DEVELOPMENT OF AN ORAL PRO-CHIEVEMENT TEST
AND ITS ANALYSIS FROM THE VIEWPOINT OF CORRELATION
WITH THE RESULT OF THE EXAM OF THE OTHER SUBJECTS
(ABSTRACT)

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Evaluation is one of the momentous and inevitable activities for language teachers. In the discipline of Japanese language education, there are several fields which have not been extensively studied compared with some other very popular domains such as teaching methods, learning theories and developing of teaching materials, etc. Among the fields for which we feel it is hard to find adequate literature, is research on evaluation.

In this presentation, an oral pro-chievement test developed for an intensive course of Japanese for the students who are supposed to conduct research at graduate schools was introduced and the result of analysis of the test from the viewpoint of correlation with the result of the test for other subjects was reported.

The test is composed of two parts; dialogical conversation with a tester and Role-Plays with the same tester. The topics and the content of the Role-Plays are limited to the sphere of the daily life of a research student at the graduate school, which has been made clear through a couple of surveys. As for the rating method, we refered to the Oral Proficiency Interview by The American Council on the Teaching of Foreign Languages and adopted it partly after modifying the rating scales and descriptions in order to suit our purpose.

We have repeated analysis of the data we got through the operations of the developed test mainly by approval of the correlation efficient of the numerical value assessed by 7 rators, who are all Japanese language instructors at the institute. By means of the analysis, we have improved the rating method to the extent that we believe successfully proved the coefficient of reliability. This time, we intended to clarify the relationship

between the performances in the oral test and those of 5 other fields (grammatical knowledge, knowledge of characters, reading, composition and hearing) by determining the correlation efficient. Though we treated only 2 groups of 30 subjects, we reached a supposition that there is a certain high relation between oral ability and hearing ability(.85/.79), while there are relatively low relations between oral ability and the other 4 fields; grammar(.54/.63), character(.65/.74), reading(.66/.33) and composition(.58/. 63).

As a conclusion, it can be said that the result of our analysis just verified the past commonsense, though we still have to continue observing the relation between ability of oral communication and those of the other fields hereafter. Also, we admit the necessity for verification of the validity of the method for evaluating oral ability, since we have cleared the reliability in some degree so far. For further improvement of the system, we sincerely expect as many institutions as possible use our test and point out defects of the system.