# A Comparison of the Validity of Measurement Methods for the General English Proficiency through Dictation and Read-Aloud Performances

Anonymous ACL submission

# Abstract

This paper compares three measurement 2 methods for the general proficiency of 3 learners of English as a second language Δ (GEP). If students' GEP can be measured 5 on course materials frequently, for instance, 6 at the beginning and end of a semester, 7 English teachers can confirm students' 8 levels of learning achievement. So far, 9 English teachers have two options for GEP 10 measurement: calculating scores for read-11 aloud or those of dictation performance. 12 This study expands an option to measure 13 GEP using both dictation and read-aloud 14 performances. When comparing the three 15 types of measurement methods, the 16 experimental results suggest that GEP 17 should be measured by calculating dictation 18 and read-aloud performances. 19

#### Introduction 20

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<sup>21</sup> Evaluating general English proficiency (GEP), 22 which includes listening, speaking, reading, and <sup>23</sup> writing, is an essential task for teachers of English 24 as a second language. One of the goals of GEP 25 evaluation is to investigate a learner's learning <sup>26</sup> outcome by comparing their GEP at the beginning 27 and end of a semester. GEP evaluation can be 69 28 conducted using English tests such as the Test of 70 <sup>29</sup> English as a Foreign Language and Test of English <sup>71</sup> International Communication 30 for (TOEIC), 31 because the use of these tests reduces teachers' time 32 and effort in test preparation.

However, when these tests are used as a 33 34 classroom-based assessment, that is, an evaluation 35 of learners' performance by teachers, there are 36 three limitations. First, the test content is irrelevant 37 to learners' classes. Second, the test duration <sup>38</sup> requires a couple hours more than the class period. <sup>39</sup> Finally, test fees are expensive, as learners must 40 take a test at least twice a semester.

A solution to these limitations is to introduce 41 42 computer-assisted language testing (Noijons, 1994;

43 Suvorov, 2013). Here, GEP is measured by 44 calculating scores for a learner's read-aloud and 45 dictation performance.

Previous research has been classified into two 47 categories. One examined the correlation of GEP 48 with dictation or read-aloud performances (Irvine, 49 Atai, and Oller, Jr. 1974; Iino, Yabuta, and Thomas 50 2011; Kanzaki 2015; Leeming and Wong 2016). 51 The other developed a measurement method for based on dictation or read-aloud 52 GEP 53 performances (Kotani and Yoshimi 2021a; Kotani 54 and Yoshimi 2021b). Kotani and Yoshimi (2021a) 55 and Kotani and Yoshimi (2021b) measured GEP 56 using dictation performance and read-aloud 57 performance, respectively.

This study expands a teacher's option by 59 providing the third GEP measurement method of 60 using both dictation and read-aloud performances. 61 Previous research (Kotani and Yoshimi 2021a/b) 62 did not examine the extent to which the 63 measurement performance can be improvement by measuring GEP based on the third method.

The goal of this study is to determine an 65 66 effective GEP-measurement method by comparing 67 different patterns of sub-proficiencies. Hence, the 68 research question is as follows:

> Which is the highest GEP-measurement performance among a dictation-based method, a read-aloud method, and a dictation and read-aloud-based method?

These three methods are compared not only 74 regarding the measurement accuracy but also the 75 ease of measurement, specifically, the cost of developing and administering a method. 76

The contributions of the present study are to (1)78 investigate an effective GEP-measurement method 79 as a classroom-based assessment alternative to GEP tests, (2) examine the validity of GEP-<sup>81</sup> measurement methods, namely, a dictation-based 82 method, a read-aloud method, and both dictation 83 and read-aloud methods, and (3) verify the

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84 robustness of a GEP-measurement method against 132 read fast or slowly or to return and revise a sentence 85 the English-language-class size of training data.

#### Collection of Dictation and Read- <sup>134</sup> 2.3 86 2 Aloud Data 87

88 Data instances comprised sentences transcribed by <sup>89</sup> a learner, two types of dictation performance scores, <sup>90</sup> speech sound pronounced by a learner, three types 91 of read-aloud performance scores, five types of 92 linguistic features extracted from reference 93 sentences in a text material, and the learners' 94 English test scores. The dictation and read-aloud 95 data included 750 instances (50 learners' tasks for 96 15 sentences).

#### 97 **2.1 Participants**

<sup>98</sup> The study participants were 50 English learners. 99 This number was determined to mimic a large 100 English class that included learners at different 149 2.4 101 proficiency levels. The use of class-size training 102 data reveals the possibility of teachers developing a GEP-measurement method using training data compiled in the class. 104

Participants were not randomly chosen. Those 105 <sup>106</sup> who satisfied the following conditions participated <sup>107</sup> in the experiment: their first language was Japanese, <sup>156</sup> the Foreign Service Institute of the U.S. 108 and they were students at universities in the area where this study was conducted (28 men and 22 109 women; mean age, 20.8 years; standard deviation 111 [SD], 1.3). The participants were paid a fee for the 112 experiment.

#### **Data Collection Procedures** 113 2.2

114 The dictation task proceeded as follows: First, the 115 50 learners listened to sentences read aloud by a 116 voice actor (woman, 35 years old) who was a native 117 speaker of American English and transcribed them sentence-by-sentence. Subsequently, the learners subjectively judged their ease of dictation (see 119 120 Section 3.1).

The read-aloud task was performed as follows: 121 122 First, the learners listened to a reference speech sound by the native speaker. Subsequently, they read a sentence aloud and subjectively judged the 124 125 ease of reading aloud (see Section 3.2). Their read-126 aloud durations were recorded to calculate the 127 speech rates.

Learners received three points of instruction: 1) 128 Each sentence could be listened to or read twice, if 129 130 necessary; 2) Each task should be completed at a 131 speed natural for the learner; 3) It was forbidden to

133 after moving on to the next sentence.

# **Text Material**

135 Two types of texts were selected from those 136 distributed by the International Phonetic 137 Association (1999) and Deterding (2006). As these 138 texts include basic English sounds, an analysis of 139 the learners' dictation and read-aloud performance 140 of these texts would reveal what types of English 141 sounds influenced their listening and pronunciation.

These texts featured two of Aesop's Fables: The 142 143 North Wind and the Sun (Text I) and The Boy Who 144 Cried Wolf (Text II). Texts I and II contained five 145 and ten sentences, respectively. Text I failed to 146 encompass certain sounds, such as the initial and 147 medial /z/ and syllable initial  $\theta$ . However, Text II <sup>148</sup> included these missing sounds.

# **General English Proficiency**

150 GEP was determined using participants' TOEIC 151 listening and reading test scores obtained in the 152 current or previous year. The reasons for this choice 153 were as follows: The test scores were strongly 154 correlated with the GEP test results, specifically, 155 the Language Proficiency Interview developed at 157 Department of State (Educational Testing Service 158 1998), and that this test has no dictation or read-159 aloud sections.

#### 160 3 **Features for Regression**

#### **Dictation Performance** 161 **3.1**

162 The criteria for evaluating dictation performance 163 comprised two indexes: learners' subjective 164 judgment of their ease with dictation (EASE-D) 165 and dictation accuracy (ACC-D).

EASE-D was scored using a five-point Likert 166 167 scale for the learners' subjective judgment (1 = easy,  $_{168}$  2 = somewhat easy, 3 = average, 4 = somewhat 169 difficult, and 5 = difficult).

170 ACC-D was calculated by dividing the 171 Levenshtein edit distance between a given 172 reference and a transcribed sentence by the number 173 of characters in a longer sentence than the other. 174 The Levenshtein edit distance reflects the 175 differences between the two sentences because of 176 the substitution, deletion, or character insertion.

#### 177 **3.2 Read-Aloud Performance**

178 The criteria for evaluating read-aloud performance <sup>226</sup>

subjective 179 comprised three indices: learners' 180 judgment of the ease of reading aloud (EASE-R), 181 read-aloud accuracy (ACC-R), and speech rate in

182 words per minute (RATE-R).

The EASE-R was determined by the learner's 183 subjective judgment on a five-point Likert scale.

ACC-R was calculated by dividing the number 185 186 of words correctly read aloud by the number of 187 words in the corresponding sentence. A native 188 English speaker evaluated learners' reading aloud 189 word-by-word, but not phoneme-by-phoneme, 190 using a binary decision (correct or incorrect 191 pronunciation). The evaluator was trained to 192 replicate interviews and meetings but was not 193 familiar with the English spoken by learners. 194 Before the assessment, the evaluator read the reference texts. 195

RATE-R was calculated by dividing the number of words by the duration of reading aloud. 197

#### 198 3.3 **Linguistic Features**

199 In this study, linguistic features included sentence 200 length, mean word length, number of multiple-201 syllable words, and word difficulty.

Sentence length (Chall and Dial 1948) was 202 <sup>203</sup> defined as the number of words in a sentence.

The mean word length (Chall and Dial 1948) 205 was derived by dividing the number of syllables by 206 the number of words in the sentence. The number 207 of syllables in a word (Stenton 2013) was counted <sup>208</sup> using the following steps: count the vowels in the word, subtract any silent vowels, and subtract one 209 vowel from every diphthong. 210

The number of multiple-syllable words in a 211 212 sentence (Fang 1966) was derived using the 259 The mean, minimum, and maximum GEP of the 50 213 formula  $\sum_{i=1}^{N} (S_i - 1)$ , where N denotes the 260 learners were 607.7, 295, and 900, respectively, <sup>214</sup> number of words in the sentence and  $S_i$  denotes the <sup>261</sup> and the SD was 184.45. 215 number of syllables in the *i*-th word. This <sup>262</sup> 216 subtraction derivation ignores the single-syllable 263 dictation and read-aloud performance scores. Table 217 words.

Word difficulty (Kiyokawa 1990) was defined as <sup>265</sup> difficulty of sentences in the text material. 218 219 the rate of words not listed in Kiyokawa's basic 266 220 words in the sentence.

223 words read aloud by the native speaker in one 270 aloud, D represents a method using dictation, and 224 minute.

#### Measurement of GEP with Dictation 4 225 and/or Read-Aloud Performances

227 The measurement methods were developed using 228 support vector regression, with GEP as the 229 dependent variable. The independent variables 230 were dictation performance scores, read-aloud 231 performance scores, and linguistic features.

Support vector regression was conducted using 232 233 the function "svm()" defined in the "e1071" 234 package of the software environment R (Meyer 235 2021). The radial basis function was set as a type 236 of kernel function, and the other parameters of 237 "svm()" were set as default.

The measurement methods were evaluated using 238 239 a leave-one-out cross-validation test. The 240 training/test data consisted of 750 instances.

241 A correlation analysis was performed between 242 the measured and observed GEPs. The significance 243 threshold was adjusted for multiple testing based 244 on the false discovery rate (FDR) (Benjamini and 245 Hochberg 1995). A statistically significant 246 correlation was examined to answer the research 247 question.

To address the research question, three types of 2/18 249 measurement methods were developed: dictation 250 performance scores, read-aloud performance 251 scores, and dictation and read-aloud performance 252 scores. In addition to each type of test score, these linguistic 253 methods use the features of 254 dictation/read-aloud materials. The research 255 question was answered by testing the equality 256 between the statistically significant correlation 257 coefficients in the chi-square tests.

#### **Experimental Results and Discussion** 258 5

Table 1 shows the means and SDs of the 264 2 shows the means and SDs of the linguistic

Table 3 shows the correlation coefficients vocabulary list relating to the total number of 267 between the measured and observed GEPs in the 268 cross-validation tests. Here, D&R refers to a The speech rate was defined as the number of 269 measurement method using dictation and read-271 R denotes the method using read-aloud. When the 272 correlation coefficient was significantly different 273 from zero, it was marked with an asterisk in all 274 three types of measurement methods.

Table 4 shows the results of the chi-square tests 275 276 for the equality of correlations among the three 277 measurement methods. Bold chi-square values indicate significant differences between the 278 correlation coefficients. 279

Table 3 shows the values of correlation 313 280 281 coefficients in a descending order: D&R > D > R. 314 measurement methods 282 Table 4 indicated the statistical significance of pairs 315 of correlation coefficients in the descending order: 283  $_{284}$  D&R > D, D&R > R, and D > R. The measurement 285 method using D&R demonstrated the strongest correlation. That is, the results suggest that D and 286 287 R are complementary for measuring GEP.

The significant difference in D > R suggests that  $\int_{316}^{11}$ 288  $_{289}$  spelling is more associated with TOEIC than  $_{317}^{310}$  three measurement methods 290 pronunciation. In D, learners output grapheme <sup>291</sup> strings, while they output phoneme strings in R.  $_{318}$  6 292 The former needs more sophisticated language 293 ability because the errors in spelling can be more 319 This study determined which GEP-measurement 294 clearly identified, and learners use the visual, 320 method achieved the best performance. The three <sup>295</sup> auditory, and haptic (kinesthetic and tactile) senses <sup>321</sup> GEP-measurement methods were developed using  $_{296}$  (Dobie 1986). Hence, the correlation result, or D >  $_{322}$  dictation and/or read-aloud performance scores as 297 R, can be considered evidence that D is more 323 well as the linguistic features of the dictation/readassociated with TOEIC than R. 298

299 300 be measured with a method using D&R because of 326 measurement. the strength of correlation, that is, D&R > D > R. 327 301 302 However, if teachers must decrease the time for test 328 should be measured with the dictation and read-303 administration and/or to reduce preparation tasks 329 aloud-based method, as the measured GEP had the 304 for test materials, a measurement can also be 330 strongest correlation with the observed GEP. <sup>305</sup> developed with only D instead of using D and R. <sup>331</sup> However, if teachers must decrease testing time

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Performance	n	Mean	SD
score			
EASE-D	750	4.22	0.77
ACC-D	750	0.44	0.19
EASE-R	750	3.03	0.91
ACC-R	750	0.95	0.06
RATE-R	750	100.66	27.39

Table 1: Descriptive statistics of the dictation <sup>340</sup> investigated. 308 and read-aloud performances

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Linguistic features	n	Mean	SD	342
Sentence length	15	21.93	7.57	
Mean word length	15	1.26	0.11	343
Number of multiple-	15	5.02	2.84	344
syllable words	13	5.95	2.04	34
Word difficulty	15	0.26	0.11	346
Speech rate	15	178.44	17.41	347

Table 2: Descriptive statistics of the linguistic 310 311 difficulty of the sentences

Measurement methods	r	t	df	р
D&R	0.80*	36.13	748	< 0.05
D	0.75*	31.17	748	< 0.05
R	0.59*	19.78	748	< 0.05

Table 3: Correlation coefficients of the three

Measurement methods	chi sq.	df	p	FDR
D&R > D	4.89	1	0.03	0.05
D&R > R	65.79	1	< 0.02	0.02
D > R	34.78	1	< 0.03	0.03

Table 4: Chi-square tests for equality among the

# Conclusion

324 aloud materials. These methods were compared Therefore, this study suggested that GEP should 325 respecting the measurement accuracy and ease of

> The experimental results suggested that GEP 332 and/or preparation tasks for test materials, the 333 dictation-based method can also be utilized.

> Future research should examine 33/ what 335 combinations of dictation performance (EASE-D 336 and ACC-D) and read-aloud performances (EASE-337 R, ACC-R, and RATE-R) can achieve the best 338 measurement performance. How the measurement 339 depends on learners' GEP should also be

# 341 Acknowledgments

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