METU SFL - EPE ANALYSES

PHASE 3:

A COMPARATIVE STUDY OF

EPE WITH TOEFL AND IELTS (CBT)

School of Foreign Languages
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METU EPE RELIABILITY ANALYSIS:
A COMPARATIVE STUDY OF EPE WITH TOEFL AND lELTS

PURPOSE OF THE STUDY

The purpose of this study is firstly to determine the reliability of METU EPE by correlating EPE scores with TOEFL and lELTS scores. The second purpose of this study is to calibrate EPE scores with TOEFL scores, considering the minimum TOEFL score required by other national and international universities to be exempted from English Preparatory School, and also considering the expectation of the DBE management and staff in favor of increasing the TOEFL scores in the existing EPE equivalence table.

SAMPLE

60 DBE students were selected through stratified random selection from all three groups, namely PIN, INT and UIN. When random selection was being carried out, the students who were unlikely to qualify to take June 2005 EPE were excluded. Out of 60 students, 3 did not qualify to take the EPE, 1 did not take the EPE and 4 did not take the TOEFL. Therefore, sample size to carry out the analysis reduced to 52, and 3 students did not qualify for EPE Stage 2.

ANALYSIS
1. Correlations

In order to masure the validity of EPE, it was correlated toTOEFL and EELTS, which are regarded to be valid tests. EPE-TOEFL correlation was measured both on the basis of sub-tests (language, reading, listening, writing), and the whole test EPE-IELTS correlation was measured on the basis of reading and listening sub-tests.

Before carrying out correlation analysis, the scatter plot showing the distribution of grades was studied, and 4 students were noted to be outliers (3 of whom did not qualify EPE Stage 2), and therefore excluded in the correlation of the related components.

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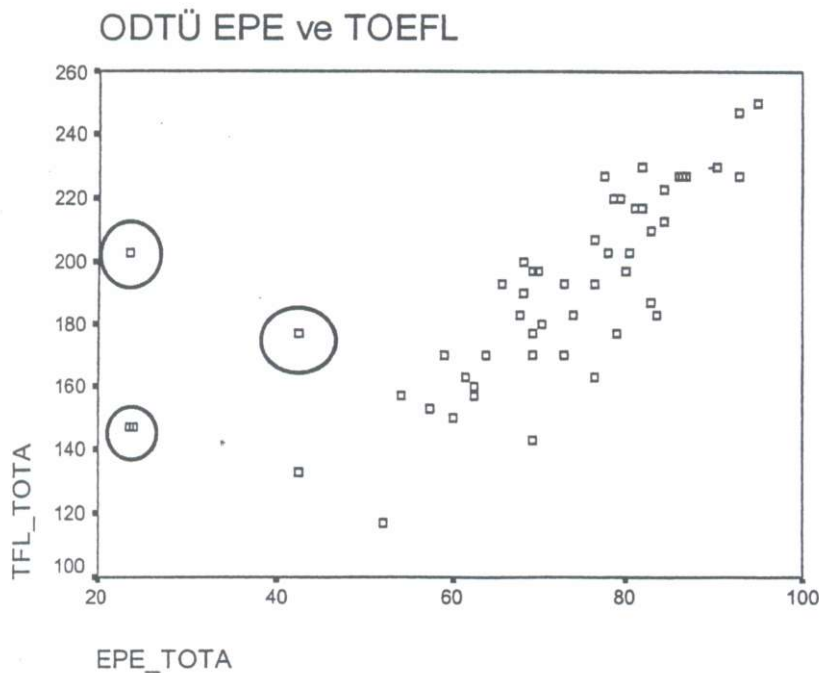
When TOEFL scores are converted into 0-100 scale, the distribution of EPE and TOEFL scores are:
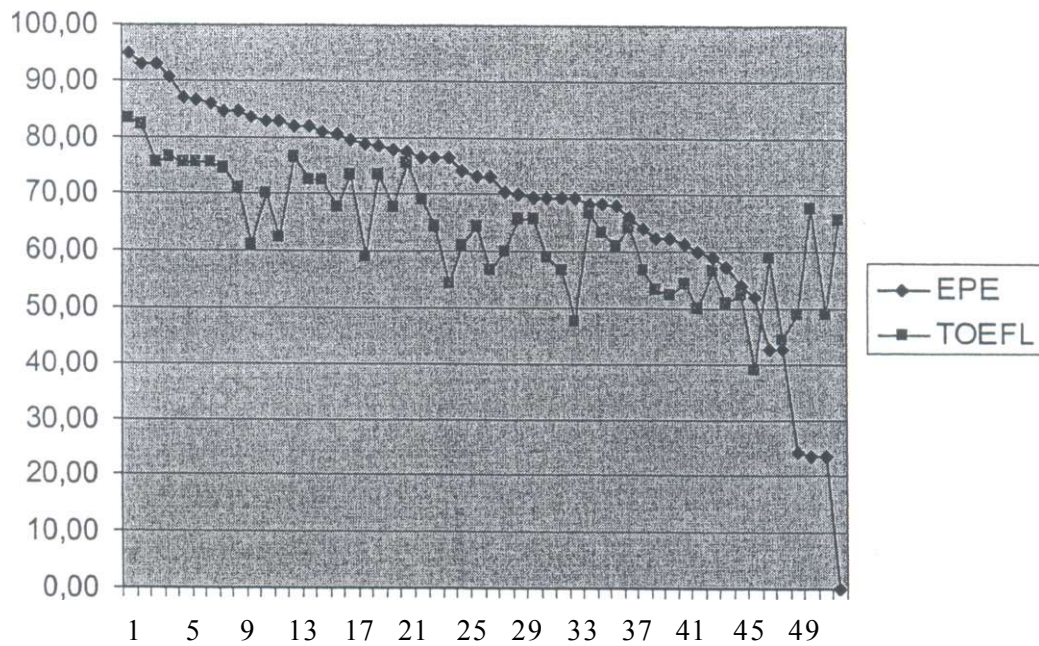
Although generally moderate correlation values were obtained regarding the EPE and TOEFL sub-tests, the correlation value is high on the whole test, which is due to the fact that correlation value increases as the number of test items increases.

Correlation regarding sub-tests and whole tests are shown below:

A. A high correlation (0.867) was noted between EPE-TOEFL whole test.

Descriptive Statistics

	Mean	Std. Deviation	N
EPE^TOTA	74,3173	11,1369	
TFL TOTA	190,87	32,74	**52**

Correlations

		EPE TOTA	TFL TOTA
EPE^TOTA	Pearson Correlation	1,000	,867*
	Sig. (2.tailed)	₁	,000
	N	52	48
TFL^TOTA	Pearson Correlation	,867*-	1,000
	Sig. (2.tailed)	,000	₁
	N	48	52

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

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B. A moderate correlation (0,539) was noted between EPE-TOEFL "language use" sub-tests.

Descriptive Statistics

	Mean	Std. Deviation	N
EPE_LANG	13,2308	2,4101	52
TFL_LANG	19,5192	4,0220	52

Correlations

		EPE LANG	TFL l ANG
EPE_LANG	Pearson Correlation	1,000	.539"
	Sig. (2-tailecl)	**,**	,000
	N	52	48
tfl_MNG	Pearson Correlation	,539*^	1,000
	Sig. (2-tailed)	,000	**,**
	N	48	52

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

C. Correlations slightly above moderate were noted between EPE-TOEFL and EPE-IELTS "reading" sub-tests, 0,727 and 0,625 respectively.

Descriptive Statistics

	Mean	Std. Deviation	N
EPE_READ	23,4231	3,9275	52
TFL_.READ	19,9615	3,3604	52
IEL READ	27,95	6,52	39

Correlations

		EPE READ	TFLREACL	IEL READ
EPE_READ	Pearson Correlation	1,000	)	.625*
	Sig. (2-tailed)	1	**TJOD**	.000
	N	52	48	38
TFL__READ	Pearson Correlation	,727"	1,000	,499*
	Sig. (2-tailed)	.000	1	,002
	N	48	52	37
IEL_READ	Pearson Correlation	.625*'	.499"	1,000
	Sig. (2-tailed)	,000	.002	
	N	38	37	39

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

D. Correlation slightly above moderate (0,686) was noted between EPE-TOEFL "listening" sub-tests. Moderate correlation (0,509) was noted between EPE-IELTS "listening" sub-tests.

Descriptive Statistics

	Mean	Std. Deviation	N
EPE^LIST	24,9904	3,9525	52
TFL^LIST	17,7692	4,3908	52
IEL_LIST	24.28	5,67	39

Correlations

		EPE_LIST	TFL_LIST	IEL_LIST
EPE_LIST	Pearson Correlation	1,000	.686"^	,509*^
	Sig. (2-taHed)	,	,000	,001
	N	52	48	38
TFL_LIST	Pearson Con-elation	,686*^	1,000	,578^^
	Sig. (2-tailed)	,000		,000
	N	48	52	37
IEL^LIST	Pearson Conrelation	,509"	,578*-	1,000
	Sig. (2-tailed)	,001	,000	
	N	38	37	39

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

E. A low and statistically meaningless correlation (0,244) was noted between EPE-TOEFL "writing" sub-test.

Descriptive Statistics

	Mean	Std. Deviation	N
EPE^WRIT	12,6731	3,3194	52
TFL_WRIT	3,5577	,8892	52

Correlations

		EPE_WRIT	TFL_WRIT
EPE_WRIT	Pearson Correlation	1,000	,244
	Sig. (2-tailed)	,	,095
	N	52	48
TFL^WRIT	Pearson Correlation	,244	1,000
	Sig. (2-tailed)	,095	,
	N	48	52