Parallel-form Reliability – A Case Study of the GEPT Intermediate Spoken Performance Test

Cyril J. Weir
University of Surrey Roehampton
Jessica Wu
The Language Training & Testing Center

Abstract

This study aims to investigate parallel-form reliability in the General English Proficiency Test (GEPT) Intermediate Speaking Test, part of an EFL testing system recently developed by the Language Training and Testing Center (LTTC) under the auspices of the Ministry of Education in Taiwan.

The GEPT Intermediate Speaking Test (GEPTS-I) is a tape-mediated test conducted in a language lab environment. Limited availability of facilities necessitate the use of multiple test forms; in order to ensure the reliability of the parallel forms and to avoid test bias it is crucial test form be equivalent in terms of test content and task difficulty.

Subjects were 120 intermediate-level EFL learners in Taiwan, randomly divided into two groups, sixty subjects to each group. Three trial GEPTS-I test forms were used. Forms 1 and 2 were administered to the first group, Form 2 and 3 to the second. The performance data from the different test forms were analyzed by Many-Facet Rasch. Various checklists were also employed to examine qualitatively the degree to which the different forms are parallel.