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THE  
UNIVERSITY  
OF UTAH

LTRC 2  
1980  
Program  
Schedule

DEPARTMENT  
OF ENGLISH  
SALT LAKE CITY, UTAH 84112  
801-581-6168

The Participants  
Colloquium on the Construct Validation of  
Oral Proficiency Tests (Colloquium #109)  
TESOL '80, March 4-5  
San Francisco

19 February 1980

Dear Participant:

We have heard from many of you and are now able to put together a final schedule for the colloquium on the Construct Validation of Oral Proficiency Tests.

The colloquium is scheduled for Tuesday and Wednesday, March 4-5. We assume that the times will be the same as for last year (9:30-12:30 and 1:30-4:30 each day). We have not received a final schedule from TESOL, so we cannot be absolutely sure of the above times. Nor can we tell you which room the colloquium will be in--again because TESOL has not told us. This information will be available at the registration desk, however.

Assuming the times given above are correct, we have scheduled the papers as follows:

TUESDAY MORNING

9:30-10:00 INTRODUCTION & DISTRIBUTION OF LATE PAPERS

Lyle Bachman  
Adrian Palmer

10:15-11:30 DISCUSSION AND CRITIQUE OF THE PILOT STUDY

Lyle Bachman & Adrian Palmer. "The Construct Validation of the Constructs 'Communicative Competence in Speaking' and 'Communicative Competence in Reading': A Pilot Study"  
Jack Upshur. "Critique of Bachman & Palmer's Pilot Study"

11:45-12:30 DISCUSSION OF PAPERS: RESEARCH IN CONSTRUCT VALIDATION

Ryuichi Yorozuya & John Oller. "Oral Proficiency Scales: Construct Validity and the Halo Effect"  
 Pardee Lowe & Ray Clifford. "Development of an Indirect Measure of Overall Oral Proficiency (ROPE)"

## TUESDAY AFTERNOON

1:30-2:30 DISCUSSION OF PAPERS

Susanna Brütsch. "Convergent-Discriminant Validation of Proficiency in Oral and Written Production of French"

Harold Madsen & Randy Jones. "A Survey of Oral Proficiency Tests: Phase II"

2:45-4:30 DISCUSSION OF PAPERS

Meredith Pike. "An Investigation of the Interviewer's Role in Oral Proficiency Testing"

Brendan Carroll. "Measuring the Communicative Value of an Oral Performance"

Arthur Hughes. "A Closer Look at Conversational Cloze"

## WEDNESDAY MORNING

9:30-11:00 DISCUSSION OF PAPERS NOT CIRCULATED IN ADVANCE

Marianne Adams. "The Distance Between the S-Levels"

Elana Shohamy. "The Construct Validity of the Oral Interview Rating Scale"

Douglas Stevenson. To be announced.

11:45-12:30 DISCUSSION OF THE COMPATABILITY OF MODELS OF COMMUNICATIVE COMPETENCE WITH RESEARCH FINDINGS

## WEDNESDAY AFTERNOON

1:30-2:30 DISCUSSION OF DESIGNS FOR FOLLOW-UP STUDIES: HYPOTHESES AND METHOD

2:45-4:30 DISCUSSION OF PRACTICAL CONSIDERATIONS IN THE IMPLEMENTATION OF FOLLOW-UP STUDIES

We would like to ask you to bring extra copies of your paper to the colloquium. If you mailed out your paper in advance, 10 extra copies should be adequate for those participants who failed to receive your paper in time. If you did not mail out your paper in advance, please bring 35 copies.

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April 4, 1980

The Participants  
Oral Proficiency Test Construct  
Validation Project  
Boston and San Francisco, 1979-80

Dear Participant:

With the recent conclusion of the Second Colloquium on the Construct Validation of Oral Proficiency Tests, we would like to take this opportunity to summarize the results achieved to date and to indicate possible future directions for the project. Before we do so, however, we would like to thank those of you who participated in the San Francisco colloquium. The papers were focused and the discussion (facilitated by having the papers circulated in advance) enlightening. Evidence of the success of the project in general is our progress in three areas: the use of increasingly sophisticated research methodology, the development of new tests of communicative competence, and the completion of a number of empirical construct validation studies.

We would like briefly to summarize the results of the colloquium and then suggest some possibilities for the future of the project.

The first step in the construct validation of tests of "communicative competence in speaking," as specified in our letter of March 18, 1978, was to determine whether there is evidence that this trait can be measured independently of the trait "communicative competence in reading." The 2 trait x 3 method matrix reported in the pilot study was under identified, so we were not able to present strong evidence either for or against discriminant validity in the colloquium. Following the colloquium, Lyle Bachman reanalyzed the data considering the different raters as different methods, resulting in an over-identified model. He has run a number of confirmatory factor analyses of the data and has found a significantly better fit with a two trait model than with a one trait model. These results, along with a cleaner correlation matrix and ANOVA (the result of our finding several reversed scales), are included with this letter.

A second objective of the colloquium was to bring researchers with different research objectives into closer contact. The primary area in which this was most noticeable was the contact between those researchers primarily interested in functional language testing (as represented by Carroll, Hughes, and major U.S. testing institutions such as FSI, the CIA, the Army Language School in Monterey, and ETS) in contact with those interested primarily in construct validation. There seemed to be a general feeling that research in criterion reference validation should be included in any follow up colloquia in order to give appropriate consideration to functional language testing, and that each group of researchers could benefit from interaction with the other.

A third objective of the colloquium was to determine directions for future research. At the Boston Colloquium, we agreed to carry out the construct validation project in two stages. In stage one, we would investigate the construct validity of tests of two language use skills differing both in direction (production versus reception) and in channel (oral versus visual). If we found evidence of both convergent and discriminant validity, we would, as a next step, investigate the tests of components of communicative competence. We believe that the results of the pilot study (particularly the updated results included in this letter) support a two trait model and, therefore, warrant moving to the second stage of the project. We have funding for a follow-up study as well as an indication that several of you will be conducting parallel studies.

For those of you not able to attend the San Francisco colloquium, we have appended a more complete report on the colloquium prepared for the next issue of SLANT.

We feel we are now at a stage in this project at which a number of important decisions need to be made. We will list the issues below for your consideration.

1. The nature of future colloquia

- a) Closed. Restricted to a small number of active researchers-- as in the preceding two colloquia.
- b) Open. Open to all interested persons.

2. Time of future colloquia

- a) Two days prior to the beginning of the TESOL convention (Sunday and Monday). Several of us attended the two-day discussion of a framework for evaluating communicative competence that Michael Canale and Merrill Swain organized prior to the Boston TESOL convention. We felt that this schedule and format offered a number of advantages--no conflicts with other TESOL functions, more time for socializing, no need to follow the TESOL time schedule, and the avoidance of problems of closed participation.
- b) During the first two days of the TESOL convention--as with the past colloquia. The main advantage to this is less time spent away from our host institutions.

3. Participation.

- a) Restricted to active researchers. This policy has allowed us to present highly technical papers with little introduction and has allowed us to focus our discussion on a small number of

issues. It has also allowed us to circulate papers in advance, freeing more colloquium time for discussion.

- b) Open to general participation. TESOL reported considerable interest in our colloquium from outside the group of invited participants. In order to avoid an unnecessarily exclusive position, we believe an effort should be made to broaden the audience. We propose the following. To accommodate the needs of the relative small group of active researchers, we should continue to hold a closed session. In addition, we should hold a half-day panel discussion during the second day of the regular convention (Wednesday). The members of the panel, drawn from the closed session, would summarize the results of the colloquium in a form comprehensible to a general audience and would answer questions from the audience.

#### 4. Location of the closed session in 1981

- a) Toronto. We have talked with Michael Canale, who suggested the possibility of holding the colloquium at OISE in Toronto. OISE has excellent facilities, and members of the staff have been actively involved in developing frameworks and tests for evaluating communicative competence. Toronto is about 300 miles east of Detroit, and transportation to Detroit would be easy to arrange.
- b) Ann Arbor. We have also talked with Jack Upshur, who suggested Ann Arbor as a possible cite. The University of Michigan also has excellent facilities for hosting such a conference. Ann Arbor is about 40 miles west of Detroit.

#### 5. Sponsorship of the closed session

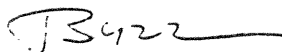
- a) Co-sponsorship by TESOL and the host institution. Some of the participants in the colloquia, particularly those from Europe, have asked for official letters of invitation to facilitate obtaining travel funding. If future colloquia are to be held outside of the regular TESOL convention, perhaps it would be useful to arrange for joint sponsorship by TESOL and the host institution.
- b) Involvement of the AILA commission on Language Tests and Testing. Some involvement of AILA would, perhaps, make it easier for us to involve our colleagues from Europe in the project.

The Participants  
April 4, 1980  
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Jack Upshur will be contacting each of you shortly regarding the future of the limited participation colloquium. Lyle and I will continue to be involved in the follow-up study. Lyle and I will also prepare a proposal for TESOL '81 for a half day panel discussion of the outcomes of the closed session.

This has been a most rewarding project for Peter, Lyle, and myself. We have received a number of letters from you which we would like to answer personally, but time prevents us from doing so. Let us, once again, thank you all for your participation and support over the last two and a half years. We are looking forward to working together in the future.

Sincerely,



Adrian S. Palmer  
University of Utah

Lyle F. Bachman  
University of Illinois

Peter J. M. Groot  
University of Utrecht

Enclosures: Report on San Francisco Colloquium  
Master mailing list for oral test validation project  
Updated results of pilot study

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