

Report CheckYourSmile

Tutorial Project

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Abstract

Check Your Smile (CYS) is an entertaining tool to help students learn foreign languages. There was no result of its effect on students' progression. In this project, we applied both linear and non-linear models to verify if this tool allows students' progress in their vocabulary learning. ANOVA and ANCOVA showed that CYS was effective to those not in engineering classes (CMI) with R^2 values as 0.08 and 0.46 respectively. Furthermore, the decision tree, a non-linear model, pointed out 3 factors the most affecting (TP, CMI, CYS) with a cross-validation error (86.34) higher than that in the ANOVA/ANCOVA model (69.78). In general, CYS is effective for those not in engineering classes (non-CMI) and practicing in English.

1 Introduction

CheckYourSmile (CYS) is a web platform project for learning speciality vocabulary in foreign languages (e.g ., IT English: networks / databases), organised by Dr Nadia Yassine-Diab, for learning through a set of "serious" games. The objective is to provide a complement to face-to-face language courses in higher education. Despite the importance of speciality vocabulary in integrating students into their professional careers, only a few hours are devoted to this teaching. Note that one of the innovations of CYS is to offer a collaborative system to propose and validate lexical entries: thus, everyone participates in constructing of knowledge (cf. crowdsourcing).

The first CYS prototype was released in 2014 (currently online at www.checkyoursmile.fr). Initiative of Excellence (IDEX) funding from the University of Toulouse in 2016 made it possible to hire several developers, trainees and post-docs to develop the site; a new version was released in January 2017, including new games and new features. The platform is free and licensed under the Creative Commons license. The previous prototypes have already served us to demonstrate the concept and to propose a stable and functional version of the site which now includes six games that work on the four skills of learning a language (French and English as foreign languages).

Our objective is to obtain indicators on the plus-value of Check Your Smile in a university context and on the combinations of variables to obtain the best results and to improve the effects of the tool .

2 Materials

The subject aims to study a database acquired in three academic years (2016-7, 2017-8 and 2018-9). It contains the evaluation results of students of different UPS courses as well as details on their courses and the particularities of the language teaching they received (English or French TP, CMI engineering courses, use of CYS)

Semestre	Filière	snapshot.1	snapshot.2	Snapshot.2...4m
S3 2017-18: 38	EEA:181	Min. : 1.000	Min. : 1.75	:127
S3 2018-19:143		1st Qu.: 4.500	1st Qu.: 7.00	- : 15
		Median : 6.750	Median : 8.75	11 : 3
		Mean : 6.442	Mean : 8.82	11.75 : 3
		3rd Qu.: 8.000	3rd Qu.:10.50	14.5 : 3
		Max. :13.000	Max. :15.75	6.75 : 3
				(Other): 27
CYS.S3	CYS.S4	TP.S3	TP.S4	CMI
non:120	:137	FR:132	:143	non:150
oui: 61	non: 21	GB: 49	FR: 15	oui: 31
	oui: 23		GB: 23	

Figure 1: Summary of data semester 3

Figure 1 shows that, in semester 3, among 181 students,38 were in 2017-2018 and 143 were in 2018-2019, all 181 are in the sector EEA, 120 used the CYS tool while 41 did not use it, 132 had practical work in French while 49 used English, 160 were in CMI while 31 were not

Semestre	Filiere	snapshot.1	snapshot.2	CYS.S4
S4 2017-18:54	BIOMIP :18	Min. : 3.500	Min. : 7.50	non:21
S4 2018-9 :18	EEA :13	1st Qu.: 8.500	1st Qu.:12.00	oui:51
	Medecine:41	Median : 9.500	Median :16.00	
		Mean : 9.596	Mean :15.72	
		3rd Qu.:11.000	3rd Qu.:19.12	
		Max. :14.500	Max. :24.00	
TP.S4	CMI			
FR :20	non:62			
GB :11	oui:10			
non:41				

Figure 2: Summary of data semester 4

Figure 2 shows that medical students do not have TP and they are not in engineering classes(CMI). Thus, we separated data into 2 groups: medical and non-medical.

Figure 3 shows that among 41 medical students in semester 4 , all 41 were in 2017-2018, 21 used the CYS's tool while 20 did not use it, none had TPs, none was in CMI

Figure 4 shows that among 31 non-medical students in semester 4 , 13 were in 2017-2018 while 18 were in 2018-2019, 18 were in BIOMIP while 13 were in EEA, 31 used the CYS's tool while one did not use it, 20 had TPs in French while 11 had TPs in English, 10 were in CMI (all in EEA) while 21 were not .

Semestre	Filiere	snapshot.1	snapshot.2	CYS.S4
S4 2017-18:41	BIOMIP : 0	Min. : 6.00	Min. :11.00	non:20
S4 2018-9 : 0	EEA : 0	1st Qu.: 9.00	1st Qu.:16.00	oui:21
	Medecine:41	Median :10.00	Median :19.00	
		Mean :10.11	Mean :18.34	
		3rd Qu.:11.00	3rd Qu.:20.50	
		Max. :14.50	Max. :24.00	
TP.S4	CMI			
FR : 0	non:41			
GB : 0	oui: 0			
non:41				

Figure 3: Summary of data semester 4 for medical students

Semestre	Filiere	snapshot.1	snapshot.2	CYS.S4
S4 2017-18:13	BIOMIP :18	Min. : 3.500	Min. : 7.50	non: 1
S4 2018-9 :18	EEA :13	1st Qu.: 8.290	1st Qu.:10.50	oui:30
	Medecine: 0	Median : 8.660	Median :12.00	
		Mean : 8.917	Mean :12.26	
		3rd Qu.:10.250	3rd Qu.:14.25	
		Max. :13.500	Max. :18.00	
TP.S4	CMI	filiere		
FR:20	non:21	BIOMIP :18		
GB:11	oui:10	EEA_CMI :10		
		EEA_non_CMI: 3		

Figure 4: Summary of data semester 4 for non-medical students

3 Methods

We applied statistical tests on data from both semesters (3 and 4 respectively)

Firstly, descriptive statistics were carried out to determine the most influential factors among the considered variables. "Summary" in R provided a range of descriptive statistics. Charts such as "boxplot" illustrated which variables should be more important than others. Furthermore, "interaction.plot" showed how variables interacted mutually.

Secondly, linear regression led to a linear formula to study how multiple variables affected on the progression of students simultaneously, including their mutual interactions. We used AIC/BIC as a criterion to choose the best fit model to the data. Model ANOVA indicated the effect of 3 qualitative variables on the progression of students as a term of difference between 2 Snapshots and as a term of ratio. On another hand, model ANCOVA pointed out the effect of 3 qualitative variables and Snapshot1 on Snapshot2. By comparing the R^2 values, we maintained the model whose R^2 value was higher.

Thirdly, non-linear regression (decision tree) with the tree graph demonstrated how multiple variables affected the progressions of students.

According to cross-validated predictions, we kept the model which possessed the minimal complexity parameters. We applied the same method on linear regression, we studied 2 cases: the effect of 3 qualitative variables on the progression of students as a term of difference between 2 Snapshots; the effect of 3 qualitative variables and Snapshot1 on Snapshot2

We calculated the cross-validation errors of these models to achieve the proper models.

Developments were carried out in R.

4 Results

4.1 Descriptive statistics

4.1.1 Semester 3

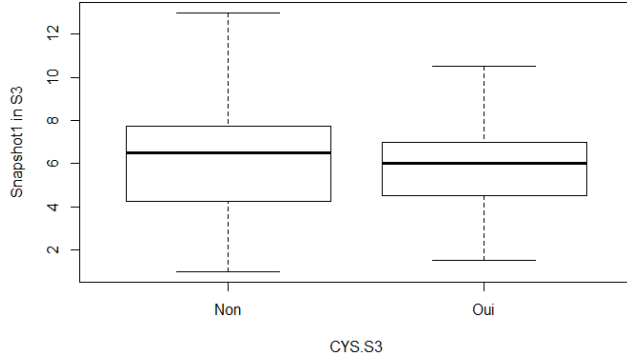


Figure 5: Snapshot1 of non-CMIs

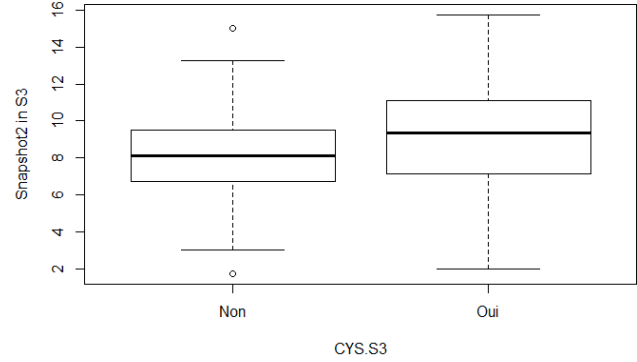


Figure 6: Snapshot2 of non-CMIs

Figures 5 and 6 show that a non-CMI student has a higher Snapshot 1 score when they used the CYS tool. However, among non-CMI students, those who used CYS have higher Snapshot 2 scores than those who did not use it.

We observe that the CYS tool has a positive effect on non-CMI students.

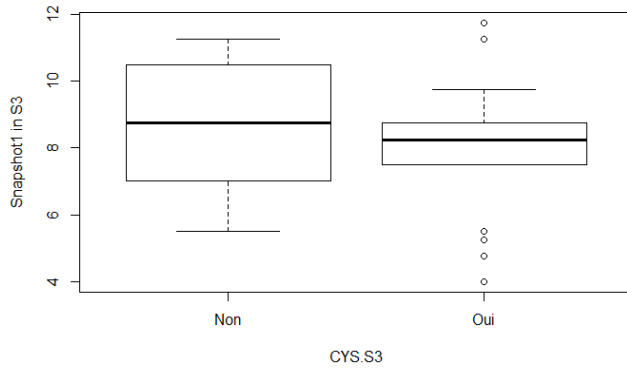


Figure 7: Snapshot1 of CMIs

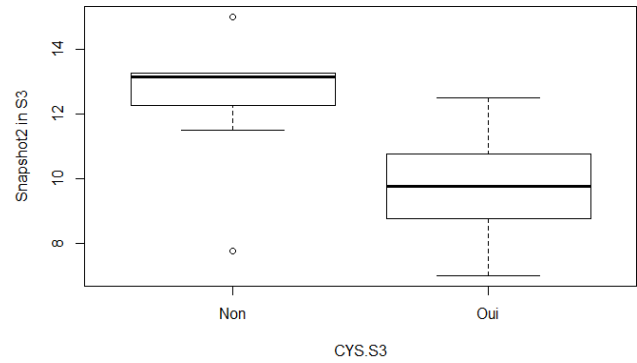


Figure 8: Snapshot2 of CMIs

Figures 7 and 8 show that a CMI student has a lower Snapshot 1 score when they do not use the CYS tool. Among non-CMI students, those who used CYS have lower Snapshot 2 scores than those who did not use it.

We study for this case the result evolution

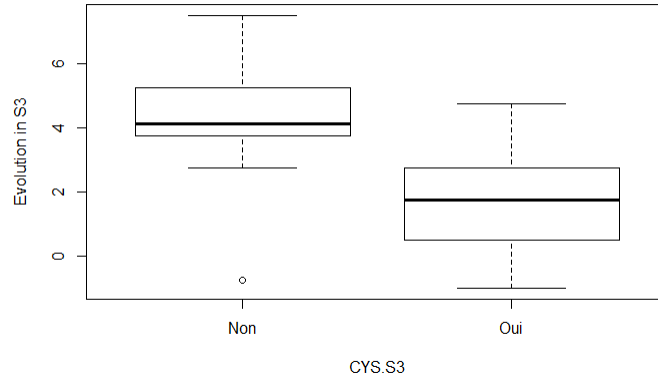


Figure 9: Evolution of CMIs

Figure 9 illustrates that CMI students progressed better when they did not use CYS.

4.1.2 Semester 4

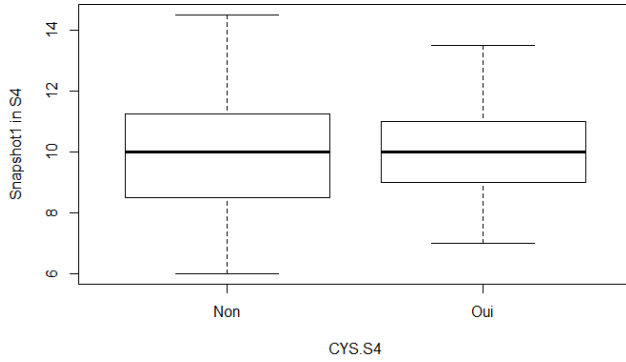


Figure 10: Snapshot1 of medical students

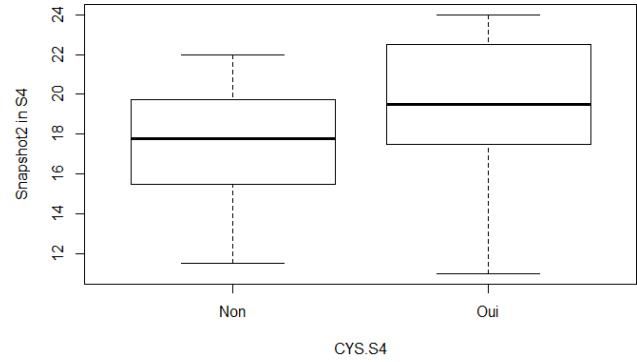


Figure 11: Snapshot2 of medical students

4.1.2.1 Medical

Figures 10 and 11 illustrate that there is no significant difference between medical students who used or did not use the CYS tool. However, among medical students, those who use CYS have slightly higher Snapshot 2 scores than those who do not use it.

We observe that the CYS tool has a positive effect on medical students.

We visualise the data of medical students based on the use of CYS (Figure 12) and show that the data is dispersal.

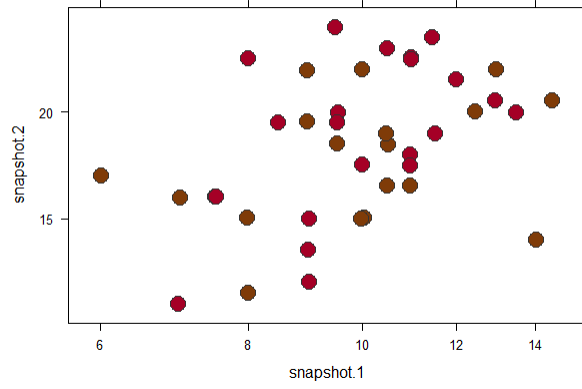


Figure 12: Scatter plot of points according to the use of CYS of medical students

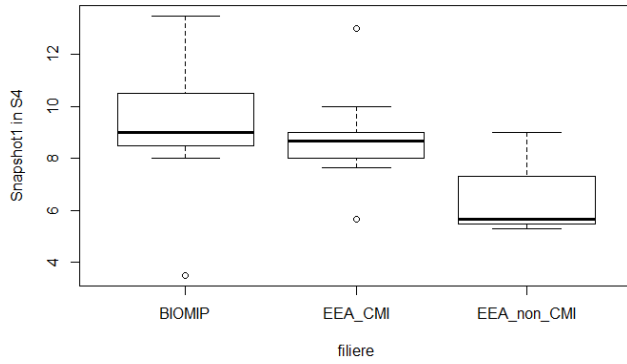


Figure 13: Snapshot 1 of non-medical students in Semester 4

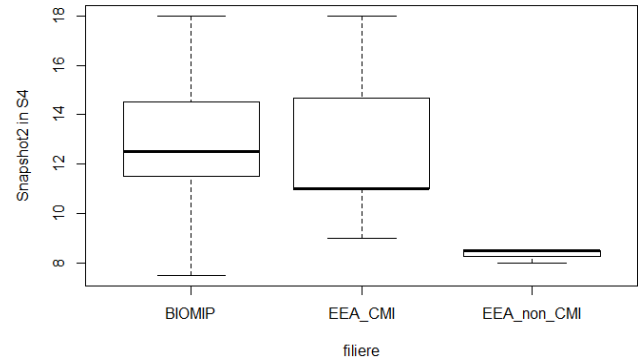


Figure 14: Snapshot 2 of non-medical students in Semester 4

4.1.2.2 Non-medical

Figures 13 and 14 show that a non-CMI student in EEA has the lowest Snapshot 1 score while BIOMIP students and CMI students in EEA have the same Snapshot 1 scores. A non-CMI student in EEA has the lowest Snapshot 2 score while a BIOMIP student has the greatest score.

We visualise the data of non-medical students as a function of department (Figure 15).

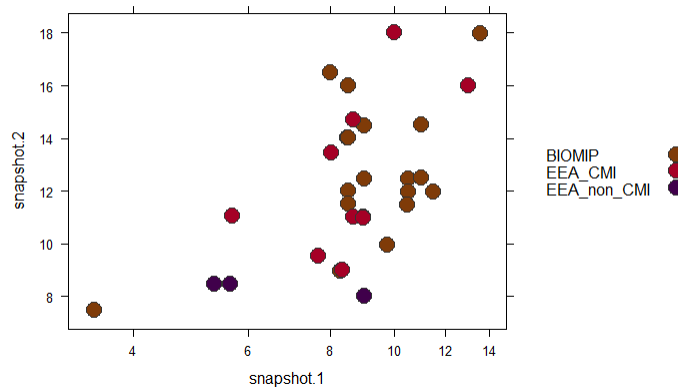


Figure 15: Scatter plot of points for non-medical as a function of department

We visualise the data of non-medical students based on the language of TPs(Figure 16)

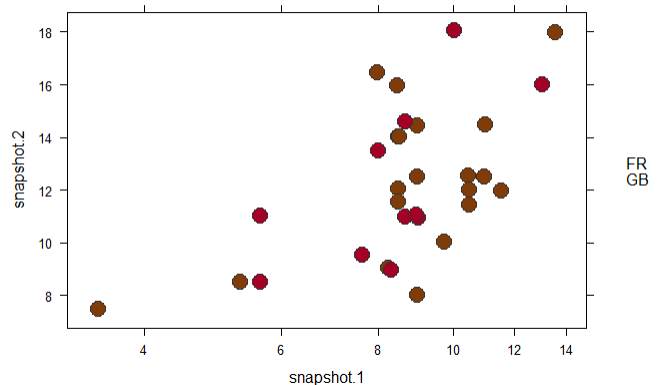


Figure 16: Scatter plot of points for non-medical students based on language of TPs

	BIOMIP	EEA_CMI	EEA_non_CMI
FR	18	0	2
GB	0	10	1

Figure 17: Number of non-medical students based on department and language of TPs

Figure 17 reports that only 1 among 31 non-medical students did not use CYS so we could eliminate the variable CYS in the model. Figure 17 shows that BIOMIP students always have TPs in French while CMI-students in EEA have TPs in English. The number of non-CMI students in EEA is just three.

Thus, there is no interaction between department and TPs.

4.2 Linear model

We conducted ANOVA models to study the impact of CMI, CYS and TP language factors on the evolution of results between Snapshot 1 and Snapshot 2 scores in semester 3

4.2.1 ANOVA

We applied ANOVA on the data in semester 3 because the R^2 -value in semester 4 was far lower than ANCOVA.

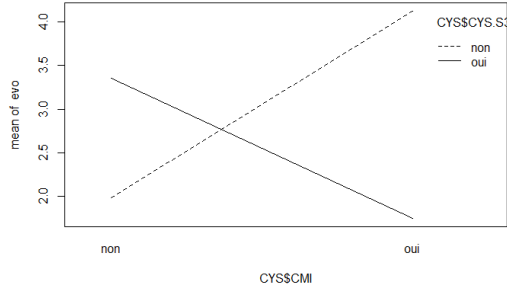


Figure 18: Interaction between CMI and CYS

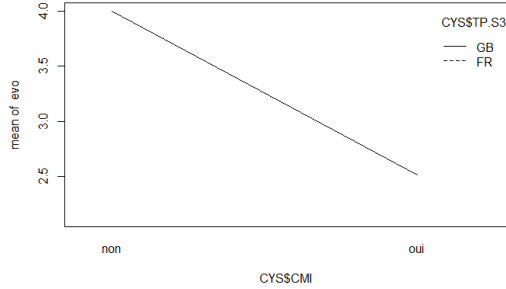


Figure 19: Interaction between CMI and TP

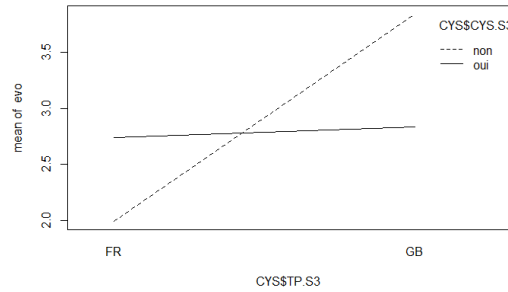


Figure 20: Interaction between CYS and TP

Figure 18, 19 and 20 show that the interaction between CYS and CMI is important. A student using CYS progresses less if he is in CMI. On the other hand, a student who does not use CYS progresses more if he is in CMI. There is no interaction between TP and CMI because no CMI student uses French for TPs. The interaction between CYS and CMI exists: A student using CYS progresses more if he has TPs in English. However, a student who does not use CYS progresses much more if he has TPs in English.

By applying the BIC criterion on the complete model, we obtain figures 21 and 22. Under "modBIC2" model, we find no impact of the language of TPs. When we consider the difference between 2 snapshots we observe the modBIC1 model where this difference depends on the use of CYS, the presence in engineering classes (CMI) and an interaction term between these two. When we consider the ratio between 2 snapshots we observe the modBIC2 model where this ratio depends only on being in CMI.

However, the R-adjusted values were too small (less than 0.1) so we decided to apply the ANCOVA model

```

Coefficients:
              Estimate Std. Error t value Pr(>|t|)
(Intercept)      1.9864    0.2068   9.606 < 2e-16 ***
CYS$CYS.S3oui      1.3636    0.4005   3.405 0.000818 ***
CYS$CMIoui         2.1386    0.7164   2.985 0.003233 **
CYS$CYS.S3oui:CYS$CMIoui -3.7386    0.9245  -4.044 7.84e-05 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 2.169 on 177 degrees of freedom
Multiple R-squared:  0.1009, Adjusted R-squared:  0.08569
F-statistic: 6.623 on 3 and 177 DF,  p-value: 0.000289

```

Figure 21: ANOVA model in case difference

```

Coefficients:
              Estimate Std. Error t value Pr(>|t|)
(Intercept)  1.56657    0.05769  27.153 <2e-16 ***
CYS$CMIoui  -0.20431    0.13941  -1.466   0.145
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.7066 on 179 degrees of freedom
Multiple R-squared:  0.01186, Adjusted R-squared:  0.006336
F-statistic: 2.148 on 1 and 179 DF,  p-value: 0.1445

```

Figure 22: ANOVA model in case ratio

4.2.2 ANCOVA

4.2.2.1 Semester 3

```

Coefficients:
              Estimate Std. Error t value Pr(>|t|)
(Intercept)      4.62384    0.44064  10.493 < 2e-16 ***
CYS$snapshot.1     0.56912    0.06511   8.740 1.85e-15 ***
CYS$TP.S3GB        1.90361    0.59802   3.183 0.00172 **
CYS$CYS.S3oui       0.43506    0.43744   0.995 0.32132
CYS$CMIoui         1.28154    0.86629   1.479 0.14084
CYS$CYS.S3oui:CYS$CMIoui -3.02652    0.85983  -3.520 0.00055 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 1.932 on 175 degrees of freedom
Multiple R-squared:  0.4764, Adjusted R-squared:  0.4615
F-statistic: 31.85 on 5 and 175 DF,  p-value: < 2.2e-16

```

Figure 23: ANCOVA model

Figure 23 shows that we found the best model (*modBIC2*):

$$snapshot.2 \sim snapshot.1 + TP.S3 + CYS.S3 + CMI + CYS.S3 : CMI$$

We estimated the result of Snapshot2 by the model:

$$(modbest) : Snapshot2_{ijkl} = \mu + \alpha Snapshot1_{ijkl} + \beta_i + \gamma_j + \theta_k + \delta_{jk} + \varepsilon_{ijkl}, \forall i = 1, 2, \forall j = 1, 2, \forall k = 1, 2$$

where:

i, j, k are modality indices of the qualitative variables TP.S3, CYS.S3 and CMI, respectively (1 for the answer *Non* and 2 for the answer *Oui* (*No* and *Yes*, respectively, in English), in the case of TP 1 for *FR* and 2 for *GB*)

The index $ijkl$ is to indicate the l -th individual having modalities i, j, k for TP.S3, CYS.S3 and CMI, respectively. ε_{ijkl} is errors in the estimation of the individual with the index $ijkl$.

From where:

$$\begin{aligned} \mu &= 4.62 \\ \alpha &= 0.57 \\ \beta_1 &= \gamma_1 = \theta_1 = \delta_{11} = \delta_{12} = \delta_{21} = 0 \\ \beta_2 &= 1.90 \\ \gamma_2 &= 0.44 \\ \delta_{22} &= -3.03 \end{aligned}$$

We decided to model the score of Snapshot2 according to Snapshot1, the use of the CYS tool, the language of TPs and whether the student is in CMI.

Thus, under the ANCOVA model, we found that the three qualitative factors have an impact on the Snapshot2 result. However, Snapshot1 has a big effect on the result of Snapshot2. There is also an interaction term between the variable CYS.S3 and the variable CMI and the latter has a significant negative effect on Snapshot2.

i.e., the score of a CMI student using the Check Your Smile tool tends to decrease by about 2.6 points $(-3.02652 + 0.43506)$ and the score of a non-CMI student using the Check Your Smile tool tends to progress around 0, 4 points (0.43506)

The ANCOVA model gives us a higher R^2 value than the ANOVA model. $(0.4615 \gg 0.006$ and $0.4615 \gg 0.09)$

We applied nonlinear models to improve the result.

4.2.2.2 Semester 4

Medical students

```

Coefficients:
              Estimate Std. Error t value Pr(>|t|)
(Intercept)  11.5448      2.6065   4.429 7.44e-05 ***
snapshot.1    0.6723      0.2532   2.656  0.0114 *
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 3.16 on 39 degrees of freedom
Multiple R-squared:  0.1531, Adjusted R-squared:  0.1314
F-statistic: 7.052 on 1 and 39 DF, p-value: 0.01141

```

Figure 24: ANCOVA model for medical students in semester 4

Figure 24 shows that snapshot2 only depends on snapshot1 for medical students. We see no impact of CYS on the progression of medical students. However, the R^2 -value is so small (0.1531) that we had to look for another model.

Non-medical students

```

Coefficients:
              Estimate Std. Error t value Pr(>|t|)
(Intercept)    5.1773     1.8965   2.730 0.010657 *
snapshot.1     0.7946     0.2072   3.834 0.000626 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 2.373 on 29 degrees of freedom
Multiple R-squared:  0.3364, Adjusted R-squared:  0.3135
F-statistic: 14.7 on 1 and 29 DF, p-value: 0.0006261

```

Figure 25: ANCOVA model for non-medical students in semester 4

Figure 25 shows that snapshot2 only depends on snapshot1 for non-medical students. We did not see the impact of CYS on the progression of non-medical students. However, the R^2 -value is so small (0.3364) that we had to look for another model.

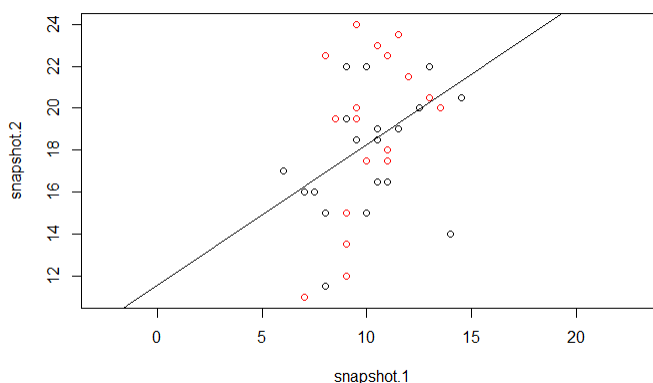


Figure 26: Scatter plot of points of medical students and regression line

Figure 26 shows that there is no impact of CYS tool on the progression of students.

4.3 Decision tree

4.3.1 Semester 3

We applied the same method on linear regression, we studied 2 cases: the effect of 3 qualitative variables on the progression of students as a term of difference between 2 Snapshots (first case); the effect of 3 qualitative variables and Snapshot1 on Snapshot2 (second case).

We tried several times to study the behaviour of cross-validation errors of these two types of the tree and we did not see the impact of CYS in the first case (Figure 27).

When we take the second, figure 28 shows that among students having TPs in English, a student using the CYS tool progresses less than another not using CYS. (we conclude from sheets

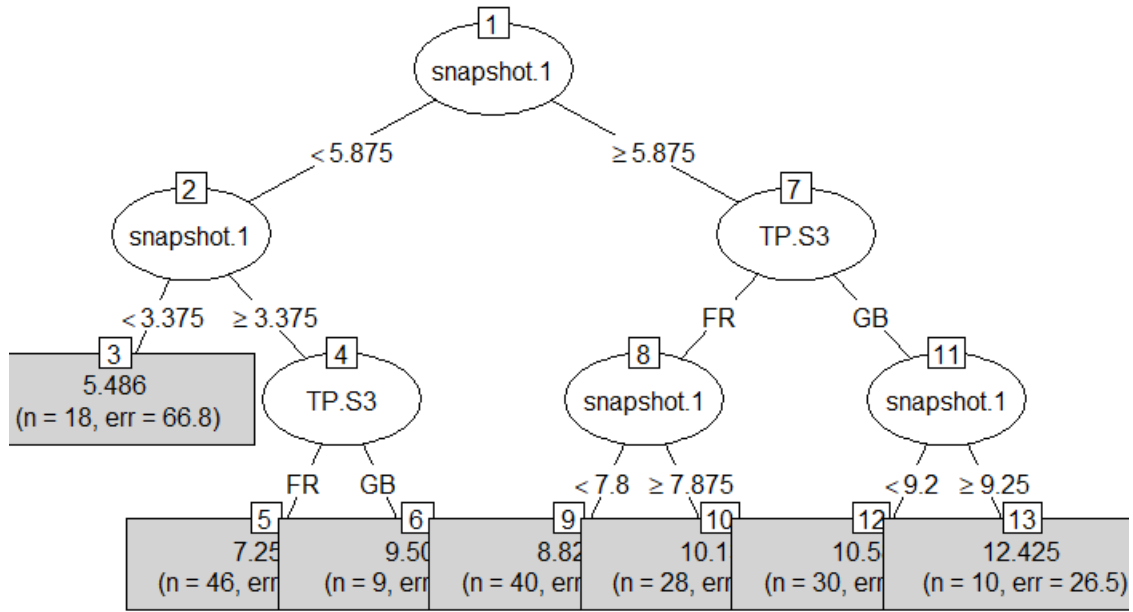


Figure 27: Regression tree of students in semester 3-first case

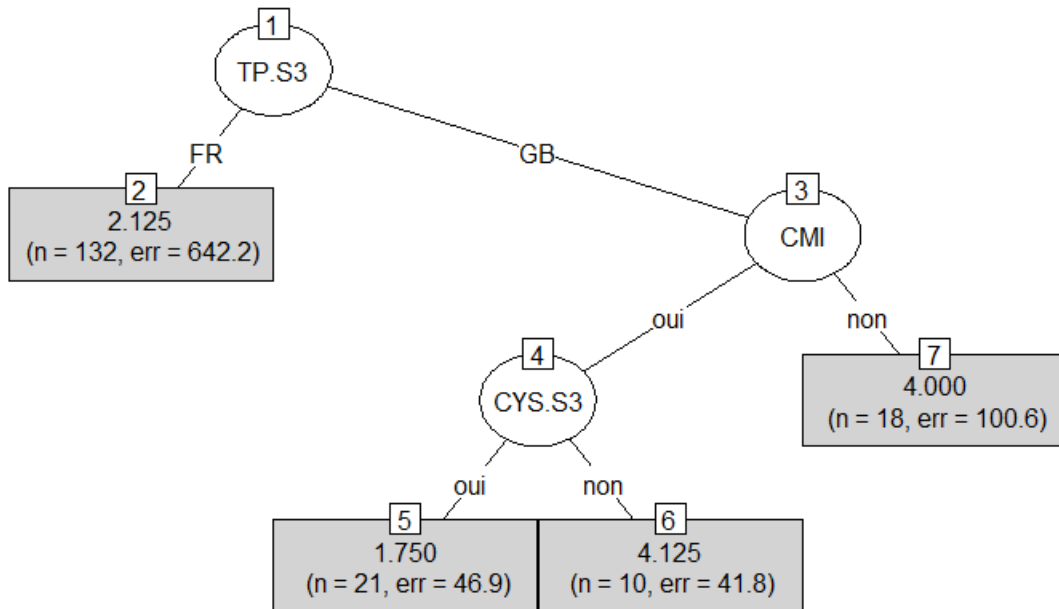


Figure 28: Regression tree of students in semester 3 - second case

5,6 and 7). Besides, among students having TPs in English and using the CYS tool, a CMI student progresses less than another non-CMI. The binary regression tree concludes that the effect of the CYS tool in the progression of students is not significant. The cross-validation error of the ANCOVA model is smaller than that of the decision tree. However, we find the same phenomenon for CMIs on the effect of CYS on student progression.

In terms of cross-validation error, the first tree gives us 122.9607 while the second tree gives us

123.3507

ANCOVA reports 100.7896 as cross-validation error.

4.3.2 Semester 4

4.3.2.1 Medical students

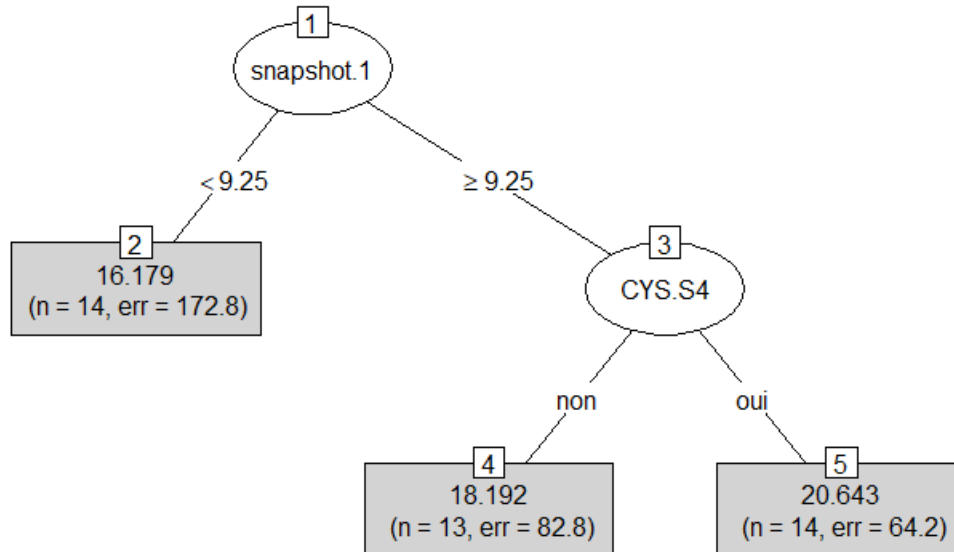


Figure 29: Regression tree of medical students

Figure 29 reports a positive impact of CYS on the scores of medical students. On average, the score of a medical student using CYS increases more than 2 points compared to the score of a medical student not using CYS.

4.3.2.2 Non-medical

Only 1 non-medical student did not use CYS so we can not conclude the impact of CYS on the student progression.

In terms of cross-validation error, the decision tree of medical students (figure 30) gives us 159.01.

ANCOVA reports 161.46 as cross-validation error.

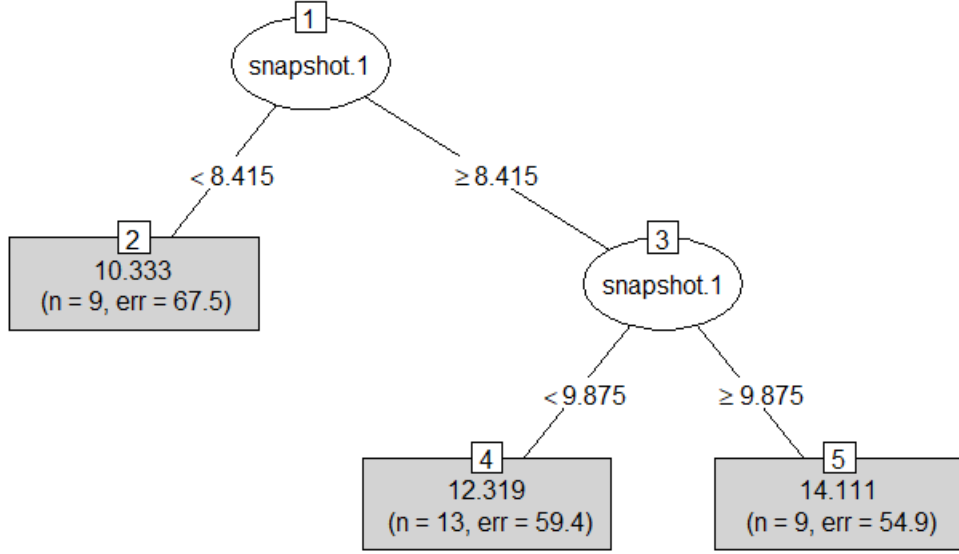


Figure 30: Regression tree of non-medical students

5 Discussion

In semester 3, both linear(ANCOVA) and non-linear(decision tree) models showed that CYS only had a positive impact on students who were not in CMI agrees with those found in the descriptive statistics.

However, the non-linear model showed us how the variable TP impacted on the result of students using CYS while the linear model did not.

In semester 4, the non-linear(decision tree) model showed that CYS had a positive impact on medical students. This result agrees with those found in the descriptive statistics.

In the case of non-medical, only 1 among them did not use CYS. Thus, we could not find the impact of CYS tool on the student progression.

In summary, modelling the score of snapshot2 from snapshot1 and other variables(TP, CYS, CMI) in semester 3 are not enough to claim the effectiveness of CYS. We have to add more variables, which resulted in very small R^2 -values. In semester 4, modelling the score of snapshot2 from snapshot1 and CYS does not ensure a good result.

6 Survey

We considered the survey on Electronics students. We studied the relation between English level, Electronics level and the capacity of learning in English. The levels in English are "bad", "sufficient", "good" and "very good". The levels in Electronics are "bad", "sufficient", "good" and "very good". The levels of capacity of learning in English are "no", "maybe no", "yes but with difficulty" and "yes".

We considered two cases: Firstly, we modeled English level as a function of Electronics level and the capacity of learning in English.

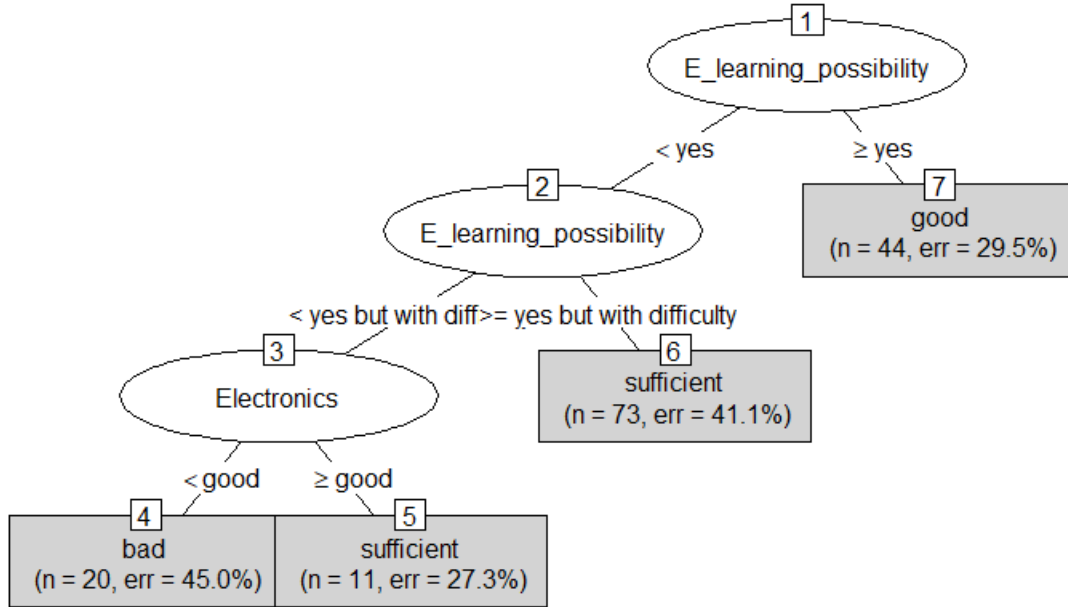


Figure 31: Regression tree of the English level of electronics students

Figure 31 shows that Electronics students thinking that they can study in English are good at English. Students thinking that they can study in English (but with difficulty) have a sufficient English level. We looked on students thinking that they can not study in English (no/maybe no). Among them, who are good/very good at Electronics have a sufficient English level while others have a bad English level.

This model reports 0.351 as prediction error.

Figure 32 shows that Electronics students good/very good at English think they can learn in English while others think that they can learn in English but with difficulty.

This model reports 0.351 as prediction error.

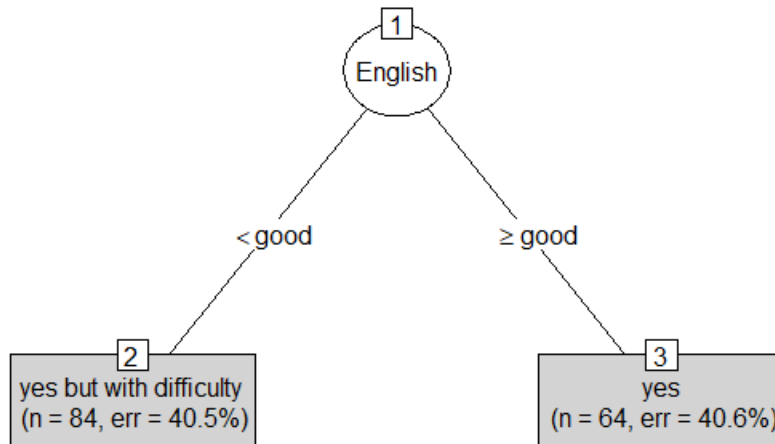


Figure 32: Regression tree of capacity of learning in English of electronics students

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