

Abstract

A Validation of the MC-Test as a Test of English Proficiency

by

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This study attempts to validate a new form of the MC-Test, the NMC-Test, of which the first half of every third word is deleted, to examine whether the different starting points of deletion of the NMC-Test affect the difficulty, reliability and concurrent validity of the test, and to compare the effectiveness of the NMC-Test with the original MC-Test. (The MC-Test is the test of which the first half of every second word is deleted.) Eight short passages were carefully selected according to the appropriateness of their readability and content. Each passage was made into a 25-item subtest. Both the MC-Test and the NMC-Test consisted of four subtests each. The subjects were eighty-four postgraduate students at NIDA, who enrolled in the Reading Skills Development in English courses. The MC-Test was administered to all subjects while three parallel forms of the NMC-Test were randomly assigned to the subjects. The statistics used in this study were (a) the paired sample t-test, to compare the mean scores between the MC-Test and NMC-Test 1, the MC-Test and NMC-Test 2, the MC-Test and NMC-Test 3; (b) the ANOVA, to compare the three group means simultaneously and to examine the differences in difficulty of the three forms of the NMC-Test; (c) the Cronbach's alpha, to test the reliability of the

MC-Test as well as that of the NMC-Test; and (d) the Pearson's product-moment correlation, to compare the validity of the three forms of the NMC-Test with the original MC-Test, the three forms of the NMC-Test with the NIDA English Entrance Examination, and the original MC-Test with the NIDA English Entrance Examination. The results indicated that the NMC-Test significantly discriminated better and was easier than the MC-Test. The different starting points of deletion did not affect the reliability, validity, and difficulty of the NMC-Test.