Students' Perceptions of APTIS test: Investigating Its Validity and Practicality

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Agenda

❖ Background to the study
❖ Theoretical framework
❖ Research questions
❖ Methodology
❖ Findings
❖ Conclusions

Background to the study

- Introduction of APTIS in HSU in 2017 as an exit test
- A pilot study was conducted before APTIS was implemented in the program
- Procedure of implementation needs to be followed

Validity

- Validity of a test is the extent to which it exactly measures what it is supposed to measure (Hughes, 2003:26)
- A test must aim to provide a true measure of the particular skill it is intended to measure not to the extent that it measures external knowledge and other skills at the same time (Heaton, 1990:159)

Validity

- A test is said to have *content validity* if its content constitutes a representative sample of the language skills structures, etc. with which it is meant to be concerned (Hughes, 2003:26)
- A test is said to have *face validity* if it looks as if it measures what it is supposed to measure (Hughes, 2003:33)
- *Predictive validity* indicates that the test accurately predicts the possible future success or failure of the test takers (Hughes, 2003)

Practicality

- Practicality can be simply defined as the relationship between resources of the test, i.e. human resources, material resources, time, etc. and resources which will be required in the design, development, and use of the test (Bachman & Palmer, 1996:35-36)

- Brown (2004:19) defines practicality is in terms of: (1) Cost, (2) Time, (3) Administration and (4) Scoring / Evaluation. Brown (2004) said that the test that is practical it needs to be within the means of financial limitations, appropriate time constraints, easy to administrator, score, and interpret

Research Questions

1. To what extent does the midterm test possess predictive validity as correlated with APTIS?

2. To what extent does APTIS possess validity in the perceptions of students?

3. How practical is APTIS in students' perceptions and administration?

Methodology

- Test results
- Questionnaire
- Semi-structured interviews

To what extent does the midterm test possess predictive validity as correlated with APTIS?

Vocabulary & Grammar

Correlations

			MidVoG	AptVoG
Spearman's rho	MidVoG	Correlation Coefficient	1.000	.618[**]
		Sig. (2-tailed)	.	.000
		N	100	100
	AptVoG	Correlation Coefficient	.618[**]	1.000
		Sig. (2-tailed)	.000	.
		N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Speaking

Correlations

			MidSpk	AptSpk
Spearman's rho	MidSpk	Correlation Coefficient	1.000	.576**
		Sig. (2-tailed)	.	.000
		N	100	100
	AptSpk	Correlation Coefficient	.576**	1.000
		Sig. (2-tailed)	.000	.
		N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Listening

Correlations

			MidLis	AptLis
Spearman's rho	MidLis	Correlation Coefficient	1.000	.646**
		Sig. (2-tailed)	.	.000
		N	100	100
	AptLis	Correlation Coefficient	.646**	1.000
		Sig. (2-tailed)	.000	.
		N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Reading

Correlations

			MidRea	AptRea
Spearman's rho	MidRea	Correlation Coefficient	1.000	.542**
		Sig. (2-tailed)	.	.000
		N	100	100
	AptRea	Correlation Coefficient	.542**	1.000
		Sig. (2-tailed)	.000	.
		N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Writing

Correlations

			MidWri	AptWri
Spearman's rho	MidWri	Correlation Coefficient	1.000	.297[**]
		Sig. (2-tailed)	.	.003
		N	100	100
	AptWri	Correlation Coefficient	.297[**]	1.000
		Sig. (2-tailed)	.003	.
		N	100	100

[**]. Correlation is significant at the 0.01 level (2-tailed).

Overall

Correlations

			MidVoG	MidSpk	MidLis	MidRea	MidWri	AptOvr
Spearman's rho	MidVoG	Correlation Coefficient	1.000	.343**	.394**	.546**	.413**	.525**
		Sig. (2-tailed)	.	.000	.000	.000	.000	.000
		N	100	100	100	100	100	100
	MidSpk	Correlation Coefficient	.343**	1.000	.411**	.406**	.483**	.581**
		Sig. (2-tailed)	.000	.	.000	.000	.000	.000
		N	100	100	100	100	100	100
	MidLis	Correlation Coefficient	.394**	.411**	1.000	.551**	.256*	.667**
		Sig. (2-tailed)	.000	.000	.	.000	.010	.000
		N	100	100	100	100	100	100
	MidRea	Correlation Coefficient	.546**	.406**	.551**	1.000	.426**	.582**
		Sig. (2-tailed)	.000	.000	.000	.	.000	.000
		N	100	100	100	100	100	100
	MidWri	Correlation Coefficient	.413**	.483**	.256*	.426**	1.000	.315**
		Sig. (2-tailed)	.000	.000	.010	.000	.	.001
		N	100	100	100	100	100	100
	AptOvr	Correlation Coefficient	.525**	.581**	.667**	.582**	.315**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.001	.
		N	100	100	100	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

To what extent does APTIS possess validity in the perceptions of students?

Overall APTIS test evaluation

Questions		1	2	3	4	5
Q1	Grammar – Vocabulary	7%	31%	45%	15%	3%
Q2	Reading	7%	38%	42%	12%	1%
Q3	Listening	5%	22%	49%	21%	3%
Q4	Writing	9%	20%	51%	16%	3%
Q5	Speaking	19%	25%	41%	11%	4%

Grammar & Vocabulary

Qs		1	2	3	4	5
Grammar						
Q6	Complete a sentence or a phrase	1%	22%	43%	24%	10%
Vocabulary						
Q7	Word usage	5%	36%	36%	15%	7%
Q8	Word matching (similar meaning)	14%	39%	36%	7%	4%
Q9	Word pairs or word combinations (word commonly used together)	22%	35%	26%	12%	5%

Reading

Qs		1	2	3	4	5
Q10	Part 1: Choose words to complete sentences	3%	18%	44%	19%	16%
Q11	Part 2: Put sentences into correct order	4%	16%	50%	23%	7%
Q12	Part 3: Text completion using appropriate words, focusing on text level understanding	5%	27%	51%	12%	4%
Q13	Part 4: A long text with a series of headings to be matched to each paragraph (with distractors)	19%	35%	36%	5%	4%

Listening

Qs		1	2	3	4	5
Q14	Part 1: Listen to a short dialogue to identify specific information	7%	16%	50%	16%	11%
Q15	Part 2: Listen to short conversations to identify specific information	3%	23%	58%	8%	8%
Q16	Part 3: Listen to short conversations to identify speaker attitude, intention, or mood	8%	36%	39%	11%	5%

Writing

Qs		1	2	3	4	5
Q17	Part 1: Complete basic personal information on a form	0%	11%	50%	19%	20%
Q18	Part 2: Personal information questions	1%	11%	47%	26%	15%
Q19	Part 3: Respond to written input on a social network-type website	4%	14%	51%	26%	5%
Q20	Part 4: Write an informal email to a friend in reaction to information about a change	8%	20%	47%	22%	3%
Q21	Part 4: Write a more formal email in reaction to information about a change	7%	32%	36%	22%	3%

Speaking

Qs		1	2	3	4	5
Q22	Part 1: Respond to three personal information questions	5%	23%	46%	16%	9%
Q23	Part 2: Describe a picture and answer two related questions	7%	31%	46%	9%	7%
Q24	Part 3: Compare and contrast two pictures. Answer three questions of increasing difficulty	15%	36%	39%	7%	3%
Q25	Part 4: Discuss personal experience or opinion in relation to an abstract topic. Answer three questions related to the topic	24%	31%	28%	14%	3%

Relevance of the program to APTIS

Qs		1	2	3	4	5
Q26	Contents of the program are relevant to Aptis	3%	10%	51%	30%	6%
Q27	Listening practice sessions are relevant to Aptis	3%	17%	46%	26%	7%
Q28	Reading practice sessions are relevant to Aptis	6%	17%	39%	30%	7%
Q29	Writing practice sessions are relevant to Aptis	0%	13%	45%	29%	13%
Q30	Speaking practice sessions are relevant to Aptis	0%	14%	49%	28%	9%
Q31	Mock test sessions are useful for you	3%	12%	51%	25%	10%

Research question 3

How practical is APTIS in students' perceptions and administration?

Students' perception

Questions			
How did you rate your exam experience overall?	**Excellent** 1%	**Good** 58%	**Fair** 40%
How did you feel in the exam?	**Confident** 19%	**Unsure** 61%	**Anxious** 20%
How do you think you perform on this exam?	**Better than ever** 19%	**The same as ever** 59%	**Worse than ever** 23%
To what extent did the exam meet your expectations?	**It did not meet my expectations** 17%	**It met all my expectations** 64%	**It exceeded my expectations** 19%

Semi-structured interviews

- Most students think that APTIS is relevant to the English program
- They are familiar with the question types of the test
- Grammar test is fairly easy

Semi-structured interviews

- They need to improve their vocabulary bank (synonym, antonym, collocations)

- They find it not familiar and stressful to take the speaking test on a computer

- They are distracted by the noise made by student sitting nearby despite wearing headphones

Administration

Pros	Cons
- A big group of students can take the test at the same time - Results can be quickly announced after students take the test - Students get familiar with the skills tested when they enroll in the program	- Students are not quite familiar with taking the test on the computer (esp. speaking) - There are not many practice materials in the market - Sometimes facing with IT problems during the test and test results

Conclusion

- The program is relevant when APTIS is implemented and used as an exit test
- Listening, reading, and speaking components of the program are relevant
- Due to the fairly weak correlation of the mid writing score and APTIS result, the writing components of the program should be reviewed in terms of contents, teaching methods and assessment

References

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Thank you for listening!