

# Validating Language in Context items

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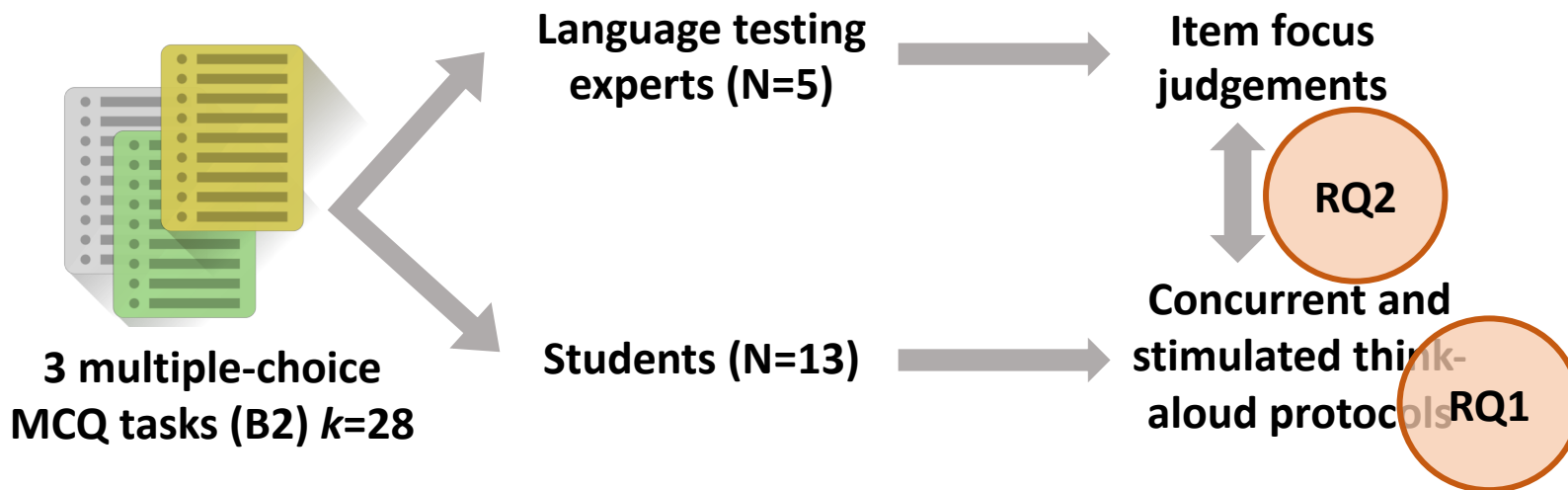
*Symposium „Language Testing in Austria: Taking Stock“, AAU Klagenfurt, October 2018*

# Background

- SR(D)P includes LiU items testing grammar and vocabulary
- Multiple-choice items are often criticized for promoting guessing
- Validation research seeks to investigate the construct that is represented in the test score
  - Quantitative and qualitative methods available
- Chapter describes small qualitative research project into validity of MCQ Language in Use items

# RQs and Methods

- 1) What kind of test-taking strategies and rationales do participants report for their responses to multiple-choice language use items?
- 2) How do objectives of the task, i.e. the item focus, and the rationales provided by the participants overlap?



Type of rationale	Code	Structural Items	Lexical Items	Combined items
		k=8 (mean FV 88.9%)	k=14 (mean FV 96.3%)	k=6 (mean FV 90.7%)
		Count (%)	Count (%)	Count (%)
No rationale	Evaluating options	28 (13.8)	46 (15.7)	22 (15.3)
	Excluding options	27 (13.3)	34 (11.6)	20 (13.9)
	Subtotal	55 (27.1)	80 (27.3)	42 (29.2)
Implicit rationale	Intuition	27 (13.3)	38 (13.0)	20 (13.9)
	Subtotal	27 (13.3)	38 (13.0)	20 (13.9)
Explicit rationale	Grammar	93 (45.8)	28 (9.6)	40 (27.8)
	Vocabulary	17 (8.4)	120 (41.0)	24 (16.7)
	Subtotal	110 (54.2)	148 (50.6)	64 (44.5)
Construct-irrelevant rationale	Applying general knowledge	7 (3.4)	10 (3.4)	16 (11.1)
	Guessing	4 (2.0)	17 (5.8)	2 (1.4)
	Subtotal	11 (5.4)	27 (9.2)	18 (12.5)
<b>Total</b>		<b>203 (100)</b>	<b>293 (100)</b>	<b>144 (100)</b>

## Findings & implications

- behaviour in line with the literature on MCQ processing
- limitations: strong participants, introspective method only
- majority of rationales were explicit – guessing not prevalent
- LiU is less researched than other skill components – more investigation into construct needed