

## From monolingual to bilingual through testing: Achievements of the OPENPAU Project (FFI2011-22442)

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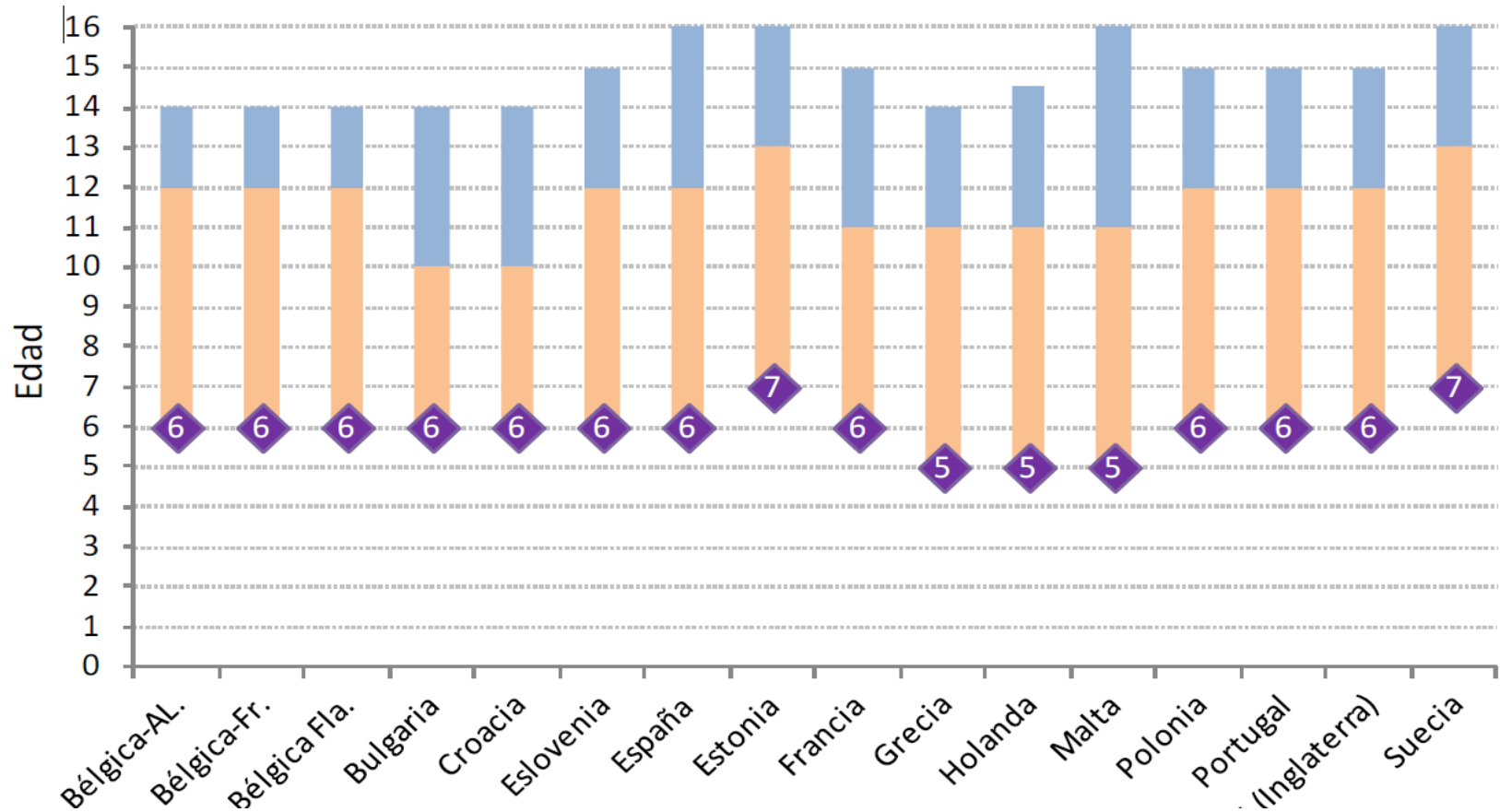
# SPAIN CONTEXT:

- Value of English language & culture
  - Considered a bicultural society: Catala, Galego, Vasco languages
  - English= language of commerce, media and work (lingua franca)
  - Spain needs to develop bilingual English-Spanish citizens
- Spain has a terrible situation in the European Survey of Language competence.
- Spain needs an optimal education which considers the use of 3 or 4 languages at a C1 or native speaker level



# KIDS BEGIN TO LEARN A L2 AT

**Years of L2 in Primary education**  
**Years of L2 in high school**  
**Average age when they begin to learn L2**



# PROFICIENCY AT 15

Gráfico 3.2a. Distribución por niveles del MCERL en la primera lengua evaluada.  
Comprensión oral

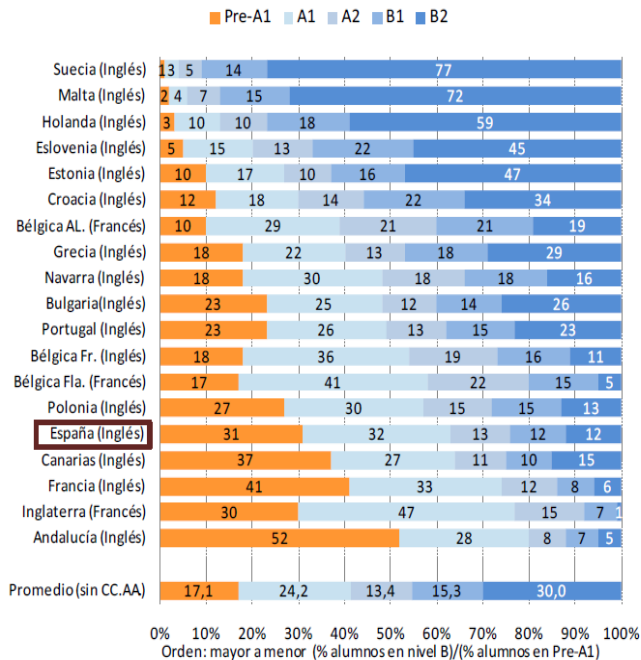
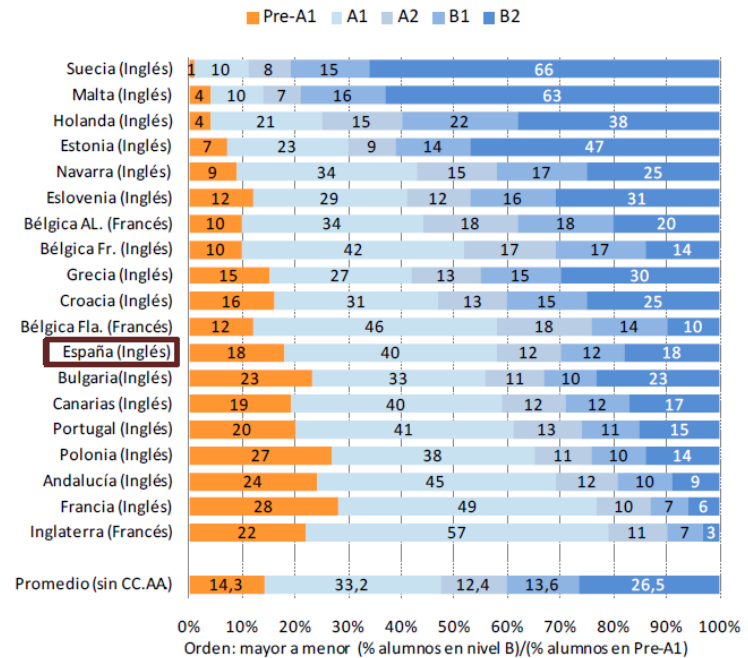
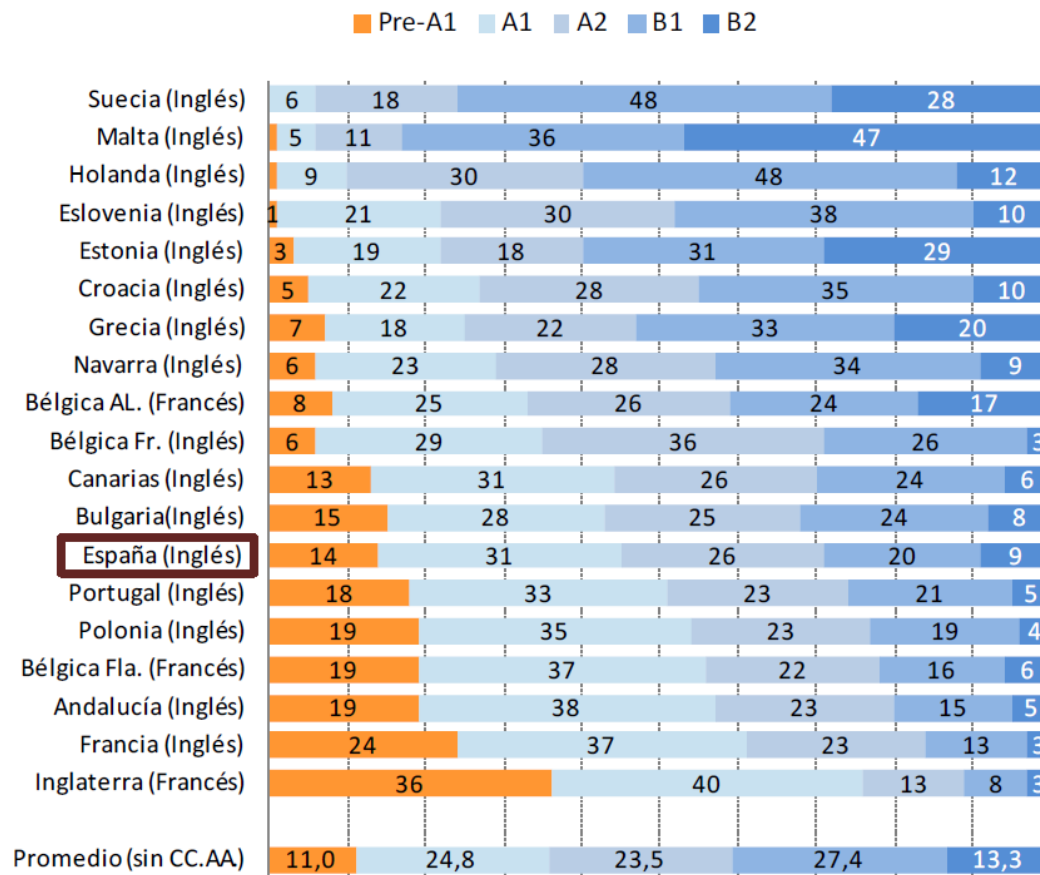


Gráfico 3.2b. Distribución por niveles del MCERL en la primera lengua evaluada.  
Comprensión lectora



# PROFICIENCY AT 15

Gráfico 3.2c. Distribución por niveles del MCERL en la primera lengua evaluada.  
Expresión escrita



# ORAL LANGUAGE PRACTICES

- Limited but increasing number of native
- L2 content classes especially Sciences, Maths
- Little adequacy of content teachers and L2 use
- Limited stimulation of language use through *interaction*
  - Primary grades- centers, environment
  - Intermediate- centers, mixed language grouping
- Teaching children to negative self-monitor language development
  - Instead of asking questions, get clarification, restate, translate when necessary, learners are anxious and shy.

# SPECIFIC PROBLEMS IN WRITING (15 YEARS OLD)

- ❖ Not reading the rubric properly
- ❖ Using the input directly
- ❖ Not knowing the text type
- ❖ Not knowing how to start
- ❖ Not knowing what to say
- ❖ Not knowing how to finish
- ❖ Not knowing what matters and what doesn't



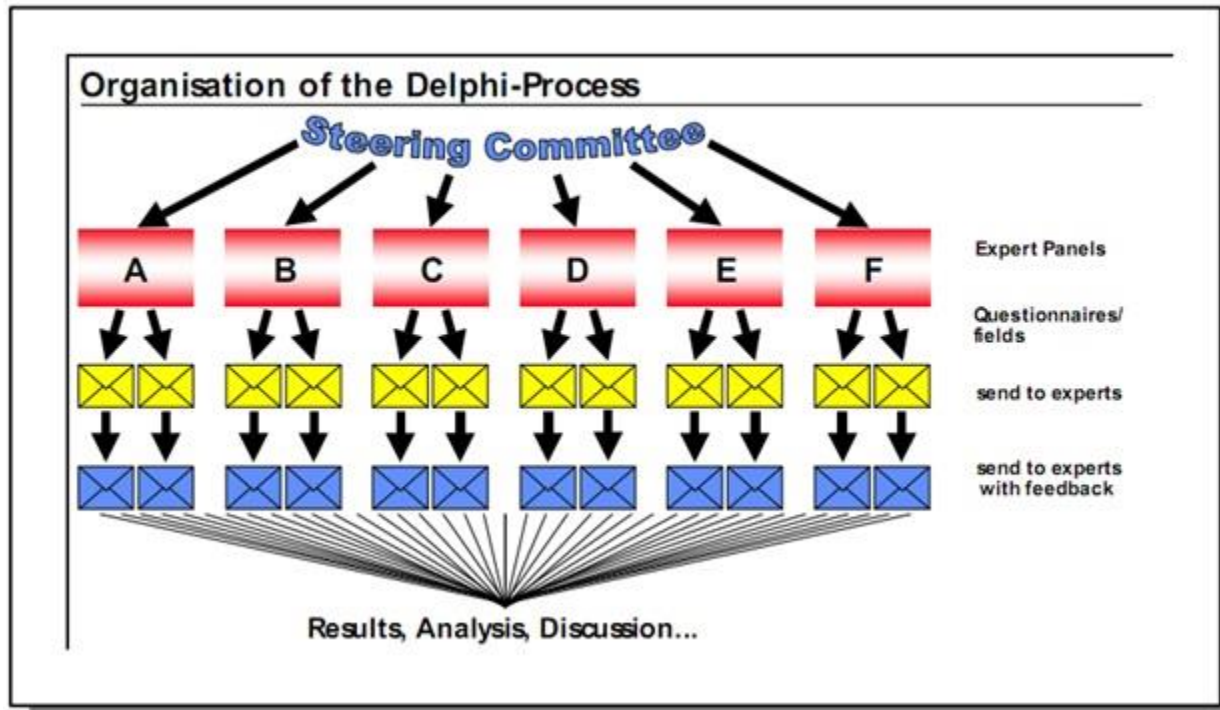
## OTHER SPECIFIC ORAL FEATURES

- Translating literally and not parsing what they are saying
- Describing the pictures
- Turn taking
- Showing interest, expressing disagreement, etc. (i.e. talking!)
- Not listening to the examiner or their partner
- Starting a sentence without knowing how they are going to end it





# RESEARCH METHOD: DELPHI



# OUTCOMES FROM THE DELPHI GROUP

1. Stating of question or problem:
  - How can tests benefit the Spanish students' language skills development?
  - How can test benefit students to improve the speaking / writing skills dramatically?
  - What activities should the association carry out the project?
2. Generation of ideas. Initial consultation was done at home
  - Compulsory speaking tests (García Laborda & Fernández Álvarez, 2012)
  - Do not train testing skills (previous experiences showed terrible washback)
  - Teacher training in Speaking (García Laborda & Fernández Álvarez, 2011; García Laborda, 2013)
  - Define a Speaking sound construct (García Laborda, 2010)
  - Change the current cognitivist paradigm (García Laborda et al., 2013)
  - Socio-constructivist / interaction is approach but not Dynamic Assessment (Lantolf & Poehner, 2013; Poehner, 2007)
  - Consider IC tools to be used (García Laborda et al., 2014; García Laborda & Magal Royo, 2014; García Laborda, 2015)
3. Clarification of ideas. Re-questioning.



# Outcomes from the Delphi Group

4. Rating of priorities. Written email response for individual use. Forum to share the ideas.
  - Construct
  - Impact
  - Delivery
  - Testing sessions
  
4. Discussion and voting. Meeting in valencia
  - Construct: include three speaking tasks and two listening plus current format
  - Impact: Continuous push towards speaking from Primary Education. Tests 2nd, 4th, 6th, 10th, 12th grades.
    - Avoid teaching for the test and No Child left behind policies
  - Delivery: 1) 2/3 in-person interviews; 2) Tablet or netbook delivery
  - Testing sessions



# TRANSITIONAL ISSUES

- Institutional
  - Resources
  - Construct
  - New rubrics
- Washback on teachers
  - Applicability (Amengual Pizarro, 2010)
  - Early washback (García Laborda et al., 2012)
  - Change of orientation (García Laborda, 2013)
- ICT concerns
  - Applications
  - Software
- Group testing
  - Candidates: personality
  - Teacher preparation



# TOWARDS BILINGUALISM: SWOT ANALYSIS

<b>Strengths:</b> <ol style="list-style-type: none"><li>1. Teachers</li><li>2. Students</li><li>3. Tested theory L2 acquisition</li></ol>	<b>Weakness:</b> <ol style="list-style-type: none"><li>1. Teaching resources</li><li>2. Teaching methods</li><li>3. Teacher training</li><li>4. ICT issues</li></ol>
<b>Opportunities:</b> <ol style="list-style-type: none"><li>1. Policy-makers: Accountancy, working mobility,</li><li>2. Teacher</li><li>3. Student</li></ol>	<b>Threats:</b> <ol style="list-style-type: none"><li>1. Cultural perspective</li><li>2. L2 Difficulties</li><li>3. Identity of the students</li><li>4. Overpower of tests</li></ol>



# DISCUSSION & CONCLUSIONS

- Supported by theory of L2 acquisition (Wall, 2005)
- Mobile ICT facilitates continuous practice (Towndrow, Wan, 2012; Chen, Chang, & Wang, 2008) and larger number of candidates simultaneously (Valk, Rashid, & Elder, 2010)
- Continuous practice in Speaking (Muñoz & Alvarez, 2010)
- Teachers' change of practice (Spratt, 2005)
- Political issues: accountancy and European labor integration (Prapphal, 2008)



*Any questions?*



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