Contents

EDITORS' PREFACE	ix
I Introduction ALAN DAVIES	I
2 Basic Concepts in Testing ELISABETH INGRAM	11
I Testing and language learning	II
2 Measurement	12
3 Test requirements	15
3.1 Reliability	15
3.1.1 Stability reliability	16
3.1.2 Equivalence reliability	16
3.2 Validity	18
3.3 Correlations	22
4 Norm-referenced versus criterion-referenced testing	26
5 Tests and experiments	32
6 Practical work	35
Design and Interpretation of Experiences and Interpretation	
3 The Construction of Language Tests ALAN DAVIES	38
1 Introduction	38
2 Aims and purposes of testing	41
2.1 Research	41
2.2 Progress	42
2.3 Guide to curriculum	42
2.4 Representing terminal behaviour	43
3 The influence of programmed instruction	43
4 Types of test	44
4.1 Uses of tests	44
4.1.1 The four uses	45
4.1.2 Summary	48

vi Contents

	4.2 Examinations and tests	49
	4.2.1 Examination/test levels	49
	4.2.2 Standardized tests	50
		51
		52
		52
	4.3 Types of test levels and skills	54
5	Demands on language tests	55
	5.1 Test criteria	55
		57
		57
		58
	5.2.5 Types of variety	58 63
6		65
		69
	7.1 Proficiency and achievement tests	69
	7.2 Selection of language areas for testing	70
	7.3 Language analysis	71
	7.4 Work sample analysis	71
8	Item writing	76
		76
		78
		100
-		100
10	Further reading	104
Th	ne Design and Interpretation of Experiments	
		105
I	Introduction	105
2	Measurement	107
		107
	2.2 Measurement: further sources of bias	109
3	Control	112
	3.1 The natural experiment	112
		113
4	Interpretation of results	116
	4.1 Spanish-teaching experiment: nominal data	117
		0
	independent groups	118
	6 7 8 9 10 Th	4.2.1 Examination/test levels 4.2.2 Standardized tests 4.2.3 Ad hoc tests 4.2.4 Traditional examinations 4.2.5 New types of examination 4.3 Types of test levels and skills 5 Demands on language tests 5.1 Test criteria 5.2 Test virtues 5.2.1 Reliability 5.2.2 Validity 5.2.3 Types of validity 5.2.4 Schema for education 6 Language test analysis 7 Teacher made tests 7.1 Proficiency and achievement tests 7.2 Selection of language areas for testing 7.3 Language analysis 7.4 Work sample analysis 8 Item writing 8.1 The framework of a test 8.2 Examples of items 8.3 Conclusion 9 Practical work 10 Further reading The Design and Interpretation of Experiments RUTH CLARK 1 Introduction 2 Measurement 2.1 The choice of an adequate measure 2.2 Measurement: further sources of bias 3 Control 3.1 The natural experiment 3.2 The controlled experiment 4 Interpretation of results

	6 7 8 9	4.3 Understanding of logical connectives: ordinal data from related groups 4.4 Birth weight of normal and speech-retarded children: interval data from independent groups—subject variable 4.5 Summary of the four studies 4.6 Dispersion The advantages and limitations of certain research designs 5.1 Related subject designs and the restriction of variation 5.2 Designs with a subject variable Sampling Randomization Conclusion Practical work Acknowledgements	122 126 130 131 133 137 138 138 139 141
_	Pr	ocedures and Computations in the Analysis of Experiments	
5		Ruth Clark	146
	I	Introduction	146
	2	Analysing the contingency table	147
		2.1 Calculating expected frequencies	147
		2.2 The chi-squared test—calculating χ ²	148
	3	Frequencies, the median and ranking procedures	149
		3.1 Frequency tables	149
		3.2 Cumulative frequency distributions and the median	150
		3.3 Assigning a rank to each score	151
		3.4 Sums of ranks and sums of ranks of differences	152
		3.5 The calculation of U	155
		Conclusion	156
	5	Practical work	156
6	Sta	atistical Inference RUTH CLARK	158
	I	Introduction	158
	2	771 1: 11: 11: 11: 11: 11: 11: 11: 11: 1	159
	3	The normal distribution and standard scores	167
	4	The final steps in the analysis	172
		4.1 Mann-Whitney U test—for comparing independent groups	
		by means of the sum of ranks	173
		4.2 Sign test—for comparing related groups using number of	(8)
		positive and negative differences	173
		4.3 Wilcoxon matched pairs signed ranks—for comparing related	
		groups using the sum of ranks of differences	174

Contents viii

4.4 Test of difference between means—for independent samples where the variable is on an interval scale and normally	
distributed in the population	175
4.5 Chi squared and median tests for analysing contingency	,,
tables tables	176
4.6 Summary	179
5 Increasing the sensitivity of an experiment	179
5.1 Sample size	180
5.2 The control of variability	180
6 One-tailed and two-tailed hypotheses	181
7 Factors affecting the choice of tests	182
7.1 Level of measurement	182
7.2 Parametric tests	184
7.3 Power	184
7.4 Normalization of scales	184
8 Conclusion	185
9 Practical work	185
10 Further reading	186
Analysmy the contingency tables were stronged by the Table	
Appendix I: Some Statistics used in Language Tests	187
1 Method for working item analysis E ₁₋₃	187
2 Method for working rank order (Spearman) correlations	189
3 Formula and method for working product moment correlations	190
4 Formula and method for establishing equivalence reliability	
Kuder-Richardson (21)	194
5 Method for finding square roots by using logarithms	198
3.5 The calculation of U.	
Appendix II: Statistical Tables	200
A Table of probabilities associated with values as extreme as observed	
values of z in the normal distribution	200
B Table of critical values of chi square	202
C Table of probabilities associated with values as small as observed	
values of x in the binomial test	203
ANSWERS TO PRACTICAL WORK	204
GLOSSARY OF SYMBOLS	222
REFERENCES	224
INDEX OF NAMES	227
SUBJECT INDEX	229
	9