

Investigating the validity of a productive vocabulary test: the G_Lex

Anisur Rahman & Tess Fitzpatrick

rezwan2k7@hotmail.com

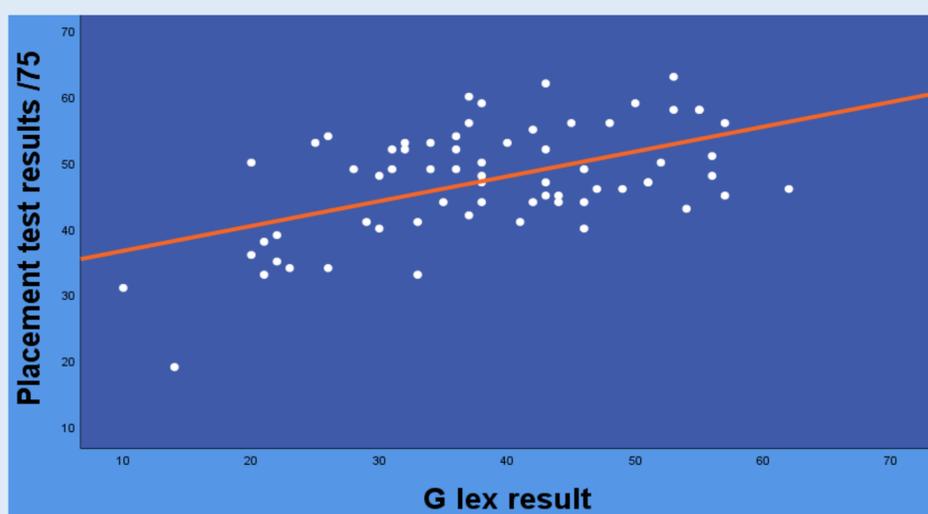
t.fitzpatrick@Swansea.ac.uk



Introduction

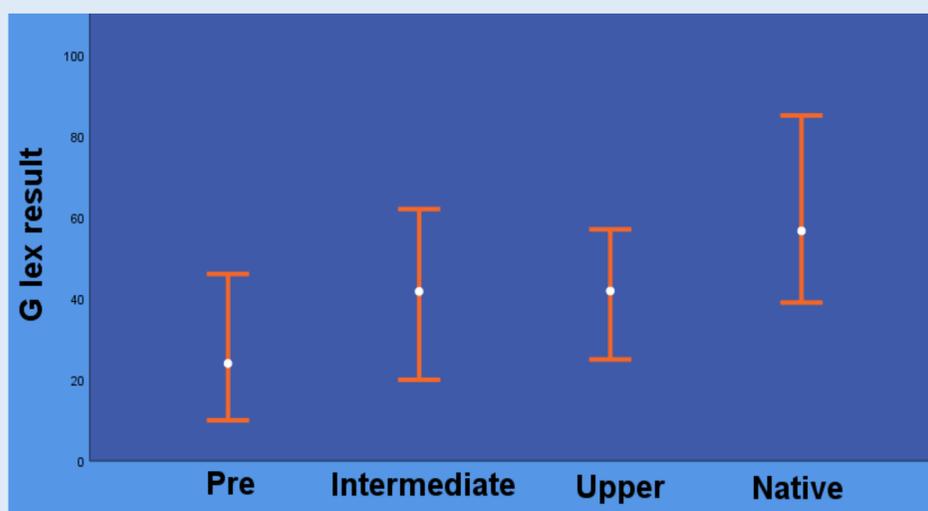
G_Lex was introduced by Fitzpatrick and Clenton (2017) as a way of measuring productive vocabulary knowledge. The study reported here investigates the concurrent validity of G_Lex by comparing L1 speaker scores with learner scores, and by comparing G_Lex scores with scores from a placement test.

Is there a correlation between the scores on the G_Lex and the scores on a controlled productive vocabulary test (placement test)?



- Learner scores on the G_Lex test were compared with scores on a test used for the placing of students in the general summer course at the Swansea University ELTS department (n=67)
- A significant correlation was found between the G_Lex and placement test ($r=0.528$, $p<0.05$) indicating that scores on one test can to a moderate extent be predicted from the other

Do L1 speakers of English score higher on the G_Lex than learners and does G_Lex differentiate between learner groups at different levels?



- The G_Lex test was taken by 12 pre intermediate, 31 intermediate and 24 upper intermediate learners and 18 L1 speakers
- L1 speakers scored significantly higher than all learner groups ($t=5.808$, $p<0.05$)
- Significant differences were found between the results of all groups except the upper intermediates and intermediates ($F=1$, $p>0.05$)

The G_Lex Test

In the spaces provided below write as many one-word responses as possible (up to five) to complete each sentence. Try not to repeat words you have already used.

1. She loved to talk speak discuss chat cry over the phone.
2. When I feel sad I always go to the gym park shops church.
3. They think car-racing is exciting dangerous fun good stupid
4. His colleague wanted to _____ the report.
5. My favourite _____ is football.
6. She looked _____ when she saw her friends.
7. He couldn't _____ the car.
8. If there was a fire in my house I would save my _____.
9. Many people feel _____ about the environment.
10. The parents _____ the children.
11. He was happy with his _____.
12. He didn't think her teacher was _____ at all.
13. She always wanted to _____ after a busy day at work.
14. She sent _____ to her mother.
15. The weather looked _____ before the game.
16. He wanted to _____ the letter.
17. She was excited about _____.
18. The girls thought the rock concert was _____.
19. He took the chance to _____ the president.
20. He gave his boss _____.
21. At the funeral the family felt _____.
22. He always _____ his breakfast.
23. She put the food in the _____.
24. She was always _____ to those who needed help.

Conclusions

- L1 speakers generally scored higher on G_Lex than learners
- G_Lex scores differentiated between pre-intermediate learners and intermediate/upper intermediate learners
- G_Lex scores correlated moderately but significantly with the placement test scores

Considerations for further research

- The test was administered by several different teachers and there were slight differences in collection methods used
- Testing the reliability of the G_Lex was outside the scope of this study but should be addressed in future research
- The correlation between the G_Lex scores and placement test scores were not strong; this might have occurred because the G_Lex cannot detect small differences in proficiency, or because the tasks are measuring different things

For further information see:

Bachman, L.F. (1997). *Fundamental Considerations in Language Testing*. Oxford: OUP.

Fitzpatrick, T., & Clenton, J. (2010). *The challenge of validation: Assessing the performance of a test of productive vocabulary*. *Language Testing*, 27(4), 537-554.

Fitzpatrick, T., & Clenton, J. (2017). *Making sense of learner performance on tests of productive vocabulary knowledge*. *TESOL Quarterly*, 51(4), 844-867.