESCRs of 5 for typical students and 8 for better performing students. The majority (.56) of the students enrolled in the ASL course

Figure 5: Students' Confidence Ratings for the Store Scenario



reported confidence ratings within the instructor's ACR. A third (.32) of the students indicated greater confidence ratings than the instructor considered appropriate for better performing students, and a smaller proportion (.12) of the students reported lower confidence ratings than the instructor considered appropriate for typical class members.

The proportions of students in the Korean course providing each of the confidence ratings were: 10 (.22), 9 (.11), 8 (.22), 7 (.11), 2 (.22), and 1 (.11). The instructor provided ESCRs of 7 for typical students and 10 for better performing students. The majority (.67) of the students enrolled in this course reported confidence ratings within the instructor's ACR. All of the remaining students (.33) indicated lower confidence ratings than the instructor's ESCR for typical members of the class. None of the students in this course provided overconfident ratings for this scenario.

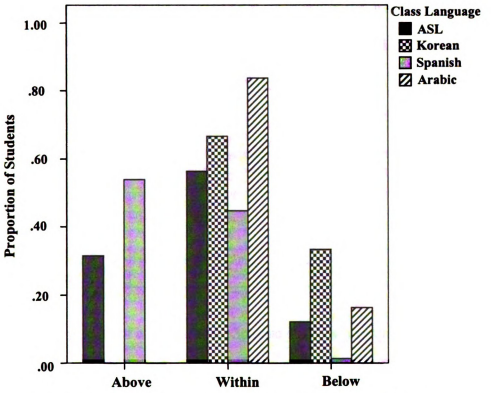
The proportions of students in the Spanish course reporting each of the confidence ratings were: 10 (.17), 9, (.11), 8 (.26), 7 (.11), 6 (.11), 5 (.12), 4 (.09), 3 (.03), and 1 (.01). The Spanish course instructors provided ESCRs of 3 and 5 for typical students and 7 for better performing students. Slightly less than half (.45) of the students indicated confidence ratings within the instructors' ACR and the majority (.54) of the students reported greater confidence ratings than the two instructors considered appropriate. A very small proportion (.01) provided lower confidence ratings than the instructors considered appropriate for typical members of the class.

In the Arabic course, the proportions of students reporting each of the confidence ratings were: 10 (.14), 9 (.27), 8 (.06), 7 (.16), 6 (.10), 5 (.10), 3 (.08), 2 (.06), and 1 (.02). The instructor provided ESCRs of 5 for typical students and 6-10 for better performing students. The majority (.84) of the students enrolled in the Arabic course indicated confidence ratings within the instructor's ACR. All of the remaining students (.16) reported lower confidence ratings than the instructor's ESCR for typical members of the class. None of the students in this course provided overconfident ratings.

Figure 6 provides a comparison of the students' responses from all four courses. Each student's confidence rating was compared to the ACR for his/her course.

A Pearson Chi Square test was performed to compare the proportions of students in the ASL, Arabic, and Spanish courses who reported confidence ratings above the instructors' ACRs. It was necessary to exclude the data from the Korean course in order to meet the test requirements for cell size. The results of this test, reported in Table 12,

Figure 6: Comparison of the Students' Confidence Ratings for the Store Scenario to the Instructors' ACRs



revealed that the effect of course language was significant (p=.000). These data provided evidence supporting rejection of the null hypothesis that no significant differences existed among the confidence ratings for the students in the ASL, Arabic, and Spanish courses.

Table 12: Chi Square Results for Proportions of Students with Confidence Ratings Above the Instructors' ACRs

Test	Value	df	Significance
Pearson Chi-Square	39.887	2	.000
Number of valid cases	306		

A follow-up pairwise analysis of the differences in probabilities of reporting confidence ratings above the instructors' ACRs was performed using a Bonferroni correction for error rate. The results, reported in Table 13, revealed significant differences in the probabilities for the following courses: Spanish and ASL, ASL and Arabic, and Spanish and Arabic.

Table 13: Pairwise Test Results for Proportions of Students with Confidence Ratings Above the Instructors' ACRs

Pairwise test	Lower bound	Upper bound	Difference
ASL & Spanish	0.012353	0.323647	0.168
ASL & Arabic	-0.39531	-0.23469	-0.315
Spanish & Arabic	-0.61633	-0.36526	-0.483

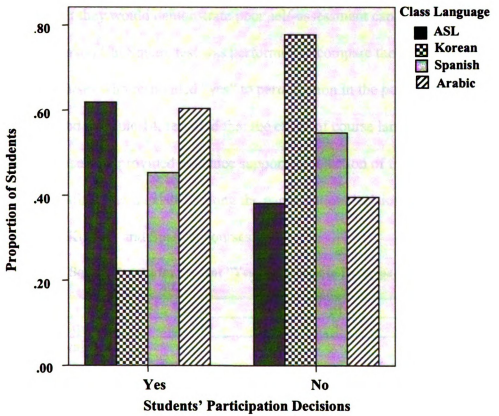
The proportion of students in the Spanish course who were overconfident was significantly greater than the proportions of students in the ASL and Arabic courses who were overconfident. The proportion of students in the ASL course who were overconfident was significantly greater than the proportion of students in the Arabic course who were overconfident. These data provided evidence to support the theoretical hypothesis that students in the Arabic course would demonstrate better self-assessment skills than students in the ASL course, but to reject the theoretical hypothesis that students in the Spanish course would demonstrate better self-assessment skills than students in the ASL course. The majority of the students in the ASL course reported confidence ratings within the instructor's ACR, providing evidence to reject the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment capabilities.

Police Scenario

Students' Participation Decisions

Figure 7 displays the students' participation responses. The majority of students in the ASL and Arabic courses stated they would participate in this scenario. The

Figure 7: Students' Participation Decisions for the Police Scenario



majority of students in the Spanish and Korean courses stated they would not participate in this scenario. Positive (yes) responses were obtained from .62 (112/181) of the students enrolled in the ASL course, .22 (2/9) of the students enrolled in the Korean course, .45 (34/76) of the students in the Spanish course and .59 (29/49) of the students enrolled in the Arabic course.

The language instructors agreed that students were not adequately prepared to

communicate in this scenario. Although the instructors reported that descriptor and location words or signs are learned at the introductory level, the words or signs are learned in isolation not in the type of connected, fluid speech or sign necessary at the conversational level required in this scenario. The high proportion of students in the ASL course reporting willingness to participate provided support for the theoretical hypothesis that they would demonstrate poor self-assessment capabilities.

A Pearson Chi Square test was performed to compare the proportions of students in the four courses who responded "yes" to participation in the police scenario. The test results, reported in Table 14, revealed that the effect of course language was significant (p=.014). These data provided evidence supporting rejection of the null hypothesis that no significant differences existed among the participation decisions of the students in the ASL, Arabic, Korean, and Spanish courses.

Table 14: Chi Square Results for Student "Yes" Responses to Participation in the Police Scenario

Test	Value	df	Significance
Pearson Chi-Square	10.540	3	.014
Number of valid cases	313		

A follow-up pairwise analysis of the differences in probabilities of answering "yes" was performed using a Bonferroni correction for error rate. The results, reported in Table 15, revealed significant differences in probabilities for the following courses: ASL and Korean. The proportion of the students in the ASL course who reported that they would participate in this scenario was significantly greater than the proportion of students in the Korean course that made the same decision. These data provided evidence to support the theoretical hypothesis that students in the Korean course would demonstrate

better self-assessment skills than students in the ASL course. However, the performance of students in the Arabic and Spanish courses did not differ significantly form either students in the ASL or Korean courses. Thus, there is evidence to reject the theoretical hypothesis that students in the Arabic and Spanish courses would demonstrate better self-assessment skills than students in the ASL course.

Table 15: Pairwise Test Results for "Yes" Responses to Participation in the Police Scenario

Pairwise Test	Lower Bound	Upper Bound	Difference
ASL & Korean	0.02823	0.76577	0.397
ASL & Spanish	-0.00884	0.340843	0.166
ASL & Arabic	-0.18924	0.219236	0.015
Korean & Spanish	-0.61735	0.155353	-0.231
Korean & Arabic	-0.78251	0.018513	-0.382
Spanish & Arabic	-0.3855	0.083499	-0.151

Students' Confidence Ratings

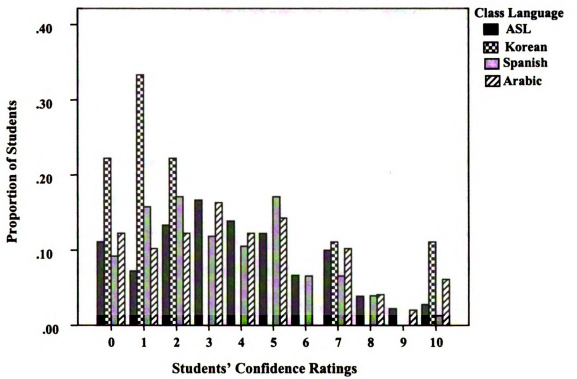
Table 16 provides descriptive statistics for the confidence ratings reported by students in each course. The data revealed that the confidence means for students who responded "yes" to participation in the police scenario were consistently greater than the confidence means for the students who responded "no" to participation in the police scenario.

Figure 8 summarizes the students' responses concerning their confidence ratings for the police scenario. The proportions of students in the ASL course providing these confidence ratings were: 10 (.03), 9 (.02), 8 (.04), 7 (.10), 6 (.07), 5 (.12), 4 (.14), 3 (.17), 2 (.13), 1 (.07), and 0 (.11). The instructor provided ESCRs of 1 for typical students and 2 for better performing students. A fifth (.20) of the students reported confidence ratings

Table 16: Students' Confidence Ratings for the Police Scenario

Class language	Participation in police scenario	Number of students	Confidence rating minimum	Confidence rating maximum	Mean	Standard deviation
ASL	Yes	112	0	10	5.12	2.147
	No	68	0	9	1.88	1.857
Arabic	Yes	29	1	10	5.38	2.541
	No	19	0	5	1.79	1.584
Korean	Yes	2	7	10	8.50	2.121
	No	7	0	2	1.00	.816
Spanish	Yes	34	2	10	5.21	1.871
	No	41	0	7	1.98	1.651

Figure 8: Students' Confidence Ratings for the Police Scenario



within the instructor's ACR. The majority (.68) of students indicated greater confidence ratings than the instructor considered appropriate, and .11 of the students indicated lower confidence ratings than the instructor's ESCR for typical members of the class.

The proportions of students in the Korean course reporting each of the confidence ratings were: 10 (.11), 7 (.11), 2 (.22), 1 (.33), and 0 (.22). The instructor provided ESCRs of 1 for typical students and 3 for better performing students. The majority (.56) of the students reported confidence ratings within the instructor's ACR. A fifth (.22) of the students indicated greater confidence than the instructor considered appropriate. The same proportion (.22) of the students indicated lower confidence ratings than the instructor's ESCR for typical students.

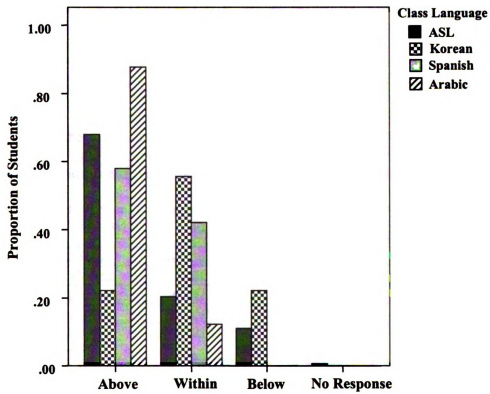
The proportions of students in the Spanish course reporting each of the confidence ratings were: 10 (.01), 8 (.04), 7(.07), 6 (.07), 5 (.17), 4 (.11), 3 (.12), 2 (.17), 1 (.16), and 0 (.09). One Spanish course instructor provided ESCRs of 0 for typical students and 2 for better performing students. The second instructor provided an ESCR of 0 for both typical and better performing students. Two fifths (.42) of the students indicated confidence ratings within the instructors' ACR. The majority of students (.58) reported greater confidence ratings than the instructors considered acceptable. It was not possible for students to provide confidence ratings below the instructors' ESCRs for typical students.

The proportions of students in the Arabic course providing each of the confidence ratings were: 10 (.06), 9 (.02), 8 (.04), 7 (.10), 5 (.14), 4 (.12), 3 (.16), 2 (.12), 1 (.10), and 0 (.12). The instructor provided an ESCR of 0 for both typical and better performing students. A tenth (.12) of the students indicated confidence ratings that matched the

instructor's ACR. The majority of students (.88) reported ratings that exceeded the instructor's ACR. It was not possible for students to provide confidence ratings below the ESCR provided by the instructor for typical students.

Figure 9 provides a comparison of the responses from the students in all four courses. Each student's confidence rating was compared to the ACR for his/her course.

Figure 9: Comparison of the Students' Confidence Ratings for the Police Scenario to the Instructors' ACRs



Students' Confidence Ratings Compared to the Instructors' ACRs

A Pearson Chi Square test was performed to compare the proportions of students in the four courses who reported confidence ratings above the instructors' ACRs. The results of this test, reported in Table 17, revealed that the effect of course language was significant (p=.000). These data provided evidence supporting rejection of the null

hypothesis that no significant differences existed among the confidence ratings from students in the ASL, Arabic, Korean, and Spanish courses.

Table 17: Chi Square Results for Proportions of Students with Confidence Ratings Above the Instructors' ACRs

Test	Value	df	Significance
Pearson Chi-Square	20.833	3	.000
Number of valid cases	314		

A follow-up pairwise analysis of the differences in probabilities of reporting confidence ratings above the instructors' ACRs was performed using a Bonferroni correction for error rate. The results, reported in Table 18, revealed significant differences in the probabilities for the following courses: ASL and Korean, Arabic and ASL, Arabic and Korean, and Arabic and Spanish.

Table 18: Pairwise Test Results for Proportions of Students with Confidence Ratings Above the Instructors' ACRs

Pairwise test	Lower bound	Upper bound	Difference
ASL & Korean	-0.82887	-0.09313	-0.461
ASL & Spanish	-0.27507	0.06707	-0.104
ASL & Arabic	0.045041	0.344959	0.195
Korean & Spanish	-0.02852	0.742523	0.357
Korean & Arabic	0.279369	1.032631	0.656
Spanish & Arabic	0.109819	0.488181	0.299

The proportion of students in the Arabic course who were overconfident was significantly greater than the proportions of students in the ASL, Korean and Spanish courses who were overconfident. The proportion of students in the ASL course who were overconfident was significantly greater than the proportion of students in the

Korean course who were overconfident. These data provided evidence to reject the theoretical hypothesis that students in the Arabic course, who provided significantly more overconfident ratings than did students in the ASL course, and students in the Spanish course, who did not significantly differ from students in the ASL course, would demonstrate better self-assessment capabilities than students in the ASL course. These data supported the theoretical hypothesis that students in the Korean course would demonstrate better self-assessment capabilities than students in the ASL course. Furthermore, the majority of students in the ASL course did demonstrate overconfidence and this provided support for the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment capabilities.

Court Scenario

Students' Participation Decisions

Figure 10 displays the students' participation responses for the court scenario. A proportion of students in each course stated they would participate in this scenario. Positive (yes) responses were obtained from .31 (56/181) of students in the ASL course, .22 (2/9) of students in the Korean course, .18 (14/76) of the students in the Spanish course, and .22 (11/49) of students in the Arabic course. These responses were inappropriate given the instructors' reports that the students were not qualified to interpret in a court of law.

A Pearson Chi Square test was performed to compare the proportions of students in the four courses who responded "yes" to participating in the court scenario. The test results, reported in Table 19, revealed that the effect of course language was not

Figure 10: Students' Participation Decisions for the Court Scenario

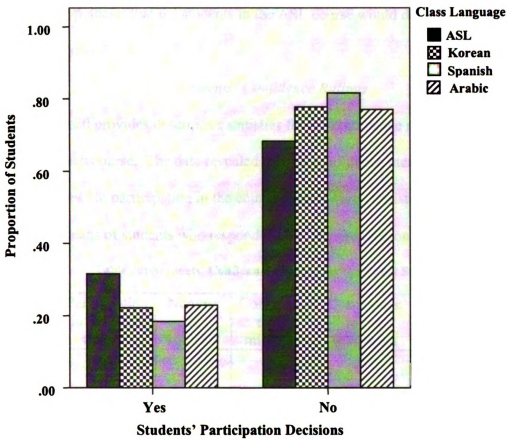


Table 19: Chi Square Results for Student "Yes" Responses to Participation in the Court Scenario

Test	Value	df	Significance
Pearson Chi-Square	5.300	3	.151
Number of valid cases	310		

significant (p=.151). These data provided evidence supporting acceptance of the null hypothesis that no significant differences existed among the participation decisions from the students in the ASL, Arabic, Korean, and Spanish courses. Thus, these data provided evidence to reject the theoretical hypothesis that students in the Arabic, Korean, and Spanish courses would demonstrate better self-assessment capabilities than the students

in the ASL course. In addition, the fact that two thirds of the students in the ASL responded "no" to participation in this scenario provided evidence for rejection of the theoretical hypothesis that the students in the ASL course would demonstrate poor self-assessment skills.

Students' Confidence Ratings

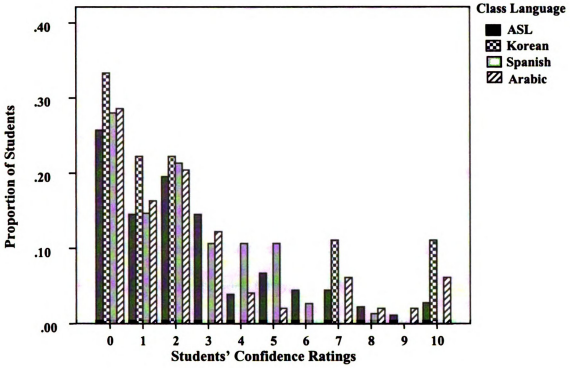
Table 20 provides descriptive statistics for the confidence ratings reported by students in each course. The data revealed that the confidence means for students who responded "yes" to participation in the court scenario were consistently greater than the confidence means of students who responded "no" to participation in the court scenario.

Table 20: Students' Confidence Ratings for the Court Scenario

Class language	Participation in the court scenario	Number of students	Confidence rating minimum	Confidence rating maximum	Mean	Standard deviation
ASL	Yes	56	0	10	4.84	2.749
	No	120	0	9	1.53	1.660
Arabic	Yes	11	2	10	6.82	3.125
	No	37	0	5	1.41	1.384
Korean	Yes	2	7	10	8.50	2.121
	No	7	0	2	.86	.900
Spanish	Yes	14	2	8	4.57	1.505
	No	61	0	6	1.56	1.533

Figure 11 displays the students' confidence ratings for the court scenario. The proportions of students in the ASL course reporting these confidence ratings were: 10 (.03), 9 (.01), 8 (.02), 7 (.04), 6 (.04), 5 (.07), 4 (.04), 3 (.14), 2 (.19), 1 (.14), 0 (.25). The instructor provided an ESCR of 0 for both typical and better performing students.

Figure 11: Students' Confidence Ratings for the Court Scenario



One fourth (.25) of the students indicated confidence ratings that matched the instructor's ACR. The majority of students (.74) in the ASL course reported greater confidence ratings than the instructor considered appropriate. It was not possible for students to provide confidence ratings lower than the instructor's rating.

The proportions of students in the Korean course reporting each of the confidence ratings were: 10 (.11), 7 (.11), 2 (.22), 1 (.22), and 0 (.33). The instructor of this course provided ESCRs of 0 for typical students and 1 for better performing students. The majority (.56) of the students indicated confidence ratings within the instructor's ACR. The remaining students (.44) reported higher confidence ratings than the instructor considered appropriate. It was not possible for the students to provide confidence ratings lower than the instructor's ESCR for typical students.

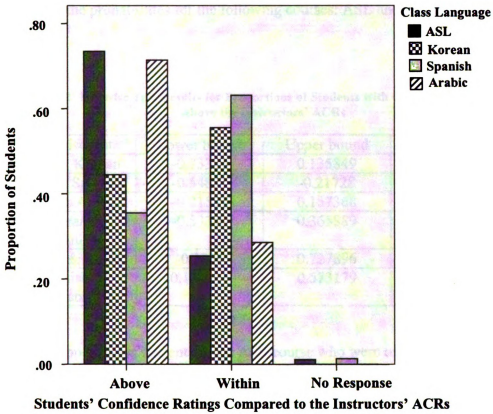
The proportions of students in the Spanish course providing each of the confidence ratings were: 8 (.01), 6 (.03), 5 (.11), 4 (.11), 3 (.11), 2 (.21), 1 (.15), 0 (.28). One Spanish course instructor provided ESCRs of 0 for typical students and 2 for better performing students. The second instructor provided an ESCR of 0 for both typical and better performing students. The majority of students (.63) enrolled in the introductory Spanish course reported confidence ratings within the instructors' ACR. The remaining students (.36) indicated greater confidence ratings than those considered appropriate by the two instructors. It was not possible for students to provide confidence ratings lower than the ESCRs the instructors provided for typical students.

The proportions of students in the Arabic course providing each of the confidence ratings were: 10 (.06), 9 (.02), 8 (.02), 7 (.06), 5 (.02), 4 (.04), 3 (.12), 2 (.20), 1 (.16), and 0 (.29). The instructor provided an ESCR of 0 for both typical and better performing students. Almost a third (.29) of the students indicated the confidence rating that matched the instructor's ACR. The majority of students (.71) reported greater confidence ratings than the instructor considered appropriate. It was not possible for the students to provide confidence ratings lower than the instructor's ESCR.

Figure 12 provides a comparison of the students' responses from all four courses. Each student's confidence rating was compared to the ACR for his/her course.

A Pearson Chi Square test was performed to compare the proportions of students in the four courses who reported confidence ratings above the instructors' ACRs. The results of this test, reported in Table 21, revealed that the effect of course language was

Figure 12: Comparison of the Students' Confidence Ratings for the Court Scenario Compared to the Instructors' ACRs



significant (p=.000). These data provided evidence supporting rejection of the null hypothesis that no significant differences existed among the confidence ratings from students in the ASL, Arabic, Korean, and Spanish courses.

Table 21: Chi Square Results for Proportions of Students with Confidence Ratings Above the Instructors' ACRs

Test	Value	df	Significance
Pearson Chi-Square	36.331	3	.000
Number of valid cases	312		

A follow-up pairwise analysis of the differences in probabilities of reporting confidence ratings above the instructors' ACRs was performed using a Bonferroni

correction for error rate. The results, reported in Table 22, revealed significant differences in the probabilities for the following courses: ASL and Spanish, and Arabic and Spanish.

Table 22: Pairwise Test Results for Proportions of Students with Confidence Ratings Above the Instructors' ACRs

Pairwise test	Lower bound	Upper bound	Difference
ASL & Korean	-0.73385	0.135849	-0.299
ASL & Spanish	-0.54872	-0.21728	-0.383
ASL & Arabic	-0.21537	0.157368	-0.029
Korean & Spanish	-0.53389	0.365889	-0.084
Korean & Arabic	-0.1879	0.727896	0.27
Spanish & Arabic	0.134821	0.573179	0.354

The proportion of students in the ASL course who were overconfident was significantly greater than the proportion of students in the Spanish course who were overconfident and the proportion of students in the Arabic course who were overconfident was significantly greater than the proportion of students in the Spanish course who were overconfident. These data provided evidence to support the theoretical hypothesis that students in the Spanish course would demonstrate better self-assessment skills than students in the ASL course, but to reject the theoretical hypothesis that students in the Arabic and Korean courses, whose responses were not significantly different from the responses of students in the ASL course, would demonstrate better self-assessment skills than students in the ASL course. The majority of students in the ASL course were overconfident. This supports the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment capabilities.

Summary of Support for Hypotheses One and Two

Hypothesis One

It was hypothesized that students in the ASL course would demonstrate poor self-assessment capabilities. The students' responses regarding participation decisions and confidence ratings for the four scenarios were analyzed to determine their abilities to accurately assess their skill levels. The language instructor reported that it was appropriate for students in the introductory ASL course to participate in the babysitting and store scenarios. The fact that most (.96) of the students in this course stated that they would participate in both these scenarios provided evidence to reject the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment capabilities. Although a very small proportion (.04) of the students declined to participate in these scenarios, their decisions did not necessarily reflect poor judgment. For example, justifications for not participating in the babysitting scenario included "worrying about emergencies" and "not liking kids." These reasons would be acceptable justifications for not participating in the babysitting scenario, even though the students had enough skills to interact in this situation. Other students stated that they did not have enough skills. Because the instructor indicated that typical students had adequate skills for this task, this reason would be an appropriate justification if it had come from students who were below average. However, of the six students who reported "not having enough skills" as their justification for not participating, one anticipated a grade of 3.0, two anticipated a grade of 3.5, and three anticipated a grade of 4.0. These anticipated grades do not reflect the scores of below average students. These students demonstrated poor

assessment of their language capabilities based on the conflict between their justification and their anticipated grades for the course.

A quarter of the students who declined to participate in the store scenario stated that they were "afraid of misinterpreting" information. Again, the course instructor reported that students at the introductory language level were adequately prepared to effectively communicate in this situation. This reason would be appropriate if it were listed by students who had reported concern about their skill levels with a low anticipated grade in the course. However, of the two students who provided "afraid of misinterpreting," one anticipated a grade of 3.5 and the other anticipated a grade of 4.0. The six remaining students who declined to participate provided "not having enough skills" as their justification. Of these six students, four anticipated a grade of 3.5 and two anticipated a grade of 4.0. These anticipated grades do not reflect scores consistent with students who are below average. These students demonstrated poor assessment of their skill levels based on their high anticipated grades and the instructor's judgment that typically performing class members were able to interact in this situation.

The majority of the students in the ASL course demonstrated the ability to accurately assess their skill levels by providing confidence ratings within the instructor's ACR for the babysitting and store scenarios. Only a fifth of the students provided overconfident ratings for the babysitting scenario and only a third of the students provided overconfident ratings for the store scenario. These data provided evidence to reject the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment capabilities.

Although most of the students in the ASL course provided appropriate participation decisions and confidence ratings for the babysitting and store scenarios, the students in this course demonstrated difficulty assessing their skills concerning the police and court scenarios. The ASL instructor stated that students in the introductory course were not adequately prepared to communicate in either the police or the court scenarios. However, two-thirds of the students in this course reported that they would participate in the police scenario. These data provided evidence to support the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment capabilities. Only a third of the students stated they would participate in the court scenario. These data provided evidence to reject the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment capabilities since the majority of students declined to participate in this scenario.

The majority of students in the ASL course reported overconfident ratings for the police and court scenarios. Two-thirds of the students reported overconfident ratings for the police scenario and three-fourths of the students reported overconfident ratings for the court scenario. Even when the students made appropriate decisions regarding participation for the court scenario, they were not always able to accurately assess their ability to function within the situation. These data provided evidence to support the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment capabilities.

For the students' participation decisions and confidence ratings regarding all four scenarios, the students demonstrated greater accuracy assessing their skills for the two

appropriate tasks (i.e., in the babysitting and store scenarios), and less accuracy for the two inappropriate tasks (i.e., in the police and court scenarios). When responding to the last two scenarios, at least two-thirds of the students in the ASL course were making at least one poor participation decision. Given the students' current skill levels, participation in the two inappropriate scenarios would result in more serious consequences for the parties involved than would failure to participate in the first two scenarios. Data regarding the students' confidence ratings revealed that at least two-thirds of the students were providing overconfident ratings for both of the last two scenarios. These three pieces of evidence (i.e., the poor decision-making for the police scenario and the overconfident ratings for the police and court scenarios) revealed that the majority of students in the ASL course were making judgment errors concerning the last two scenarios which could result in grave repercussions (e.g., misinterpreting information). These data provided evidence to support the theoretical hypothesis that students in the ASL course would demonstrate poor self-assessment skills.

Hypothesis Two

It was hypothesized that students in the Arabic, Korean, and Spanish courses would demonstrated better self-assessment capabilities than students in the ASL course. The current study did not support this hypothesis. Only the students in the Korean course demonstrated better participation decisions than did the students in the ASL course and then only for the police scenario. This single instance does not provide sufficient evidence to support the theoretical hypothesis that students in the Arabic, Korean, and

Spanish courses would demonstrate better self-assessment skills than students in the ASL course.

The confidence ratings from the students in the ASL course were compared to those of the students in each of the other courses for each scenario. Only 11 of the 12 paired comparisons could be assessed statistically because of the small sample size of the Korean course. In four of these 11 comparisons, students in the three spoken language courses performed better than did the students in the ASL course. The four instances included the students in the Arabic course for the store scenario, the students in the Spanish course for the court scenario, and the students in the Korean course for the babysitting and police scenarios. In three of the paired comparisons, the students in the ASL course demonstrated better self-assessment skills than the students in the other language course. In the remaining four paired comparisons, there were no significant differences. Thus, the majority of the data provided evidence to reject the theoretical hypothesis that students in the Arabic, Korean, and Spanish courses would demonstrate better self-assessment capabilities than students in the ASL course.

Repeated Measures Testing of Students' Confidence Ratings

Investigation of the Effects of Scenario

A two-factor Repeated Measures test (Scenario x Class Language) was performed to examine the students' confidence rating responses. The results of the test revealed that the main effect of class language was not significant (p=.420), but that the main effect of scenario was significant (p=.000). The interaction between class language and scenario was not significant (p=.075). These data provided evidence supporting the

acceptance of the null hypothesis related to class language that no significant differences existed among the confidence rating responses from students in the four courses. These data also provided evidence to reject the null hypothesis that no significant differences existed among the students' confidence rating responses for the four scenarios.

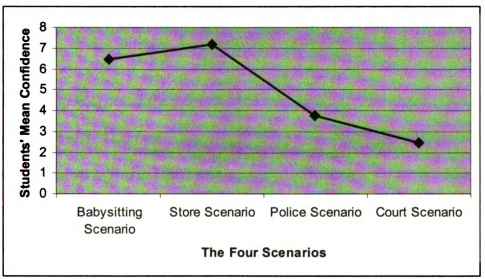
An additional two-factor Repeated Measures test was conducted which excluded the students in the Korean course. This was done to determine if the small number of students (N=9) enrolled in this course skewed the results. The results were the same as obtained in the first analysis. The main effect of class language was not significant (p=.285), the main effect of scenario was significant (p=.000), and the interaction between class language and scenario was not significant (p=.151).

Next, a one-factor Repeated Measures test was performed on the revised data-entry format required for the post-hoc measure to follow-up on the main effect of scenario. Once again, the main effect of scenario was significant (p=.000). A post-hoc Tukey test was then used to compare the data for scenario pairs. The results of this test, displayed in Table 23, revealed that the mean confidence rating for each scenario differed significantly from the confidence ratings for each of the three other scenarios. An asterisk (*) indicates each pair for which the mean difference is significant. The mean confidence ratings for all the students responding to each scenario, displayed in Figure 13, were greatest for the store scenario and then decreased across the babysitting, police, and court scenarios.

Table 23: Post-Hoc Tukey Test Results for Students' Confidence Ratings Across Scenario

Scenario pairs		Mean difference	Standard error	Significance	Lower bound	Upper bound
Babysitting	Store	-.676*	.195	.003	-1.18	-.18
	Police	2.734*	.195	.000	2.23	3.24
	Court	3.995*	.195	.000	3.49	4.50
Store	Babysitting	.676*	.195	.003	.18	1.18
	Police	3.410*	.195	.000	2.91	3.91
	Court	4.672*	.195	.000	4.17	5.17
Police	Babysitting	-2.734*	.195	.000	-3.24	-2.23
	Store	-3.410*	.195	.000	-3.91	-2.91
	Court	1.261*	.195	.000	.76	1.76
Court	Babysitting	-3.995*	.195	.000	-4.50	-3.49
	Store	-4.672*	.195	.000	-5.17	-4.17
	Police	-1.261*	.195	.000	-1.76	-.76

Figure 13: Students' Mean Confidence for the Four Scenarios



Investigation of the Potential Influence of Student Characteristics

Another Repeated Measures test (Scenario x Class Language x Gender x Family Use x Previous Exposure x Grade x Other Language Study) was performed to determine if student characteristics influenced the students' confidence ratings. The variables of interest were factors identified in the literature review (Jernigan, 2001; Horowitz, 1988). These variables were: study of languages other than the target language, previous exposure to the target language, family use of the target language, and anticipated grade in the language course.

The results of the Repeated Measures test revealed that the effect of gender was not significant (p=.991), the effect of family use of the target language was not significant (p=.118), the effect of previous exposure to the target language was not significant (p=.625), the effect of other language study was not significant (p=.374), and the effect of anticipated grade was not significant (p=.345). The effect of class language was significant (p=.026) as was the interaction between scenario, gender and other language study (p=.016).

Follow-up analysis of the main effect of class language was conducted using a Scheffe post-hoc test. These pairwise comparisons revealed no significant differences. This finding resulted in two conflicts that needed to be resolved. First, the main effect of class language was significant in one Repeated Measures analysis, but not in the other. One possible explanation is that the addition of variables for the second Repeated Measures analysis added cases with missing values. The SPSS program deletes these missing cases thus creating a new data subset and the potential for a new outcome. As a

result, the two Repeated Measures tests were run with different data sets and could therefore have different outcomes (D. Nichols, personal communication, June 19, 2006).

The second conflict was the failure to find significant pairwise differences in the Scheffe follow-up test. Failure to find a significant difference in the pairwise comparisons likely reflects an error in the significant finding for the main effect of class language. Such an error can occur because of the impact of one of the multiple variables being analyzed in the Repeated Measures test. It is likely that no two means for the class language variable truly differ (Nichols, 1998).

To further explore the interaction between scenario, gender and other language study, the confidence means across scenario for males and females who had and had not studied other languages were examined. Tables 24 and 25 provide these data. It is important to note that all of the female students in the Arabic and Korean courses had studied other languages in the past. All the male students in the Korean course also had studied other languages in the past. Thus data points for students without other language study were available only from male students in the Arabic course and male and female students in the ASL and Spanish courses. Figure 14 displays the confidence ratings mean in graph form.

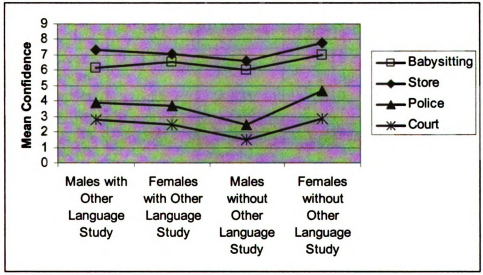
Table 24: Mean Confidence Ratings for Students with Other Language Study by Gender and Scenario

Gender	Mean confidence for the babysitting scenario	Mean confidence for the store scenario	Mean confidence for the police scenario	Mean confidence for the court scenario
Male N=66	6.14	7.29	3.89	2.77
Female N=201	6.56	7.07	3.68	2.43

Table 25: Mean Confidence Ratings for Students without Other Language Study by Gender and Scenario

Gender	Mean confidence for the babysitting scenario	Mean confidence for the store scenario	Mean confidence for the police scenario	Mean confidence for the court scenario
Male N=19	6.05	6.63	2.47	1.50
Female N=29	6.97	7.76	4.69	2.86

Figure 14: Students' Mean Confidence Ratings by Gender, Other Language Study, and Scenario



A post-hoc Tukey test was performed to determine if any significant differences existed among the confidence ratings from the four groups of students: males with other language study, females with other language study, males without other language study, and females without other language study. The results of the test revealed a significant difference in the confidence ratings between males without language study and females without language study ($p=.015$) for the police scenario. Tables 26-29 display the results

of this test for each scenario. An asterisk marks the one pair for which the mean difference is significant.

Table 26: Post-Hoc Tukey Test Results for Students' Confidence Ratings with the Contributing Variables of Gender and Other Language Study for the Babysitting Scenario

Other language study comparison pairs		Mean difference	Standard error	Significance	Lower bound	Upper bound
Females with	Females without	-.65	.453	.475	-1.82	-.52
	Males with	.55	.331	.339	-.30	1.41
	Males without	.50	.548	.796	-.91	1.92
Females without	Females with	.65	.453	.475	-.52	1.82
	Males with	1.21	.513	.089	-.12	2.53
	Males without	1.15	.673	.318	-.59	2.89
Males with	Females with	-.55	.331	.339	-1.41	.30
	Females without	-1.21	.513	.089	-2.53	.12
	Males without	-.05	.598	1.000	-1.60	1.49
Males without	Females with	-.50	.548	.796	-1.92	-.91
	Females without	-1.15	.673	.318	-2.89	.59
	Males with	.05	.598	1.000	-1.49	1.60

Table 27: Post-Hoc Tukey Test Results for Students' Confidence Ratings with the Contributing Variables of Gender and Other Language Study for the Store Scenario

Other language study comparison pairs		Mean difference	Standard error	Significance	Lower bound	Upper bound
Females with	Females without	-.79	.453	.299	-1.96	.38
	Males with	-.27	.331	.845	-1.13	.58
	Males without	.14	.547	.994	-1.27	1.55
Females without	Females with	.79	.453	.299	-.38	1.96
	Males with	.52	.513	.740	-.80	1.85
	Males without	.93	.673	.509	-.81	2.67
Males with	Females with	.27	.331	.845	-.58	1.13
	Females without	-.52	.513	.740	-1.85	.80
	Males without	.41	.598	.901	-1.13	1.96
Males without	Females with	-.14	.547	.994	-1.55	1.27
	Females without	-.93	.673	.509	-2.67	.81
	Males with	-.41	.598	.901	-1.96	1.13

Table 28: Post-Hoc Tukey Test Results for Students' Confidence Ratings with the Contributing Variables of Gender and Other Language Study for the Police Scenario

Other language study comparison pairs		Mean difference	Standard error	Significance	Lower bound	Upper bound
Females with	Females without	-1.20	.510	.089	-2.52	.12
	Males with	-.26	.373	.902	-1.22	.71
	Males without	1.08	.616	.295	-.51	2.68
Females without	Females with	1.20	.510	.089	-.12	2.52
	Males with	.94	.578	.362	-.55	2.44
	Males without	2.28*	.758	.015	.32	4.24
Males with	Females with	.26	.373	.902	-.71	1.22
	Females without	-.94	.578	.362	-2.44	.55
	Males without	1.34	.673	.194	-.40	3.08
Males without	Females with	-1.08	.616	.295	-2.68	.51
	Females without	-2.28*	.758	.015	-4.24	-.32
	Males with	-1.34	.673	.194	-3.08	.40

Table 29: Post-Hoc Tukey Test Results for Students' Confidence Ratings with the Contributing Variables of Gender and Other Language Study for the Court Scenario

Other language study comparison pairs		Mean difference	Standard error	Significance	Lower bound	Upper bound
Females with	Females without	-.62	.503	.608	-1.92	.68
	Males with	-.33	.368	.812	-1.28	.62
	Males without	.89	.608	.461	-.68	2.46
Females without	Females with	.62	.503	.608	-.68	1.92
	Males with	.29	.570	.956	-1.18	1.76
	Males without	1.51	.747	.184	-.42	3.44
Males with	Females with	.33	.368	.812	-.62	1.28
	Females without	-.29	.570	.956	-1.76	1.18
	Males without	1.22	.664	.261	-.50	2.93
Males without	Females with	-.89	.608	.461	-2.46	.68
	Females without	-1.51	.747	.184	-3.44	.42
	Males with	-1.22	.664	.261	-2.93	.50

Students' Justification Responses for Their Participation Decisions in the Four Scenarios

Students were asked to provide a reason for each decision regarding participation in the four scenarios. Responses were reviewed and categorized by theme. For each participation decision ("yes" or "no"), the three most frequently cited justifications were identified. Each is listed below along with the proportion of students that provided that justification.

Babysitting

Figure 15 summarizes the students' justifications for participating in the babysitting scenario. Figure 16 summarizes the students' justifications for not participating in the babysitting scenario.

Figure 15: Justifications for Students' Decisions to Participate in the Babysitting Scenario

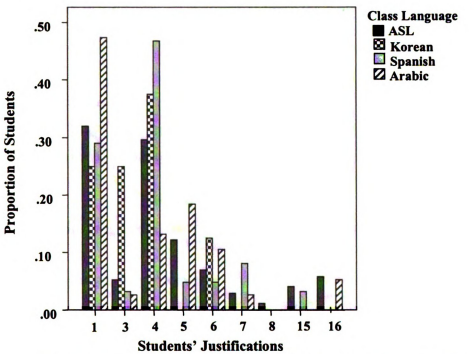


Figure 15 Key: 1=Enough Skills, 3=To Help, 4=Short Time Period, 5=Other Ways to Communicate Possible, 6=Good Experience, 7=Fun Challenge, 8=Right Thing to Do, 15=Has Experience Babysitting, & 16=Likes Kids

The three reasons for participating most frequently listed by students in the ASL course were: 1) having enough skills (.32), 2) a short period of time (.30), and 3) other ways to communicate possible (.12). For the students who chose not to participate, the top three reasons were: 1) not having enough skills (.75), 2) worrying about emergencies (.13), and 3) not liking kids (.13).

Figure 16: Justifications for Students' Decisions not to Participate in the Babysitting Scenario

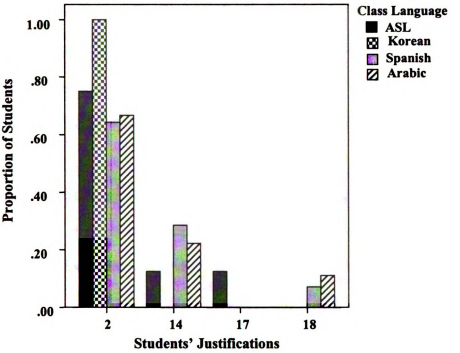


Figure 16 Key: 2=Not Enough Skills, 14=Worries about Emergencies, 17=Not Liking Kids, & 18=Not Liking Babysitting

The three reasons for participating most frequently listed by students in the Korean course were: 1) a short period of time (.38), 2) having enough skills (.25), and 3) to help (.25). The student who declined to participate gave "not having enough skills" as the reason.

The three reasons for participating most frequently listed by students in the Spanish course were: 1) a short period of time (.47), 2) having enough skills (.29), and 3) fun challenge (.08). Students who declined to participate most frequently listed these three reasons: 1) not having enough skills (.64), 2) worrying about emergencies (.29), and 3) not liking babysitting (.07).

The three reasons for participating most frequently listed by students in the Arabic course were: 1) having enough skills (.46), 2) other ways to communicate possible (.18), and 3) a short period of time (.13). The three reasons most frequently listed by students who chose not to participate were: 1) not having enough skills (.67), 2) worrying about emergencies (.22), and 3) not liking babysitting (.10).

Store

Figure 17 displays students' justifications for participating in the store scenario. Figure 18 displays students' justifications for not participating in the store scenario.

Figure 17: Justifications for Students' Decisions to Participate in the Store Scenario

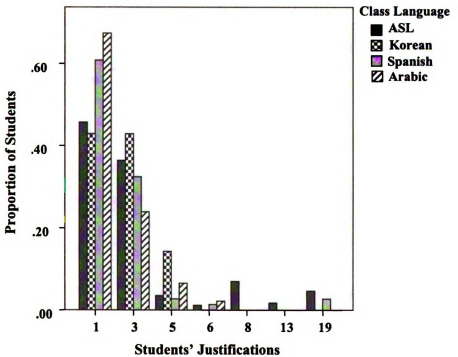


Figure 17 Key: 1=Enough Skills, 3=To Help, 5=Other Ways to Communicate Possible, 6=Good Experience, 8=Right Thing to Do, 13=Fingerspell, & 19=To Get out of Store

The three reasons for participating most frequently listed by students in the ASL course were: 1) having enough skills (.46), 2) to help (.36), and 3) the right thing to do (.07). Students who declined to participate most frequently listed these reasons: 1) not having enough skills (.75) and 2) afraid of misinterpreting (.25). These two reasons were combined under the classification of 'not being prepared' for this type of interaction due to the fact that being afraid of misinterpreting could be due to not having enough skills. In this case, 'not being prepared' was the response provided by all (1.00) of the students not willing to participate.

Figure 18: Justifications for Students' Decisions not to Participate in the Store Scenario

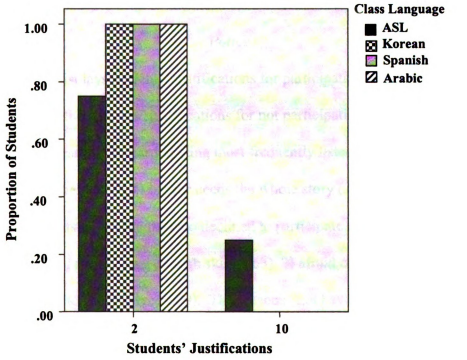


Figure 18 Key: 2=Not Enough Skills & 10=Afraid of Misinterpreting

The three reasons for participating most frequently listed by students in the Korean course were: 1) having enough skills (.43), 2) to help (.43), and 3) other ways to

communicate possible (.14). The students who declined to participate gave "not having enough skills" as the reason.

The three reasons for participating most frequently listed by students in the Spanish course were: 1) having enough skills (.60), 2) to help (.32), and 3) other ways to communicate possible (.03). The student who declined to participate gave "not having enough skills" as the reason.

The three reasons for participating most frequently listed by students in the Arabic course were: 1) having enough skills (.67), 2) to help (.24), and 3) other ways to communicate possible (.07). The students who declined to participate in this scenario gave "not having enough skills" as the reason.

Police

Figure 19 displays students' justifications for participating in the police scenario. Figure 20 displays the students' justifications for not participating in the police scenario.

The three reasons for participating most frequently listed by students in the ASL course were: 1) to help (.73), 2) officer needs the whole story (.09), and 3) the right thing to do (.08). Students in this course who declined to participate most frequently listed the following reasons: 1) not having enough skills (.63), 2) afraid of misinterpreting (.20), and 3) not wanting to get involved (.09). The reasons "not having enough skills" and "afraid of misinterpreting" were categorized together in the "not being prepared" classification. This became more than three-quarters (.83) of the students' reasoning for not participating.

Figure 19: Justifications for Students' Decisions to Participate in the Police Scenario

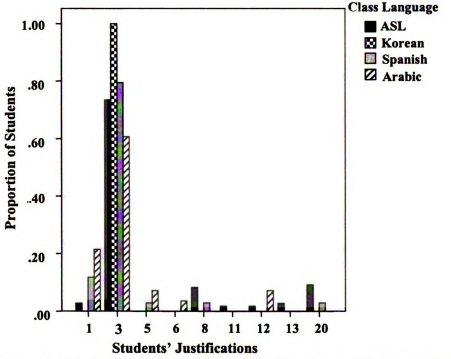


Figure 19 Key: 1=Enough Skills, 3=To Help, 5=Other Ways to Communicate Possible, 6=Good Experience, 8=Right Thing to Do, 11=Serious Situation, 12=Requires Interpreter, 13=Fingerspell, & 20=Officer Needs Whole Story

The two students in the Korean course who agreed to participate in the police scenario both gave "to help" as the reason. The students who declined to participate most frequently listed these reasons: 1) not having enough skills (.71), 2) not wanting to get involved (.14), and 3) requires an interpreter (.14).

The reasons for participating most frequently listed by students in the Spanish course were: 1) to help (.79), 2) having enough skills (.12), and 3) other ways to communicate possible, the right thing to do, or officer needs the whole story (.03 each). Students in this course who declined to participate most frequently listed these reasons:

Figure 20: Justifications for Students' Decisions not to Participate in the Police Scenario

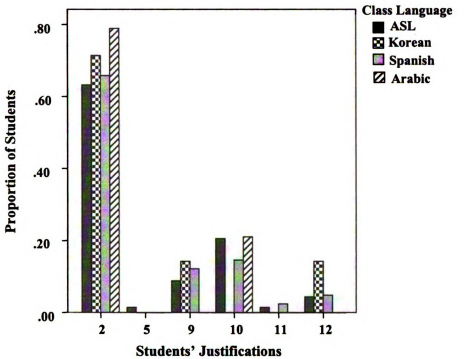


Figure 20 Key: 2=Not Enough Skills, 5=Other Ways to Communicate Possible, 9=Not Wanting to Get Involved, 10=Afraid of Misinterpreting, 11=Serious Situation, & 12=Requires Interpreter

1) not having enough skills (.66), 2) afraid of misinterpreting (.15), and 3) not wanting to get involved (.12). The responses "not having enough skills" and "afraid of misinterpreting" were categorized in the "not being prepared" classification which then became more than three-quarters (.81) of these responses.

The reasons for participating most frequently listed by students in the Arabic course were: 1) to help (.61), 2) having enough skills (.21) and, 3) other ways to communicate possible or requires an interpreter (.07 each). Students who declined to participate most frequently listed the following reasons: 1) not having enough skills (.79) and 2) afraid of misinterpreting (.21). The students responses including "not having

enough skills' and "afraid of misinterpreting" were combined into the "not being prepared" classification and became 1.00 of the reasoning for those who declined to participate.

Court

Figure 21 displays the students' justifications for participating in the court scenario. Figure 22 displays the students' justifications for not participating in the court scenario.

Figure 21: Justifications for Students' Decisions to Participate in the Court Scenario

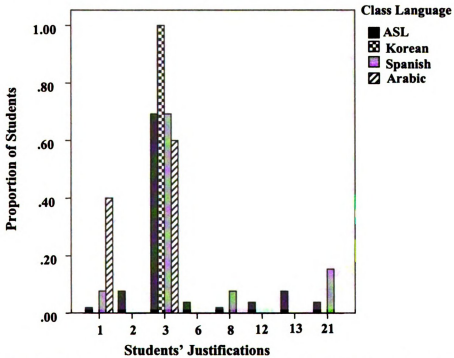


Figure 21 Key: 1=Enough Skills, 2=Not Enough Skills, 3=To Help, 6=Good Experience, 8=Right Thing to Do, 12=Requires Interpreter, 13=Fingerspell, & 21=Everyone Deserves a Fair Trial

The reasons for participating most frequently listed by students in the ASL course were: 1) to help (.69), 2) can fingerspell or not having enough skills, but still willing to participate (.08 each), and 3) a good experience, requires an interpreter, or everyone deserves a fair trial (.04 each). Students in this course who declined to participate most

frequently listed the following reasons: 1) not having enough skills (.56), 2) afraid of misinterpreting (.27), and 3) requires an interpreter (.08). The responses of students who listed "not having enough skills" and "afraid of misinterpreting" were combined into the classification of "not being prepared" and became more than three-quarters (.83) of the responses.

Figure 22: Justifications for Students' Decisions not to Participate in the Court Scenario

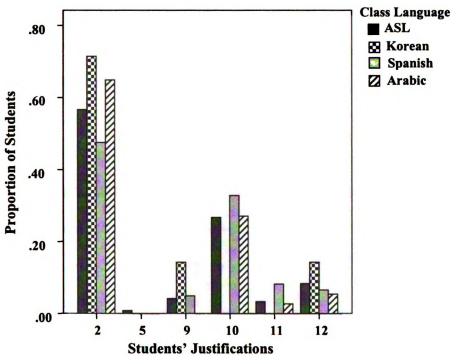


Figure 22 Key: 2=Not Enough Skills, 5=Other Ways to Communicate Possible, 9=Not Wanting to Get Involved, 10=Afraid of Misinterpreting, 11=Serious Situation, & 12=Requires Interpreter

The two students enrolled in the Korean course who agreed to participate in the court scenario stated "to help" as the reason. The remaining students who declined to participate most frequently listed the following reasons: 1) not having enough skills (.71), 2) not wanting to get involved (.14), and 3) requires an interpreter (.14).

The reasons for participating most frequently listed by students in the Spanish course were: 1) to help (.69), 2) everyone deserves a fair trial (.15), and 3) having enough skills or the right thing to do (.08 each). Students who declined to participate most frequently listed the following reasons: 1) not having enough skills (.48), 2) afraid of misinterpreting (.33), and 3) serious situation (.08). The responses of students who listed "not having enough skills" and "afraid of misinterpreting" were combined into the category of "not being prepared" and became more than three-quarters (.81) of the responses.

The reasons for participating most frequently listed by students in the Arabic course were: 1) to help (.60) and 2) having enough skills (.40). Students who declined to participate in this scenario listed the following most frequent reasons: 1) not having enough skills (.65), 2) afraid of misinterpreting (.27), and 3) requires an interpreter (.05). The responses of students who listed "not having enough skills" and "afraid of misinterpreting" were combined into the category of not being prepared" and became nearly the entire set of responses (.92).

The majority of students in each course who agreed to participate in the two inappropriate situations justified their decisions with the reason, "to help." These data provided evidence supporting the acceptance of the null hypothesis that no significant difference existed among the justification responses reported by the students in the four courses. These data also provided evidence to reject the theoretical hypothesis that students in the ASL course would be more likely than students in the Arabic, Korean, and

Spanish courses to justify their decisions by reporting a need "to help" their communication partners.

Post-Hoc Comparison to the Lodge-Miller and Elfenbein Data Set

This study was modeled after aspects of the Lodge-Miller and Elfenbein (1994) study in that it replicated the four scenarios and midterm time frame used in the previous study. This was done in order to provide for comparison of the data sets. The following section is a post-hoc comparison of the current study's findings to those observed in the Lodge-Miller and Elfenbein study.

"Yes" Participation Decisions

Lodge-Miller and Elfenbein surveyed 57 post-secondary students enrolled in an introductory Signed English course at the University of Iowa. Table 30 provides a comparison of the participation decision data from the current study to the data from Lodge-Miller and Elfenbein's comparable subgroup, the No Discussion Group.

Table 30: Percentage of Students Responding "Yes" to Participation in the Four Communication Scenarios in Comparison to the Lodge-Miler and Elfenbein (1994) Data

Class	Babysitting	Store	Police	Court
Signed English (N=28)	100%	100%	96%	86%
ASL (N=181)	96%	96%	62%	31%

Lodge-Miller and Elfenbein found that, at midterm, 100% of their students stated that they would babysit for a child and interpret for a customer in a store, 96% of these students stated that they would interpret for a police officer and 86% of the students stated that they would interpret in a court of law. In the current study, the percentages of

students in the ASL course who agreed to participate in the babysitting scenario (96%) and the store scenario (96%) were comparable to the percentages of students in the Lodge-Miller and Elfenbein study who made the same decision. These scenarios were appropriate for student participation given their skill levels. In contrast, the percentages of students in the current study willing to participate in the police scenario (62%) and the court scenario (31%) were lower than those in the Lodge-Miller and Elfenbein study. These scenarios were judged by the instructor to be inappropriate even for the better students; therefore, evidence of poor decision-making by one to two thirds of students is of concern.

When comparing the two courses it is important to note that the students in the Signed English course learned a manually coded English system in which signs are in English word order. This system is typically used in school by children learning to read and write English. Deaf adults who sign typically use ASL not Signed English to communicate. Students in the ASL course learned a true language with a unique syntax that differs from English word order. This may have caused the ASL students to view signed communication as more challenging than the Signed English students did. It is possible that the higher percentage of students in the Signed English course willing to participate in the police and court scenarios may have been due to a lack of understanding of the difference between ASL and Signed English. As a result, the Signed English students might have believed that most deaf individuals sign in English word order. It is also possible that the Signed English students were not fully aware of the English language deficits demonstrated by some deaf children and adults and thus incorrectly

believed that the deaf individuals in the scenarios could be expected to understand any English word that was fingerspelled.

The ways in which the students in the Signed English and ASL courses were taught also differed. The Signed English students were taught by hearing instructors who learned to sign as adults and used simultaneous speech and sign during some portions of the class and sign alone during others. The ASL students were taught by a Deaf native signer who used ASL throughout each class. ASL was the primary language of instruction; however, an interpreter was present during each class period to facilitate interactions between the students and the instructor (e.g., signing for students who did not have the sign vocabulary to ask questions regarding the exam schedule). The experience of learning signs from a native speaker and observing the communication between a deaf individual and her interpreter offered students a variety of opportunities to compare their sign skills to those of skilled signers. This had the potential for either positive or negative outcomes. Two possibilities include: 1) students were unable to comprehend the fluid, connected signing which occurred between the deaf instructor and her interpreter, thus providing them with a better understanding of their receptive signing skill deficits, or 2) they were not able to understand all of the signing, but when the interpreter voiced the instructor's signs, students believed they understood more signs than they truly knew because they had the addition of voicing to clarify any missed signs. Students who had the second experience may then have felt overconfident in their signing abilities because they believed they could understand the communication interactions between a deaf adult and her interpreter. This, in turn, may have resulted in students feeling willing to

participate in scenarios beyond their current skill levels and/or overconfident about their abilities to interact with the individuals involved.

Confidence Ratings

The Signed English students provided the highest mean confidence ratings for the store scenario, and then their confidence decreased across the babysitting, police and court scenarios. In the current study, the confidence rating means for students in the ASL course were also greatest for the store scenario and then decreased across the babysitting, police and court scenarios. Table 31 provides a summary of the ASL students' confidence rating means compared to the Signed English students' confidence rating means.

Table 31: Students' Mean Confidence Compared to the Lodge-Miller and Elfenbein Data

Class	Babysitting confidence mean	Store confidence mean	Police confidence mean	Court confidence mean
Signed English	4.7	6.3	4.1	3.9
ASL	6.80	7.24	3.89	2.60

"Yes" Participation Justifications

Substantial percentages of students enrolled in both the Signed English and ASL courses made the inappropriate decision to participate in the police and court scenarios. Lodge-Miller and Elfenbein found that many of their students justified participation in these scenarios by stating a need "to help people who are deaf" (p. 287). In their study, 40% of the students who agreed to participate in the police scenario gave the "to help" reason as justification and 30% of the students who agreed to participate in the court scenario gave the "to help" reason as justification. Based on these findings, it was

hypothesized that if students enrolled in the ASL course viewed the characters in the scenarios as disabled by their deafness, and thus in need of help, these perceptions could influence their participation decisions.

Table 32 provides a comparison of the percentages of students who justified their "yes" response to participation in the four scenarios with the reasoning of "to help" from the ASL course and the Lodge-Miller and Elfenbein study.

Table 32: Percentage of Students in the ASL Course who Reported "To Help" as Their Justification for Participation in Comparison to the Lodge-Miller & Elfenbein data

Scenario	Signed English participation	Signed English "to help" justification	ASL participation	ASL "to help" justification
Babysitting	100%	0%	96%	5%
Store	100%	21%	96%	36%
Police	96%	40%	62%	71%
Court	86%	30%	31%	64%

In the Lodge-Miller and Elfenbein study all of the students were willing to participate in the babysitting and store scenarios and in the current study almost all of students were willing to participate in these scenarios. Although "to help" would be an acceptable justification for participation in these two scenarios, none of the students from the previous study justified their participation in the babysitting scenario with this reason and only 5% of the students in the current study justified their participation in this scenario with this reason. In the store scenario, "to help" was the second most frequently listed reason to justify participation in this scenario for students in both the previous and current study. "Minimal sign skill required" (Lodge-Miller and Elfenbein) and "having

enough skills" (the current study) were the number one reasons provided for the decision to participate in both the babysitting and store scenarios. It was clear that feeling a need or desire "to help" was not the primary motivating factor for most students' decisions about participating in these two relatively simple interactions.

The percentages of students willing to participate in the police and court scenarios were lower in the current study than in the Lodge-Miller and Elfenbein study; however, the percentage of the students in the current study who justified participation by citing a need "to help" was higher than that demonstrated in the Lodge-Miller and Elfenbein study. In both studies, "to help" with or without a specific reference to individuals who are deaf, was the most frequently listed justification for participation in the police and court scenarios.

It is not clear whether the students in the ASL course viewed deaf individuals as disabled or in greater need of help than individuals who were not deaf. In the Lodge-Miller and Elfenbein study, students' "to help" justifications included responses such as: "important to help people who are deaf" and "need to help people who are deaf." In the current study, students in the ASL course did not make specific references to deaf individuals as being in need of help, but rather stated they would help the individual described in the scenario. The police and court scenarios are situations in which unskilled help has the potential to cause more harm than good. There is insufficient evidence to determine whether the students' desire to help overrode any knowledge of laws that require interpreters for the police and court scenarios.

DISCUSSION

Students' Self-Assessment Abilities

The primary purpose of this study was to investigate the abilities of students enrolled in introductory language courses to self-assess their new language skills. The data revealed that students in both the visually-based language course (i.e., ASL) and students in the spoken language courses (i.e., Arabic, Korean, and Spanish) demonstrated difficulty assessing their skill levels. Students in all four of the language courses demonstrated willingness to enter two situations for which they were not prepared (i.e., the police and court scenarios), and overconfidence in their judgments about their abilities to function in these situations. The students' difficulties raise concern about the abilities of the general population of students who are enrolled in introductory language courses to self-assess their capabilities and limitations in the target language.

When students from the four courses made inappropriate participation decisions for the police and court scenarios, the primary motivation that they voiced was "to help." The Lodge-Miller and Elfenbein students used the more specific justification of "to help deaf people." The researchers hypothesized that this justification might be related to their students' views of their communication partners as disabled. In the current study, none of the students in the ASL course mentioned a need to help deaf people in their responses. It is unlikely that students in the Arabic, Korean, and Spanish courses viewed the characters in their scenarios as disabled in the way that Lodge-Miller and Elfenbein's Signed English students viewed the deaf characters in their scenarios. Thus, there is evidence that a perception of disability was not the primary contributing factor for the

students' decisions. There must be an additional factor or factors contributing to the students' responses and their willingness to participate in interactions for which they were not prepared.

Although it is unlikely that students would ever be placed in a situation in which they had an opportunity to interpret for the police or in a court of law, the numbers of students willing to participate in these scenarios raise concerns regarding students' abilities to comprehend the limitations of the skills they learn in introductory language courses. The majority of students in the ASL and Arabic courses were willing to participate in the police scenario. Almost half of the students in the Spanish course and a fifth of the students in the Korean course were also willing to participate in this scenario. A third of the students in the ASL course, a fifth of the students in the Arabic and Korean courses, and almost a fifth of students in the Spanish course were willing to participate in the court scenario. With over 1.3 million students enrolled in introductory language courses every year across post-secondary institutions in the United States, even a small percentage of students making errors in self-assessment could have serious repercussions in the activities of everyday work life.

Implications of Students Participating in Communication Interactions Beyond Their Skill Levels

The implications of students who have learned only basic survival vocabulary trying to interpret for a speaker of another language are far reaching. First, they would be violating common sense practices for most business and social settings. Second, the students could be violating the individual's right to a trained interpreter. Although the students may feel they are "helping" another individual, they may actually cause more

harm by misinterpreting messages. It is fortunate that in some instances (e.g., the court system) legal controls are in place to provide professional interpreters to individuals who communicate in languages other than English. However, it is important to note that students taking introductory language courses were willing to participate in an interaction which required an extremely high level of language proficiency. Whether or not laws apply, students need to know their limitations.

With ever-growing linguistic diversity in the United States, students need to be cognizant of their second language skills so that they are not participating in communication interactions which could cause communication breakdowns or violate the rights of others. For example, students who major in international business may be engaged in communication interactions with speakers of another language concerning legally binding contracts during their professional careers. These individuals need to be aware of their capabilities and limitations so that they are not providing misinformation which could nullify a business contract or cause a monetary loss to the individual or to the company.

Students in the education and health professions such as speech-language pathology also need to be aware of their second language abilities and limitations. Their students/clients will likely include both individuals who are multilingual and individuals who are monolingual. The language(s) used by the individual(s) may or may not be shared by the professionals. These individuals may seek assistance for a multitude of issues. During these times, young professionals need to be conscious of what types of communication they can handle and when they need to partner with an interpreter.

For example, a speech-language pathologist (SLP) who had completed just one language course in his/her client's language would have very limited expressive and receptive skills in this language. This would compromise the SLP's ability to obtain the client's case history and to determine whether the individual presents with a speech and/or language disorder. If the individual did have a speech and/or language disorder, the speech pathologist's limited knowledge of the individual's language would make providing treatment and counseling services to the individual or to his/her family regarding the disorder very difficult. In such instances, the services of an interpreter would be required in order to deliver effective therapy services.

When assisting individuals who speak another language, a clinician must not only be aware of his/her linguistic competency in the language, but also his/her cultural competency. According to Battle (2002), "it is estimated that 6.2 million culturally and linguistically diverse Americans have a communication disorder" (p. 21). Battle suggested that in order for clinicians to be culturally competent they need to be aware of factors that may affect client assessment and therapy service delivery. Factors the clinician needs to be mindful of when treating clients from a range of cultural populations include their nonverbal and verbal communication styles, their views concerning appropriate social relationships, their views on orientation to time, and their views on individualism or group collectivism. This advice indicates that effective communication with a speaker of another language requires more than knowing basic vocabulary. Young professionals must also be aware of their clients' cultural beliefs. If the clinician's intent is to be able to communicate directly to the client without an interpreter, then one

introductory language course is only a beginning to the years of language study necessary to attain the type of proficiency required to interact with speakers of another language on an effective level.

Giving Students a Clearer View of Their Proficiency Levels

The data in the current study revealed that students taking introductory language courses demonstrated difficulty assessing their capabilities and limitations. It is essential that educators find ways to assist students in recognizing both their current language skill levels and the levels needed to effectively communicate in situations requiring greater proficiency than that achieved in introductory language courses.

Lodge-Miller and Elfenbein (1994) investigated the impact of a one-hour lecture on interpreter ethics, sign systems, ASL, and deafness on students' responses to the four scenarios. They found that the discussion reduced the numbers of students making poor participation decisions, but it did not eliminate errors in judgment. These findings also revealed that while a single lecture of this type improved some students' abilities to assess their confidence ratings, it did not prevent all students from reporting overconfidence.

An alternative approach could be to provide multiple classroom lectures covering topics concerning interpreter training, proficiency and how it is measured, individuals' rights to interpreters, and the ethical and legal ramifications of giving communicative assistance to someone when the student is not authorized or trained to do so. A series of lectures related to these subjects over the time frame of a course might provide the repetition of material needed to solidify it in the students' minds. It is also possible that a

series of lectures would offer students an open forum in which to ask questions about the subject matter thus creating the potential for a better understanding of the content.

Another option for dealing with the problem of students' overconfidence could be to provide activities which allow the students to observe their proficiency levels relative to those of fluent communicators. Students could be required to participate in conversational activities with fluent speakers of the target language so they have a better understanding of how much speech or sign they can comprehend and their abilities to alternate conversational turns. Such activities may help students replace their beliefs about what they can do with a clear perception of their actual skills.

To assist students in experiencing the skills needed to effectively communicate in various situations, students could also be required to participate in multi-modal communication activities. For example, students might be asked to read aloud or sign a story in the language during a timed activity. These activities may give students a better grasp of the skill level required for the fluid, connected speech or signing needed to meet the sort of time limitations that will be encountered when communication exchanges are rapid. This would give the student a better understanding of their language capabilities in everyday interactions outside of the classroom.

Limitations of the Study

One limitation of the study was the unequal sample sizes of the four courses, particularly between the Korean course and the other three language courses. The small sample size of the Korean course raises questions concerning the potential for generalizing the data to the larger population of students studying Korean. This small

sample size also created problems in regard to the statistical analysis. For the "yes" participation decisions concerning the store scenario the data from the students in the Korean course had to be excluded in order to meet cell size requirements for the Chi Square testing. The sample sizes of the courses also limited the recruitment of students with characteristics of interest such as the lack of study of other languages. Data were not available regarding this characteristic for male students in the Korean course and for female students in the Arabic and Korean courses.

Another limitation of the study was that only four language courses participated. Spanish is the only one of the languages that is typically offered at the high school level; however, the number of high schools offering ASL has grown in recent years. Therefore, students taking the ASL and Spanish courses could have taken these courses or other language courses at the high school level. Arabic and Korean courses are less likely to be offered at the high school level, so any of the student participants who took high school language courses likely studied languages other than Korean or Arabic. This may explain the absence of data regarding other language study for the female students in the Arabic and Korean courses and male students in the Korean course.

An unexpected finding regarding the background of some of the students in the ASL and Arabic courses was that they reported fluency in the target language. Five students were from the Arabic course and two students were from the ASL course. One student from the Arabic course reported that he enrolled in the introductory course to attain proficiency in writing and reading the language. The motivations of the other six students were not clear. When the questionnaire was developed no consideration was

given to asking students enrolled in introductory language courses if they were fluent in the target language. Only students who volunteered this information were identified. If these students were the only ones fluent in the target language, they make up approximately 10% of the students in the Arabic course and 1% of the students in the ASL course. They were not removed from the data set because they met the criterion of enrollment in one of the target classes and there were not sufficient data available to assure removal of all such students from the study.

Future Research

This study was designed to follow-up on the findings of Lodge-Miller and Elfenbein (1994) that students in an introductory Signed English course had difficulty assessing their language skill levels. Survey results from the current study revealed that students in four different introductory language courses demonstrated self-assessment problems similar to those observed by Lodge-Miller and Elfenbein. When the students made inappropriate decisions regarding their skills (e.g., agreeing to attempt to interpret for a car accident witness and a police officer), they, like the Lodge-Miller and Elfenbein subjects, often reported that these decisions were based on the need "to help" another person.

It is possible that students may have grouped the four scenarios into two categories: daily life activities and legal arenas. Students may have felt comfortable participating in the babysitting and store scenarios because these situations were experiences the students had previously encountered (e.g., babysitting for a family member or friend, or helping another person while shopping in a store). Students were

much less likely to be familiar with the two legal situations. It is clear from their justifications that helping the character in the scenario was a key factor in the decision to participate in the police and court scenarios. Even though the students realized they were not adequately prepared to participate in these two scenarios, as evidenced by low confidence ratings, they may have felt an obligation to participate. Indeed, some justified this involvement by noting that the skills they had were better than doing nothing at all. The study does not provide the information needed to determine why students in all four courses would feel such an obligation to help unfamiliar conversational partners in difficult communication situations.

Follow-up research could explore the reasons why students felt obligated to help speakers of another language. A potential way to accomplish this would be to change the wording of the scenario questions. In the current study, students were asked if they would attempt to participate in each scenario and then to give a reason for their answers. An alternative might be to ask the students if they would help the individual and to give a reason for this answer. This wording would shift the student's focus from the scenario to the actual character he/she would be attempting to help. Students would then elaborate on their reasoning of "to help," providing the additional detail needed to understand their motivation.

Future studies could also change the way in which the students are questioned. The current study surveyed students with questions written in English. Instead, the scenario questions could be read or signed by a native or fluent speaker/signer to make the nature of the communication task clearer to the students (i.e., the communication

demands would be evident because students would need to comprehend what is said/signed to them in order to answer the question). It is also possible that students could view a videotape setting the stage for the scenario (e.g., watching communication attempts between the police officer and the witness). A multi-modal depiction may assist the students with placing themselves in the scenario and thus help them to better assess their skills for dealing with that situation.

Follow-up researchers could collect a larger sample size of students. In order to do this, researchers would likely need to collect data over multiple semesters of introductory language courses. It is also possible that data could be collected from another university that might offer a different population of students (e.g., a university in California that serves students who had access to Asian language courses in high school). This could improve the ability to obtain samples of students with and without characteristics of interest such as the study of other languages.

Expanding the scope of research to include languages other than the ones in the current study would increase opportunities to investigate any commonalities or differences among students of a wide variety of languages. Follow-up research with these languages could examine the students' views of different cultures and opinions of learning these languages. For example, the responses of students studying Asian languages could be compared to the responses of students studying European languages.

There is a need for continued study concerning students' willingness to participate in activities beyond their skill level, especially for situations in which miscommunication during the interaction could result in serious consequences for the individuals involved.

For instance, future studies could expand the scenario areas to include work-related and medically related situations which students may encounter in their daily life activities. If the scenarios include these circumstances, researchers would gain insight into students' beliefs about their behavior in a broad range of typical real-world situations.

With over 47 million people in the United States speaking a language other than English, it is likely that English speaking students will encounter these individuals in their daily lives. The current study provides evidence that some of the 1.3 million students who are taking language courses every year in the United States would attempt "to help" individuals who speak another language in a variety of communication situations including some judged inappropriate by instructors of introductory language courses.

Approximately fifty percent (160/315) of the students in this study stated that they were learning the target language for career advancement purposes in fields such as business, nursing, and deaf education. However, of those students 17% (27/160) were not sure if they would continue on with more advanced language courses. It is disturbing to note that, while these students want to use the target language in their professional careers, they might not pursue advanced coursework. This is an indication that students are not aware of the proficiency level necessary to communicate in everyday interactions with the target language.

The problem of students with limited proficiency in a language attempting "to help" individuals who are fluent in that language needs to be addressed in introductory language courses. It is necessary for educators to help students understand their

capabilities and limitations. This knowledge, in turn, will help students to avoid creating communication breakdowns or violating another individual's rights to skilled interpreters. It is also necessary for researchers to continue to explore the topic of self-assessment so that improved understanding of the problem can serve as the foundation for developing solutions. These solutions could then provide language instructors with information to be used in their curricula not only when guiding students through the language learning process, but also when helping students understand what they can do with these skills after completion of their introductory language course.

APPENDIX

Student Questionnaire

By completing this questionnaire, you are giving consent to participate in the study *Post-secondary students' perceptions of their skill acquisition during introductory language courses* that is being conducted by Michelle McMullen-Hohnke and Jill L. Elfenbein from MSU's Department of Audiology and Speech Sciences. A description of the study accompanies the questionnaire.

Please **do not** put your name on this questionnaire. You can answer most of the questions on this survey by circling the appropriate response. At several points in the questionnaire, there are questions that require write-in responses. Please put those answers in the space provided.

Thank you in advance for your cooperation.

Personal Information

1. What is your gender? A) male B) female

2. What is your age? A) 18-23 B) 24-29 C) 30-35 D) 36-39 E) 40 & beyond

3. From what ethnicity/racial background do you consider yourself to be? A) Caucasian B) African-American C) American Indian/Alaskan Native D) Asian E) Asian/ Pacific Islander F) Hispanic G) Other

4. If you chose "other" in the previous question, please specify your ethnicity/racial background:_____

5. What do you consider your hearing status to be? A) within normal limits B) hard-of-hearing C) deaf

6. Is English your native language? A) yes B) no

7. Does anyone in your family speak the language you are currently studying? A) yes B) no

8. If yes, what is the relationship of this person to you? A) parent B) grandparent C) sibling D) aunt/uncle E) niece/nephew F) other

9. Have you ever lived with this person? A) yes B) no

10. If yes, did this person use this language in your home environment? A) yes B) no

11. Is this language part of your family, heritage or culture? A) yes B) no

Educational Information

12. What language are you studying? A) American Sign Language B) Korean C) Spanish D) Arabic

13. What is your interest in this class? **(Circle all that apply)**
    A) learn a language used by a relative or friend
    B) career advancement
    C) friends taking the course
    D) required for my major
    E) like the instructor
    F) class fits into my schedule

14. Which of the factors listed below had the greatest influence on your decision to take this course? **(Pick only one)**

    A) learn a language used by a relative or friend
    B) career advancement
    C) friends taking the course
    D) required for my major
    E) like the instructor
    F) class fits into my schedule

15. Is this class required to complete your major? A) yes B) no

16. Do you plan to continue learning this language after completing the introductory course? A) yes B) no

17. Do you think it is important for MSU students to learn a language other than English? A) yes B) no

18. Prior to taking this course, had you ever studied a language other than English? A) yes B) no

Perception of Current Abilities

Provided below are multiple scenarios. Please consider each situation and determine whether or not you would participate if these situations occurred today and provide a reason for your decision. Then, **regardless of whether you would participate,** indicate the level of confidence you would feel if placed in this situation.

To rate your confidence, use the following scale on which 0 equals no confidence and 10 equals totally confident. Use only whole numbers. Do not use fractions. Write your answer in the space provided.

0 1 2 3 4 5 6 7 8 9 10

(no confidence) (totally confident)

Scenario One: You are asked to babysit for a six-year-old child whose only language is the language you are currently studying. The child's parents need to run an errand for 30 minutes. You would likely get the child a snack and/or play a simple game.

19. Would you babysit for this child? A) yes B) no

Please provide a brief reason for your answer to # 19: _____

_____

_____

20. Rate your level of confidence in participating in this activity? Use the numbers 0 to 10 to indicate your level of confidence on the scale shown above. _____

Scenario Two: You are at a drugstore and the customer in front of you can't understand the clerk. The customer speaks only the language that you are currently studying. S/he needs to know the total amount due?

21. Would you attempt to help the customer and the cashier? A) yes B) no

Please provide a brief reason for your answer to # 21: _____

_____

_____

22. Rate your level of confidence in participating in this activity? Use the numbers of 0 to 10 to indicate your level of confidence on the scale shown above.

Scenario Three: You walk up to an accident five minutes after it has happened. Two cars collided. The only witness is a person whose only language is the one you are currently studying. A police officer is talking to the witness in English. The officer wants specific information about which car went through the stoplight, how fast each car was going, etc.

23. Would you attempt to help the witness and police officer? A) yes B) no

Please provide a brief reason for your answer to # 23: _____

_____

_____

24. Rate your level of confidence in participating in this activity? Use the numbers 0 to 10 to indicate your level of confidence on the scale shown above. _____

Scenario Four: You and a friend are in small claims court waiting to present your case. In the case before yours, the only witness to a fistfight was a person whose only language is the language you are currently studying. The lawyers are having trouble asking questions that the witness can understand. Your friend says that you know the witness's language. If you agree to help, you need to communicate the lawyers' questions to the witness and the witness's answers to the lawyers so that they can be entered in the court record.

25. Would you attempt to assist the lawyers and the witness? A) yes B) no

Please provide a brief reason for your answer to # 25: _____

_____

_____

26. Rate your level of confidence in participating in this activity? Use the numbers 0 to 10 to indicate your level of confidence on the scale shown above. _____

Perception of Abilities at the End of the Course

Now we want you to consider how you think you would feel in a set of situations that occur AFTER you complete this course. Please use the same confidence scale that you used for the previous questions. Use only whole numbers. Do not use fractions.

0 1 2 3 4 5 6 7 8 9 10
(no confidence) (totally confident)

27. Would you attempt a casual conversation with another student who is a native speaker of the language you are currently studying? You would be using that language not English. A) yes B) no

28. Rate your level of confidence in participating in this casual conversation? Use the the numbers 0 to 10 to indicate your level of confidence on the scale shown above.

_____

29. Would you attempt to order in a restaurant where the wait-staff use only the language you are currently studying? You would be using that language not English. A) yes B) no

30. Rate your level of confidence in participating in ordering in this restaurant? Use the numbers 0 to 10 to indicate your level of confidence on the scale shown above.

_____

31. Would you attempt to watch a movie presented only in the language you are currently studying? There would be no subtitles. A) yes B) no

32. Rate your level of confidence in understanding the content of the movie? Use the numbers 0 to 10 to indicate your level of confidence on the scale shown above.

_____

33. Would you attempt to give directions to someone whose only language is the one you are currently studying? A) yes B) no

34. Rate your level of confidence in participating in giving directions? Use the numbers 0 to 10 to indicate your level of confidence on the scale shown above. _____

35. Would you attempt to take a class (e.g., history, math, biology) taught only in the language you are currently studying? A) yes B) no

36. Rate your level of confidence in understanding the content of the course? Use the numbers 0 to 10 to indicate your level of confidence on the scale shown above.

_____

Additional Questions to be Answered on this Sheet

The questions listed below require further explanation. Answer where appropriate.

37. What is your major? _____

38. What is your class year (e.g., freshman, sophomore, junior, senior, first-year MA student)? _____

39. Have you had any exposure to the language you are currently studying or people who use it? If so, please explain: _____

_____

_____

40. Have you ever spent time in a country or community that uses this language? If so, where and how long did you stay? _____

_____

_____

41. If you have studied another language, which language(s) did you study and how long did you study them/it? _____

_____

_____

42. Which languages do you feel are important for MSU students to learn and why?

_____

_____

43. Based on your performance to date, what grade do you expect to earn in this class (e.g., 3.0, 3.5, 4.0, etc.). _____

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