

· 青 · 年 · 学 · 者 · 文 · 库 ·

赵中宝 著

大学英语口语诊断性测试的 开发和效度研究



Development and Validation of the Diagnostic College English Speaking Test



国防工业出版社

National Defense Industry Press

青年学者文库

浙江工商大学浙江省英语语言文学重点学科资助出版

大学英语口语诊断性测试 的开发和效度研究

Development and Validation of the
Diagnostic College English Speaking Test

赵中宝 著



国防工业出版社

· 北京 ·

内容简介

本书系统全面地介绍了大学英语口语诊断性测试的开发和效度论证,调查了该考试所提供的诊断性反馈信息对大学英语教师教学与学生学习的影响,探讨了中国大学英语教学环境中应用诊断性考试的可行性和有效性。

本书适合外语专业的本科生、研究生和从事口语教学的教师参考使用。

图书在版编目(CIP)数据

大学英语口语诊断性测试的开发和效度研究/赵中宝著.

—北京:国防工业出版社,2013.5

(青年学者文库)

ISBN 978-7-118-08870-0

I. ①大... II. ①赵... III. ①英语—口语—教学研究—高等学校 IV. ①H319.9

中国版本图书馆 CIP 数据核字(2013)第 107715 号

※

国防工业出版社 出版发行

(北京市海淀区紫竹院南路 23 号 邮政编码 100048)

国防工业出版社印刷厂印刷

新华书店经售

*

开本 880×1230 1/32 印张 10 $\frac{5}{8}$ 字数 330 千字

2013 年 5 月第 1 版第 1 次印刷 印数 1—1000 册 定价 36.00 元

(本书如有印装错误,我社负责调换)

国防书店:(010)88540777

发行邮购:(010)88540776

发行传真:(010)88540755

发行业务:(010)88540717

前 言

诊断性测试可以为教师和学生提供及时的反馈信息,帮助教师诊断学生的需求并调整相应的教学方案,有助于推进课堂多元化评估的构建;同时也帮助学生认识自己的学习,促进学生的自主学习能力。很多关于语言测试的著作对诊断性测试的定义和用途都有所介绍,但是对诊断性考试的开发和效度进行深入探讨的研究还较为欠缺。鉴于诊断性考试理论与实证研究的相对缺乏,我们需要开展更多的研究以进一步了解诊断性考试的特征及其所提供的诊断性反馈信息对教师教学和学生学习的影响。

本书是基于作者博士论文开展的诊断性测试研究,比较系统全面地介绍了大学英语口语诊断性测试的开发和效度论证,调查了该考试所提供的诊断性反馈信息对大学英语教与学的影响,探讨了中国大学英语教学环境中应用诊断性考试的可行性及有效性。全书共6章:第1章主要介绍了本书的研究目的、研究问题、研究意义及全书结构;第2章围绕诊断性测试、测试开发与效度研究等方面展开了全面的文献回顾;第3章基于交际语言能力模型、口语行为模型、测试开发的原则与指导方针等理论作者提出了大学英语口语诊断性测试开发的流程框架;第4章重点介绍了大学英语口语诊断性测试的开发、试测以及所有相关的实验设计和数据采集;第5章围绕大学英语口语诊断性测试的信度和效度,作者通过定性和定量分析相结合的方法从多方面详细论证了大学英语口语诊断性测试的信度和效度,并探讨了该考试所提供的诊断性反馈信息对英语口语教与学的影响;第6章总结了本研

究的主要发现,讨论了本研究的不足之处并指出了未来的研究方向。

本书的出版得到了浙江工商大学外国语学院院长刘法公教授和学院各位领导的关心与大力支持,在此,向他们表示衷心的感谢。此外,也要特别感谢我的导师上海交通大学外国语学院金艳教授一直以来的悉心指导和关怀。本书的出版也得到了国防工业出版社的支持与帮助,在此一并表示感谢。

限于作者的水平,本书如有错误或不妥之处,恳请读者批评指正。

赵中宝

2013年1月于杭州

List of Abbreviations

ACTFL	American Council on the Teaching of Foreign Languages
ALTE	the Association of Language Testers in Europe
CDA	the Cognitive Diagnostic Assessment
CEFR	the Common Europe Framework of References for languages
CET-4	College English Test Band 4
CET-6	College English Test Band 6
CET-SET	College English Test-spoken English Test
CG	the Control Group
CLA	Communicative Language Ability
CO	Coherence
CRT	Criterion-referenced Testing
CS	Communicative Strategy
DCEST	Diagnostic College English Speaking Test
DS	Discourse Size
EFL	English as a Foreign Language
EG	the Experiment Group
FL	Fluency
FSI	Foreign Service Institute
GA	Grammatical Accuracy
GC	Grammatical Complexity

IN	Intonation
IP	Individual Presentation
NRT	Norm-referenced Testing
OEPC	Oral English Proficiency Checklist
OET	Occupational English Test
OPI	Oral Proficiency Interviews
PCA	the Principal Component Analysis
PTE	Pearson Test of English
PR	Pronunciation
RA	Reading Aloud
RP	Role Play
SAC	the Self-assessment Checklist
SI	Student Interview
SQ	Student Questionnaire
SQFE	the Student Questionnaire of Feedback Evaluation
SQTE	the Student Questionnaire of Test Evaluation
TEEP	Test of English for Educational Purposes
TI	Teacher Interview
TK	Turn-taking
TOEFL	the Test of English as a Foreign Language
TQ	Teacher Questionnaire
TR	Teacher's Rating
TSE	the Test of Spoken English
VA	Vocabulary Accuracy
VR	Vocabulary Range
VSPT	the Vocabulary Size Placement Test

List of Figures

Figure 3. 1	Components of communicative language ability in communicative language use	42
Figure 3. 2	Components of language use and language test performance	46
Figure 3. 3	A summary of oral skills	48
Figure 3. 4	Speech production model	52
Figure 3. 5	A framework of test development	58
Figure 3. 6	Modular specifications	64
Figure 3. 7	A conceptual framework for performance testing	68
Figure 3. 8	Proficiency and its relationship to performance	70
Figure 3. 9	Model of oral test performance	72
Figure 3. 10	An expanded model of speaking test performance	74
Figure 3. 11	A preliminary framework for the development and validation of the DCEST	76
Figure 5. 1	Scree plot of the principal factor analysis	134
Figure 5. 2	Mean scores of the experiment group on DCEST 1 to 7	152
Figure 5. 3	A procedural framework for the development and validation of diagnostic tests	176

List of Tables

Table 3. 1	Components of the construct to be measured in the DCEST and corresponding knowledge and skills	56
Table 4. 1	The structure and content of TQ	80
Table 4. 2	The structure and content of SQ	80
Table 4. 3	Descriptive statistics of oral English proficiency	82
Table 4. 4	Students' evaluation of their linguistic skills and knowledge	83
Table 4. 5	A comparison of teachers' and students' evaluation of learning difficulties	84
Table 4. 6	Causes of learning difficulties in oral English	84
Table 4. 7	Students' motivation of improving oral English proficiency	85
Table 4. 8	Ways of oral English learning as reported by the students	86
Table 4. 9	Tasks used by teachers in oral English classroom	87
Table 4. 10	Test tasks used by teachers in classroom assessment of oral English	88
Table 4. 11	Rating criteria used by teachers	88

Table 4. 12	Test tasks and linguistic functions and skills to be measured	94
Table 4. 13	Structure and time allotment of DCEST A and DCEST B	101
Table 4. 14	Rating criteria of some renowned oral English tests	104
Table 4. 15	Correlations between DCEST scores, students' self-assessment and teacher's ratings (N=22)	115
Table 4. 16	Participants involved in the main study	119
Table 4. 17	Research instruments for the main study	120
Table 4. 18	Stages and types of data collected in the main study	123
Table 5. 1	Intra-rater and inter-rater reliability indices of the DCEST (N=14)	128
Table 5. 2	Parallel form reliability indices of the DCEST (N=14)	128
Table 5. 3	Correlations between the analytic rating criteria and three test tasks	132
Table 5. 4	Total variance explained by the components	135
Table 5. 5	Rotated Component Matrix	136
Table 5. 6	Correlations between DCEST 1 test scores, students' self-assessment and the teacher's ratings	143
Table 5. 7	Means and SDs of DCEST 1, self assessment and teacher's ratings	143
Table 5. 8	Descriptive statistics of responses to	

	the SQTE	144
Table 5. 9	Means and SDs of CG1 and EG1, CG 2 and EG2	149
Table 5. 10	Independent Samples t-test for CG1 and EG1, CG2 and EG2	149
Table 5. 11	Paired Samples t-test for EG1 and EG2, CG1 and CG2	150
Table 5. 12	Analytic mean scores of the experiment group in DCEST 1 to 7	151
Table 5. 13	Means and SDs of seven DCEST test scores of the experiment group	152
Table 5. 14	Three proficiency subgroups in the experiment group	153
Table 5. 15	Descriptive statistics of responses to SQFE	154
Table 5. 16	Means and SDs of the usefulness of analytic feedback parameters	156
Table 5. 17	Descriptive statistics of the three proficiency subgroups' overall evaluation of the usefulness of feedback	157
Table 5. 18	The three proficiency subgroups' evaluation of the usefulness of each feedback parameter	157
Table 5. 19	Student A's and B's scores in DCEST 1-7	162
Table 5. 20	Number of errors and good performances in Student A's and B's transcripts	164

CONTENTS

Chapter 1	Introduction	1
1.1	Rationale for the Study	1
1.2	The Aim and Objectives of the Study	5
1.3	Research Questions	6
1.4	Significance of the Present Study	7
1.5	Structure of the Book	8
Chapter 2	Literature Review	10
2.1	Assessment for Learning	10
2.1.1	Assessment for Learning and Assessment of Learning	10
2.1.2	Formative Assessment and Summative Assessment	14
2.1.3	Norm-referenced and Criterion-referenced Testing	17
2.2	Diagnostic Testing	19
2.2.1	Definitions of a Diagnostic Test	20
2.2.2	Characteristics of Diagnostic Tests	23
2.2.3	Studies on Diagnostic Language Tests	24
2.3	Studies on Speaking Tasks	30
2.4	Validation Studies of Language Tests	33
2.5	Summary	37

Chapter 3	A Conceptual Framework for the Development and Validation of the DCEST	39
3.1	Communicative Language Ability and the Construct of Speaking	40
3.1.1	Models of Communicative Language Ability	40
3.1.2	Models of Speech Production	46
3.1.3	Frameworks for Defining the Construct of Speaking	53
3.2	Guidelines and Procedures of Test Development	57
3.3	Defining Test Specifications for a Speaking Test	62
3.4	Models of Speaking Performance	66
3.4.1	Milanovic and Saville's Model	67
3.4.2	McNamara's Model	69
3.4.3	Skehan's Model	70
3.4.4	Fulcher's Model	72
3.5	Summary	77
Chapter 4	Research Design and Methodology	78
4.1	Needs Analysis	78
4.1.1	Design of the Questionnaires	79
4.1.2	Participants of the Questionnaire Survey	81
4.1.3	Results of the Survey	81
4.1.4	Implications for the DCEST	89
4.2	The Development of the Prototype DCEST	90
4.2.1	Defining the Construct	90

4. 2. 2	Selection of Speaking Test Tasks	93
4. 2. 3	Rating Criteria	102
4. 2. 4	Feedback Descriptors	110
4. 3	The Pilot Study	111
4. 3. 1	Participants	113
4. 3. 2	Implementation of the Pilot Study	113
4. 3. 3	Results of the Pilot Study	114
4. 3. 4	Implications for the Main Study	117
4. 4	The Main Study	118
4. 4. 1	Participants	118
4. 4. 2	Research Instruments	119
4. 4. 3	Procedure of Data Collection in the Main Study	121
Chapter 5	Results and Discussions	125
5. 1	Test Reliability	125
5. 1. 1	Intra-rater Reliability	126
5. 1. 2	Inter-rater Reliability	127
5. 1. 3	Parallel Form Reliability	128
5. 2	Test Validity	129
5. 2. 1	Construct Validity	130
5. 2. 2	Content Validity	137
5. 2. 3	Criterion-related Validity	141
5. 2. 4	Face Validity	144
5. 2. 5	Consequential Validity	147
5. 3	A Procedural Framework for the Development of Diagnostic Tests	174
5. 3. 1	Phase 1: Needs Analysis	175
5. 3. 2	Phase 2: Test Design and	

Operationalization	177
5. 3. 3 Phase 3: Test Piloting, Administration and Validation	180
5. 3. 4 Phase 4: Test Impact	181
5. 4 Summary	182
Chapter 6 Conclusions	185
6. 1 Major Findings	185
6. 2 Implications of the Present Study	192
6. 3 Limitations and Suggestions	193
6. 4 Concluding Remarks	196
Appendices	198
Appendix 1 Test Specifications of the DCEST	198
Appendix 2 Teacher Questionnaire	206
Appendix 3 Student Questionnaire	209
Appendix 4 Diagnostic College English Speaking Test A	213
Appendix 5 Diagnostic College English Speaking Test B	219
Appendix 6 Analytical Rating Criteria for DCEST	224
Appendix 7 Feedback Descriptors for DCEST	226
Appendix 8 Rater's Mark Sheet of DCEST A and B	229
Appendix 9 Oral English Proficiency Checklist	231
Appendix 10 Student's Self-assessment Checklist ...	232
Appendix 11 Test Manual of DCEST A and B	233
Appendix 12 Student Questionnaire of Test	

	Evaluation A and B	238
Appendix 13	Interview Questions for Teachers and Students	243
Appendix 14	Revised Analytical Rating Criteria for DCEST	244
Appendix 15	Revised Feedback Descriptors for DCEST	247
Appendix 16	Revised Rater's Mark Sheet for DCEST	251
Appendix 17	Revised Oral English Proficiency Checklist	252
Appendix 18	Revised Student's Self-assessment Checklist	253
Appendix 19	Revised Test Manual of DCEST	254
Appendix 20	Revised Student Questionnaire of Test Evaluation	256
Appendix 21	Dcest 1 Test Paper (Pre-test and Post-test).....	259
Appendix 22	Dcest 2 Test Paper	265
Appendix 23	Dcest 3 Test Paper	269
Appendix 24	Dcest 4 Test Paper	273
Appendix 25	Dcest 5 Test Paper	277
Appendix 26	Dcest 6 Test Paper	281
Appendix 27	Student Questionnaire of Feedback Evaluation	285
Appendix 28	Descriptive of EG'S DCEST 1-7 Total Scores	287
Appendix 29	Descriptive of EG'S DCEST 1	

	Analytical Scores	288
Appendix 30	Descriptive of EG'S DCEST 2	
	Analytical Scores	289
Appendix 31	Descriptive of EG'S DCEST 3	
	Analytical Scores	290
Appendix 32	Descriptive of EG'S DCEST 4	
	Analytical Scores	291
Appendix 33	Descriptive of EG'S DCEST 5	
	Analytical Scores	292
Appendix 34	Descriptive of EG'S DCEST 6	
	Analytical Scores	293
Appendix 35	Descriptive of EG'S DCEST 7	
	Analytical Scores	294
Appendix 36	Descriptive of CG'S CDEST 1 and	
	Dcest 7 Total Scores	295
Appendix 37	Descriptive of CG'S DCEST 1	
	Analytical Scores	296
Appendix 38	Descriptive of CG'S Dcest 7	
	Analytical Scores	297
Appendix 39	Descriptive Statistics of SQTE	298
Appendix 40	Descriptive Statistics of SQFE	299
Appendix 41	Sample of Student Interview	300
Appendix 42	Coded Transcripts of Student A	
	and B	303
Appendix 43	Sample of Teacher Interview	311
Bibliography		312