MLAT Test Review

Leah Depue

ED 8540: Language Assessment

Dr. Kathleen Bailey

April 1, 2014
Introduction

As someone who speaks three languages, I have often wondered if I have a predisposition that makes language learning naturally easy for me or if my motivation levels were the reason for my quick acquisition of German and Italian. It was not until recently that I learned about the Modern Language Aptitude Test, a test that is used to measure an individual’s aptitude for learning a foreign language. In addition to measuring aptitude for learning a foreign language, it provides a good indication for which individuals will profit most from language training and in contrast, which individuals will experience the most difficulty when learning a foreign language or who may have learning disabilities. (MLAT, 2012)

Ordering the MLAT

Ordering the MLAT seems to be more difficult than achieving admission to Harvard University. Because the test is only available to 4 main groups: government agencies, clinical psychologists, private schools, and missionaries, the test is very difficult to gain access to. The Language Learning and Testing Foundation must first approve that the organization that is requesting permission is qualified to administer the exam. If the organization is qualified, one can fill out a contact form to initiate their order. Unfortunately, one can only see the order forms for the elementary version of the MLAT (the MLAT-E), the Spanish elementary version of the MLAT, and the Pimsleur Language Aptitude Battery, but not the official price listings for the MLAT. All of this information was found on the Language Learning and Testing Foundation’s website.

(See Appendix A for the contact form, Appendix B for the Organization Qualification Form, and Appendix C for the Student Qualification Form)
History of MLAT, MLAT-E, and CB-MLAT

At the beginning of his career at Harvard University, John Carroll was approached by John Gardner, another Harvard professor, who was receiving pressure from government agencies to help them in their employment selection processes. Gardner, who Carroll considers to be a founder of the CIA due to his help in developing methodologies to select people for the CIA, needed Carroll’s help in developing a language aptitude test. Carroll’s original test proposal was rejected because he was too far away from the U.S. Army Defense Language Institute in Monterey, California where the test was to be administered. Inspired by WWII and the need to have people who could listen for military action plans over radio in enemy countries, the Army needed people who could master foreign languages; this lead to the need for a language aptitude test. (Stansfield & Reed, 2009)

Carroll’s work with the Army solidified his interest in language aptitude testing. He received grants and funding from the Psychological Corporation, the Carnegie Corporation, and the CIA. The Psychological Corporation wanted to maintain control over Carroll’s data collection whereas the Carnegie Corporation helped to support the design, selection, and validation of the tests. Because of the official manual to be published with the test, in the end, the Psychological Corporation had a strong influence on the design and scoring system of the tests as well. With the help of Stanley Sapon, Carroll and the Psychological Corporation produced the MLAT in 1959. In the interview with Stansfield and Reed, Carroll informed the interviewers that the MLAT is available not only in English, but in a variety of different languages.

In the 1960s, there was a push for teaching foreign languages in elementary schools. Carroll once again collaborated with John Gardner who was able to influence the Carnegie Corporation to give Carroll funding for the development of an MLAT for elementary schools.
Carroll refuses to take all of the credit for the project, and awards much credit to the Psychological Corporation. The MLAT-E was published in 1967. *(See Appendix D for an order form of the MLAT-E)*

The MLAT is currently property of the non-profit entity Second Language Testing Foundation, Inc. It is unclear to me as to how the Language Learning and Testing Foundation is related to the Second Language Testing Foundation, Inc. Nowadays, the MLAT is considered a “secure test” which means that it is available only to government agencies, licensed clinical psychologists, private institutions, or any other organizations or groups which the foundation deems appropriate to administer the test. The test has a strict security agreement and users are strictly prohibited from sharing the test. *(MLAT, 2012)*

Like many other testing companies, the Language Learning and Testing Foundation (LLTF) released a computer-based version of the MLAT in 2006, the CB-MLAT. The test is exactly the same as the paper version of the MLAT and is used for the same purposes, measuring one’s aptitude to learn a language. The LLTF uses the MLAT-CB to test develop and test new items for the MLAT. Many people choose the computer-based version over the paper version because of immediate feedback, ease with higher volume of examinees, lower rate of errors in terms of scoring, and reduction of administrative costs. *(MLAT, 2012)*

**Diagnosing Learning Disorders**

The LLTF website defines a language learning disability as “low aptitude for learning languages in comparison with the student’s aptitude for learning other subjects.” *(MLAT, 2012)* The student in question can take a battery which tests their abilities in a wide range of subjects. Once all of the scores are available, and the scores are compared, the administrator can see if there is a lower aptitude score on the language test, which shows a disability in language
learning. When thinking about Swain’s (1984) guideline of *Work for Washback*, this information and language learning disabilities should have an effect on how teachers teach in a language classroom.

**General Composition of the MLAT**

The MLAT has five components that test skills related to foreign language learning.

1. **Number Learning**: The examinees learn numbers through aural input and are then put to the test when given different combinations of numbers. This part tests auditory and memory abilities through sound-meaning relationships. This section has 43 possible points.

2. **Phonetic Script**: The examinees must learn a set of correspondences between speech sounds and phonetic symbols.

3. **Spelling Cues**: The examinees must read words that are spelled as they are pronounced, not according the standard spelling rules. They are then given a list of words and must find the word whose meaning is closest to the “disguised word.”

4. **Words in Sentences**: This measures the examinees awareness of grammar structure. In this section, the examinee is given a sentence with a key word in it. Next, they are given one or several other sentences in which they have to select another word which functions the same way as the original key word.

5. **Paired Associates**: The examinees are given a list of vocabulary words in another language and have to memorize their meanings in English. (MLAT, 2012)

*In Appendix E, you can see some Sample Questions from the MLAT website.*

As previously stated, there is not much information in regards to the administration of the test aside from the LLTF website. Based on what the website says, it sounds as if one has to be
deemed qualified to administer the test by either the LLTF or the Second Language Testing Foundation, Inc. On the website, we read the following:

*The basic Test Kit includes a Manual, Test Booklet, Practice Exercises Sheet, Examinee Answer Sheet, Hand Scoring Stencil, and Cassette Tape or CD. The cassette tape/CD includes instructions and stimuli for the entire test, and it controls the timing of the sections. Test administration takes approximately one hour and requires the use of a cassette recorder or CD player. After test administration is complete, scores are calculated by hand using the Hand Scoring Stencil. (MLAT, 2012)*

**Scoring System of the MLAT**

One’s score on the MLAT is determined by how many questions were answered correctly; no points are lost for incorrect answers or omissions. Each individual organization or institution can set the cut-off point wherever they want in order to determine who is eligible for language training. The scores should be considered valid for at least 5 years because language aptitude is viewed as a stable trait and not as something that can be improved with time. (MLAT, 2012)

**Analysis**

I will use Wesche’s (1993) (Bailey, 1998) framework and Swain’s (1983) guidelines examine the MLAT test’s validity and reliability.

**Wesche’s Framework**

The first component of the framework is *stimulus material*. Stimulus material is composed of information, both linguistic and nonlinguistic, that is presented to the learners in order for them to demonstrate their language skills that are being assessed. In terms of the MLAT, the stimuli material in the Number Learning section includes numbers through aural input. In the Phonetic Script section the stimuli are speech sounds and phonetic symbols. In the Spelling Cues section, the stimuli are a list of vocabulary words. All of the prompts for the
MLAT were structured and written specifically for this test; many of the vocabulary words and numbers are fake and do not belong to any real language.

The second component and third components are *task posed to the learner* and *learner’s response*. The response of the learner/student either shows that the student is capable of doing the task posed to them or incapable of the task posed to them. As previously stated, the MLAT poses 5 main tasks to the learner: learning numbers, learning correspondences between speech sounds and symbols, reading words as they are pronounced, identifying grammar structures, and memorizing vocabulary words in English. The fourth component is *scoring criteria*. As previously stated, the MLAT is scored according to questions answered correctly and no points are deducted for incorrect answers. Tables 1-5 illustrate how the MLAT corresponds to Wesche’s framework.

*Table 1 Number Learning*

<table>
<thead>
<tr>
<th>Wesche’s Test Analysis Components</th>
<th>Number Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulus Material</td>
<td>Examinees hear made-up numbers through aural input.</td>
</tr>
<tr>
<td>Task posed to the learner</td>
<td>Examinees will hear the names of numbers spoken aloud, and will be asked to write down the numbers. But in this test, the numbers are in a new language.</td>
</tr>
<tr>
<td>Learner Response</td>
<td>Upon hearing the different combinations of numbers, students must write down the numbers.</td>
</tr>
<tr>
<td>Scoring</td>
<td>Cognitively, this part tests auditory and memory abilities through sound-meaning relationships. This section has 43 possible points.</td>
</tr>
</tbody>
</table>

*Table 2 Phonetic Script*

<table>
<thead>
<tr>
<th>Wesche’s Test Analysis Components</th>
<th>Phonetic Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulus Material</td>
<td>Examinees learn phonetic symbols (by listening) for English sounds.</td>
</tr>
</tbody>
</table>
Task posed to the learner | After learning some phonetic symbols, examinees will answer a series of questions. Each question will have four separate syllables, with each syllable spelled phonetically. The speakers will model the sounds for each of the syllables in the set. The examinee needs to choose the correct corresponding syllable.
---|---
Learner Response | After hearing the sounds of the five sets, the task is to select the syllable that has the phonetic spelling of the syllable they heard.
Scoring | 30 possible points in this section.

Table 3 Spelling Cues

<table>
<thead>
<tr>
<th>Wesche’s Test Analysis Components</th>
<th>Spelling Cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulus Material</td>
<td>Disguised words that are spelled the way they are pronounced</td>
</tr>
<tr>
<td>Task posed to the learner</td>
<td>This part of the MLAT tests the examinee’s ability to associate sounds and symbols. Each question has a word at the top (spelled in an unusual way—the way it is pronounced) followed by a group of words. Examinees must identify the word below that corresponds closest in meaning to the disguised word.</td>
</tr>
<tr>
<td>Learner Response</td>
<td>The examinee must recognize the disguised word from the spelling.</td>
</tr>
<tr>
<td>Scoring</td>
<td>There are 50 questions in this section; points awarded for corrected answers but not deducted for incorrect answers.</td>
</tr>
</tbody>
</table>

Table 4 Words in Sentences

<table>
<thead>
<tr>
<th>Wesche’s Test Analysis Components</th>
<th>Words in Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulus Material</td>
<td>The students read contextualized sentences with key words in them.</td>
</tr>
<tr>
<td>Task posed to the learner</td>
<td>This section measures awareness of syntactic structures through recognition and analogy. The examinees are given a sentence with a key word in it, referred to as the key sentence. One word in this sentence with be underlined and capitalized. The examinee must select the letter of the word in the second sentence that plays the same role as they key word in the first sentence.</td>
</tr>
<tr>
<td>Learner Response</td>
<td>Examinees are given several sentences and must select another word which functions the same way as the original key word.</td>
</tr>
</tbody>
</table>
There are 45 questions in this section.

<table>
<thead>
<tr>
<th>Wesche’s Test Analysis Components</th>
<th>Paired Associates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulus Material</td>
<td>24 vocabulary words in a made up language</td>
</tr>
<tr>
<td>Task posed to the learner</td>
<td>Part 5 tests the rote memory aspect of learning a foreign language. On this part of the test, examinees are given 2 minutes to memorize 24 words.</td>
</tr>
<tr>
<td>Learner Response</td>
<td>Answer questions corresponding to the 24 words; typically need to give English equivalent.</td>
</tr>
<tr>
<td>Scoring</td>
<td>Points awarded for questions answered correctly, no points reduced for incorrect answers.</td>
</tr>
</tbody>
</table>

Table 5 Paired Associates

Swain’s Guidelines

In addition to Wesche’s framework, I will also use Swain’s guidelines of the four principles of communicative language test design. The first principle is to Start from somewhere which means that the test should be based on sound theoretical principles (Bailey, 1998). The test designers should have a very clear idea of what they are trying to measure. Many tests like the TOEFL use the communicative competence theory to assess one’s ability in a language. The MLAT works differently in that it tests the skills that are predictive for success in learning a language.

The second principle involves concentrating on the content which means that the assessment should be appropriate for the age group, proficiency level, and goals of the learners (Bailey, 1998). Once again, the MLAT is unique in the sense that it tests aptitude levels. Unlike the TOEFL which has content relevant for those studying at an American university, the MLAT is used to determine ability to learn any foreign language and doesn’t have a specific theme to it. There is an MLAT available for adults and the MLAT-E is available for elementary school.
children. Although I haven’t seen the two versions of the test, I assume that the content on the MLAT-E is adapted to younger children.

The third principle is called “Bias for best” which means that tests should be designed to help the test-takers perform as well as possible. I haven’t seen the test, but it sounds like it is a bit mind-boggling. I have been unable to find any personal reactions to those who have taken or administered the MLAT and therefore cannot make any judgments.

The fourth principle is “work for washback” which Swain defines as “the effect a test has on teaching practices.” Dr. Kathleen Bailey (1999) expands this definition by defining washback as “the influence of testing on teaching and learning.” Because the MLAT cannot be studied or prepared for, I am not sure that there is much of an influence on language teaching. If teachers are aware that some of their students have a greater aptitude for learning a language than others, perhaps they can somehow adjust their teaching methods for those who may have language learning disabilities. If we define washback as Brown (2005) does, “the degree to which a test affects the curriculum”, then I would argue that the MLAT does not produce washback, because you cannot teach people to do well on it. In terms of language learning, if one is aware that they have a language learning disability, perhaps they can seek extra help.

Table for Swain’s Principles

<table>
<thead>
<tr>
<th>Swain’s Test Analysis Principles</th>
<th>Modern Language Aptitude Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start from somewhere</td>
<td>Based on skills that are predictive for success in learning a foreign language.</td>
</tr>
<tr>
<td>Concentrate on content</td>
<td>Having not seen the MLAT, it is unclear as to what the content of the test is. Because it is not for an extremely specific context, like studying at an American University, I would assume that the content wouldn’t be extremely focused on one subject or context. There are two different tests available: one for adults and one</td>
</tr>
</tbody>
</table>
for elementary-aged children. One can assume that the content is adjusted appropriately based on age and language abilities.

<table>
<thead>
<tr>
<th>Bias for best</th>
<th>Based on the research I have read, it seems like the MLAT is a bit mind-boggling and could perhaps be less confusing. Because I cannot gain access to a copy of the test, it is hard to say.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work for washback</td>
<td>The MLAT cannot be studied for; therefore, I don’t believe that there is much washback.</td>
</tr>
</tbody>
</table>

**Validity & Reliability**

Test Validity is extremely important in that it helps teachers make important decisions about their students. Teachers want to make well-informed decisions based on tests that actually measure what they are supposed to. Brown (2005) defines validity as “the degree to which a test measures what it claims, or purports, to be measuring” (p. 220). There are three main strategies that measure validity: content validity, construct validity, and criterion-relation validity.

In measuring content validity, “the goal will always be to establish an argument that the test is a representative sample of the content the test claims to measure” (p. 221). The test claims to measure people’s abilities in the following skills that are typically fortuitous of high language learning aptitudes: auditory and memory abilities, sound and phonetic symbol correspondence, awareness of syntactic structures, and rote memory. The MLAT is much different than any other language proficiency test in that it cannot measure one’s ability to speak an already-known language, but rather if they seem to have the cognitive abilities to successfully learn a language.

Understanding the psychological construct is a prerequisite to understanding construct validity (Brown, 2005, p. 226). A major problem with measuring psychological constructs is that tests cannot go into a student’s brain and test the construct. Therefore, a tester can only attempt
to measure a particular part of the construct. In each of these five components, specific language processing abilities are tested.

Criterion-related validity shows that a test is valid by “showing that the scores on the test being validated highly with some other, well-respected measure of the same construct” (p. 232). In Carroll’s (1962) chapter about the prediction of success in a language through aptitude tests, we see a chart that shows us (Appendix F) that the MLAT appears to have diagnostic significance and validity by using correlations of comparing is with the Psi-Lamda test (p. 115). For example, memorizing vocabulary is closely related to number learning as well as paired associates tests; all of these are memory tests.

Brown (2005) points out that while validity and reliability are similar, they are different. “A test can be reliable without being valid” (p. 220). In addition, “reliability can be viewed as a precondition for validity” (p. 220). A test does not need to be valid in order to be reliable. If the results are relatively consistent, then the test is viewed as reliable. Unfortunately, based on the fact that very little is published about this test, it’s very difficult for me to determine whether or not this test is reliable.

**Conclusion**

My major critique of this test is that it is very difficult to find information about it. I was only able to locate a couple of resources that gave me detailed information. Because I was not able to view the test, but rather just sample questions, I do not have a very good feel for things such as bias for best or concentrate on content. It was also impossible to find evidence as to whether or not the MLAT is a valid or reliable test. Without detailed information, I would not be inclined to choose this test for my students. Based on the five components of the test, it sounds as if it is a good predictor of whether or not someone would be successful at learning a language.
References


Appendix A

Initial Contact Form from LLTF website

Contact Us
You are here: Home \ Contact Us
We are interested in hearing from you.
First Name (required)
Last Name (required)
Phone
Email (required)
Subject
Your Message

Corporate contact information: Language Learning and Testing Foundation, Inc. 10713 Mist Haven Terrace Suite 301 N. Bethesda, MD 20852

From: http://lltf.net/contact-us/
Appendix B- Organization Qualification Form

Language Learning and Testing Foundation, Inc.

Dr. Charles W. Stansfield, President Ph: 301-231-6046 Fax: 301-231-9536 10713 Mist Haven Terrace, Suite 301, N. Bethesda, MD 20852 www.LLTF.net E-mail: CStansfield@LLTF.net

Organizations Qualifications Form

Language Learning and Testing Foundation, Inc. (LLTF) maintains a high commitment to professional practices in testing and assessment and subscribes to the principles of The International Language Testing Association’s Code of Ethics and The Standards for Educational and Psychological Testing. Eligibility to purchase certain testing materials is determined on the basis of training, experience, and position.

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Organization:</th>
</tr>
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<tbody>
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<td>Title:</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax Number:</td>
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<tr>
<td>Mailing Address:</td>
<td></td>
</tr>
<tr>
<td>City, State/Province, Zip:</td>
<td></td>
</tr>
<tr>
<td>Country:</td>
<td></td>
</tr>
</tbody>
</table>

Type of Organization *(choose one)*

Public School

Tutoring Agency

Government: Federal, State, County Clinic/Medical Facility

Private School For-Profit Organization Missionary Organization Other *(specify)*:

Post-Secondary Institution Not-for-Profit Organization Private Counseling Practice

School Psychology Other *(specify)*:

**Primary Area of Specialty *(based on training, or supervised experience)***

Education Human Resources

General Psychology/Counseling Speech Language Therapist

Educational Background

Professional Credentials

Membership in Professional Organization(s)

ACA AERA
CEC ILTA Others (specify):

AMA APA IPMA-HR HRCI

ASTD SHRM

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Major</th>
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<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td></td>
<td></td>
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<tr>
<td>Master’s Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
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</tr>
<tr>
<td>Other (specify):</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year</th>
<th>License Number</th>
<th>Expiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed in Area:</td>
<td>yyyy/MM/dd</td>
<td></td>
</tr>
<tr>
<td>Licensed in Area:</td>
<td>yyyy/MM/dd</td>
<td></td>
</tr>
</tbody>
</table>

Describe how you (or your organization) will use test materials from LLTF. If this is part of a research study, give an abstract of the study and describe the role of the MLAT in it.

I certify that I and/or persons who may use the test materials being ordered by me have a general knowledge of measurement principles and of the limitations of test interpretations as called for in the Standards for Educational and Psychological Testing and that I/we are qualified to use and interpret the results of these tests being purchased as recommended in these Standards. I agree to comply with the following basic principles of test security: Test takers must not receive test answers before beginning the test; test users must adhere strictly to the copyright law and under no circumstances photocopy or otherwise reproduce answer forms, test books, or manuals; access to test materials must be limited to qualified persons who agree to safeguard their use. I additionally certify that I have read the Security Agreement and that I understand and accept such Security Agreement. Your signature indicates acceptance of and compliance with the statements above.

Signature __________________________________________________________
Date___________________

Appendix C-Student Qualification Form

Language Learning and Testing Foundation, Inc.

Dr. Charles W. Stansfield, President Ph: 301-231-6046 Fax: 301-231-9536 10713 Mist Haven Terrace, Suite 301, N. Bethesda, MD 20852 www.LLTF.net E-mail: CStansfield@LLTF.net

Student Qualifications Form

Language Learning and Testing Foundation, Inc. (LLTF) maintains a high commitment to professional practices in testing and assessment and subscribes to the principles of The International Language Testing Association’s Code of Ethics and The Standards for Educational and Psychological Testing. Many of the tests and materials offered by LLTF are available only to qualified professionals. Eligibility for students to purchase certain restricted materials is determined on the basis of the information provided below.

Name: ___________________________ Date: ___________________________
E-mail Address: ___________________________
Phone Number: __________________ Fax Number: __________________
Mailing Address: __________________
City, State/Province, Zip: __________________
Country: __________________
Name of College/University: __________________ Department: __________________

Type of research being conducted: Thesis Dissertation Research Name of test to be purchased: ___________________________
Number of test takers: __________________
Method of administration: __________________

Briefly describe the purpose of your research and how you plan to use the purchased test: ___________________________

I understand that the terms as stated in the Security Agreement are a condition of test purchase and agree to the following basic principles of test security: Examinees may not have access to correct test answers before beginning the test; test users must adhere strictly to copyright law and under no circumstances photocopy or otherwise reproduce answer forms, test books, or manuals; access to test materials must be limited to qualified persons who agree to safeguard their use. Test materials may not be resold or distributed under any circumstances.

Your signature indicates acceptance of and compliance with the principles above.
Signature of Student ___________________________ Date ___________________________
Signature of Faculty Advisor ___________________________

Contact Information for Faculty Advisor

Name: __________________ Title: __________________
E-mail Address:
Phone Number:
Fax Number:
Business Address:
City, State/Province, Zip:

Appendix D- Order form for the MLAT-E

Language Learning and Testing Foundation, Inc.

Dr. Charles W. Stansfield, President Ph: 301-231-6046 Fax: 301-231-9536 10713 Mist Haven Terrace, Suite 301, N. Bethesda, MD 20852 www.LLTF.net E-mail: CStansfield@LLTF.net

Modern Language Aptitude Test - Elementary

Order Form and Test Security Agreement

** To place your order, fill out this form, and send it to LLTF via mail, fax, or e-mail attachment. ** *** WE ACCEPT VISA AND MASTERCARD PAYMENTS ***

<table>
<thead>
<tr>
<th>Name:</th>
<th>Organization:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail Address:</td>
<td>Title:</td>
</tr>
<tr>
<td>Mailing Address:</td>
<td>Phone Number:</td>
</tr>
<tr>
<td>City, State or Province, Zip:</td>
<td>Fax Number:</td>
</tr>
<tr>
<td>Country:</td>
<td>Purchase Order # (if applicable):</td>
</tr>
</tbody>
</table>

Please indicate test version:

North American Version (with North American English)

**ITEM**

UK Version (With British English)

**PRICE QTY (USD)**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>UNIT PRICE</th>
<th>QTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Kit (Includes 5 Test Booklets, 5 Score Reports, 1 Manual, 1 Scoring Stencil, and 1 MLAT-E Audio CD)</td>
<td>$85.00/kit</td>
<td>$0.00</td>
</tr>
<tr>
<td>Test Administrator’s Manual</td>
<td>$13.00 ea.</td>
<td>$0.00</td>
</tr>
<tr>
<td>Test Booklet – Individual booklet</td>
<td>$4.00 ea.</td>
<td>$0.00</td>
</tr>
<tr>
<td>Test Booklets – Package (Includes 25 Test Booklets)</td>
<td>$80.00/pkg.</td>
<td>$0.00</td>
</tr>
<tr>
<td>Test Booklets – Large volume package (8 or more Test Booklet packages)</td>
<td>$70.00/pkg.</td>
<td>$0.00</td>
</tr>
<tr>
<td>Score Reports – Package (Includes 25 Score Reports)</td>
<td>$4.00/pkg.</td>
<td>$0.00</td>
</tr>
<tr>
<td>Hand-Scoring Stencil</td>
<td>$29.00 ea.</td>
<td>$0.00</td>
</tr>
<tr>
<td>MLAT-E Audio CD (cassette tape available upon request)</td>
<td>$29.00 ea.</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Shipping and Handling
Base shipping and handling charges are indicated below (e.g., 25 Test Booklets). Shipping charges increase for large orders (more than 30 Test Booklets or the equivalent). You will be notified shortly after you place the order as to any additional shipping costs. Please e-mail CStansfield@LLTF.net for specific inquiries. For express shipments, tracking and cost information is available upon request.

TOTAL

$0.00

SHIPPING OPTIONS (choose one)

PRICE (USD)

USPS Priority Mail (Within USA)

$15.00

USPS Priority Mail (Canada or Europe)

$25.00

USPS Priority Mail (Africa, Asia, or South America)

Prepaid Express Shipping via FedEx (Within USA)

$40.00

Prepaid Express Shipping via FedEx (Outside of USA)

Determined by LLTF

Express Shipping: Collect (billed to your existing shipping account) Your shipping account number:

Carrier: UPS FedEx Other:

Determined by carrier

Large order (e.g., more than 30 Test Booklets)

Determined by LLTF

TOTAL BILLING AMOUNT: Please enter total billing amount, including shipping and handling

Payment Options:
To pay by check:

**Make check in US$ payable to LLTF.** Send to: MLA T

Language Learning and Testing Foundation, Inc. 10713 Mist Haven Terrace
Suite 301
N. Bethesda, MD 20852

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**Credit Card Billing Information:**

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Outside the US, please pay via credit card.

Have you (or your organization) purchased any products from LLTF before?

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Briefly describe how you (or your organization) will use the MLAT-E.

Security Agreement:

In placing this order, I, the purchaser, agree to maintain the security of all test materials. I will reproduce no part of this test in any form of printing or by any other means, electronic or mechanical, included, but not limited to, photocopying, audiovisual recording or transmission, and portrayal or duplication in any information storage and retrieval system. I, the purchaser, also warrant that the tests will be used only for the express, legitimate purpose for which they are designed and intended.

I have read and agree to uphold the security of this test.

Appendix E-Sample Questions

11.1 MLAT Sample Questions – Part I

PART I: NUMBER LEARNING

Part I of the MLAT has 43 possible points. This part of the MLAT tests auditory and memory abilities associated with sound-meaning relationships. In this part of the MLAT, you will learn the names of numbers in a new language. Subsequently, you will hear the names of numbers spoken aloud, and you will be asked to write down these numbers. For example, if you heard someone say the number “seventeen” in English, you would write down 1 7. But in this test, you will hear the numbers in a new language. Here’s how it will work:

You will hear some instructions read aloud. The speaker will then teach you some numbers (not the same as these samples, of course). The speaker will say something like:

[The red text represents the voice you will hear.]

Now I will teach you some numbers in the new language. First, we will learn some single-digit numbers:

“ba” is “one”

“baba” is “two”

“dee” is “three”

Now I will say the name of the number in the new language, and you write down the number you hear. Try to do so before I tell you the answer:

“ba” -- That was “one”
“dee” -- That was “three”
“baba” -- That was “two”

Now we will learn some two-digit numbers:

“tu” is “twenty”
“ti” is “thirty”
“tu-ba” is “twenty-one” in this language -- because “tu” is twenty and “ba” is one. “ti-ba” is “thirty-one” -- because “ti” is thirty and “ba” is one.

Now let’s begin. Write down the number you hear.

a. ti-ba [you have only about 5 seconds to write down your answer] b. ti-dee
c. baba
d. tu-dee

Click HERE to see the answers to the Sample Questions for MLAT Part I.

After you write down the numbers, you will be told how to fill in the appropriate spaces on the answer sheet. Although this example was fairly simple, on the actual test you will have to learn one-, two-, and three-digit numbers and combinations.
11.2 MLAT Sample Questions – Part II
PART II: PHONETIC SCRIPT

Part II of the MLAT is a test of your ability to learn a system for writing English sounds phonetically. There are 30 possible points in this section. First you will learn phonetic symbols for some common English sounds. For each question, you will see a set of four separate syllables. Each syllable is spelled phonetically. A speaker will model the sounds for you by pronouncing each of the four syllables in a set. Then the speaker will model the sounds in the next set.

After the speaker models the sounds in five sets, you will be asked to look back at the first set. The speaker will go through the groups again, but this time the speaker will say only one of the 4 syllables in a set. Your task is to select the syllable that has a phonetic spelling that matches the syllable you heard.

For example, you would look at the first five sets. They would look something like this:

1. bot but
2. bok buk
3. geet gut
4. beek beev
5. geebgeet

bok buk bov bof beet but but buv bufbut

[Remember, the red text represents the voice of the speaker that you will hear]

The speaker will then pronounce each of the four syllables in each of the five sets. You follow along:

1. “bot” “but”
2. “bok” “buk”
3. “geet” “gut”
4. “beek” “beev”
5. “geeb” “geet”

“bok” “buk” “boy” “bof” “beet” “but” “but” “buv” “buf” “but”

Then the speaker will go back to number 1 and pronounce just one syllable from the
set of four. So, you might hear:

1. “buk”

During the actual test, you must indicate which syllable you heard by darkening the corresponding space on the computer answer sheet. Then you hear the next question:

2. “bok”

Choose your response from set 2. Then listen to question 3:

3. “gut”

Choose your response from set 3. Then listen to question 4:

4. “beev”

Choose your response from set 4. Then listen to question 5:

5. “geeb”

Choose your response from set 5.

After that, new phonetic symbols are introduced in the next five sets of four syllables. You respond to those questions, and then you are given a third and final set. Some of the symbols look like normal English spelling, and some do not. Although a few of the syllables may sound like English words, most of the syllables are nonsense syllables that just happen to contain English sounds.

### 11.3 MLAT Sample Questions – Part III

**PART III: SPELLING CUES**

Part III of the MLAT has 50 questions. This part of the MLAT requires the ability to associate sounds with symbols and depends somewhat on knowledge of English vocabulary. It is also somewhat speeded, and therefore, it is much more challenging than the following exercise, which consists of only 4 practice questions. Nonetheless, trying these sample questions will give you a good idea of what Part III is like.

Each question below has a group of words. The word at the top of the group is not spelled in the usual way. Instead, it is spelled approximately as it is pronounced. Your task is to recognize the disguised word from the spelling. In order to show that you recognize the disguised word, look for one of the five words beneath it that corresponds most closely in meaning to the disguised word. When you find this word or phrase, write down the letter that corresponds to your choice. Try all four samples; then click below to check your answers.

**NOW GO RIGHT AHEAD WITH THESE SAMPLE QUESTIONS. WORK RAPIDLY!**

1. kloz
   A. attire
Click HERE to see the answers to the Sample Questions for MLAT Part III.

11.4 MLAT Sample Questions – Part IV
PART IV: WORDS IN SENTENCES

There are 45 questions in MLAT Part IV. The following exercise consists of only 4 practice questions. The MLAT questions test recognition, analogy, and understanding of a far greater range of syntactic structures than the 4 sample questions shown here.

In each of the following questions, we will call the first sentence the key sentence. One word in the key sentence will be underlined and printed in capital letters. Your task is to select the letter of the word in the second sentence that plays the same role in that sentence as the underlined word in the key sentence.

Look at the following sample question:

Sample: JOHN took a long walk in the woods.
Children in blue jeans were singing and dancing in the park.

ABCDE

You would select “A.” because the key sentence is about “John” and the second sentence is about “children.”

NOW GO RIGHT AHEAD WITH THESE SAMPLE QUESTIONS.

Write down your answers so that you can check them when you are finished.
1. MARY is happy. From the look on your face, I can tell that you must have had a bad day.

ABCDE

2. We wanted to go out, BUT we were too tired. Because of our extensive training, we were confident when we were out sailing, yet we were always aware of the potential dangers of being on the lake.

ABC

DE

3. John said THAT Jill liked chocolate. In our class, that professor claimed that he knew that girl on the television news show.

ABCDE

4. The officer gave me a TICKET! When she went away to college, the young man’s daughter wrote him the most beautiful letter that he had ever received.

DE

Click HERE to see the answers to the Sample Questions for MLAT Part IV.

11.5 MLAT Sample Questions – Part V

PART V. PAIRED ASSOCIATES

Part V of the MLAT focuses on the rote memory aspect of learning foreign languages. On the actual test, you will have 2 minutes to memorize 24 words. You will then do a practice exercise. You can look back at the vocabulary during this practice exercise, but you will not be permitted to look at the vocabulary or at your practice sheet while you are doing the Part V questions that follow the exercise.

Your task here is to MEMORIZE the Maya-English vocabulary below. There are only six words to memorize on this practice test. Keep in mind that the vocabulary list on Part V of the MLAT will be 4 times longer than this sample. Take 40 seconds to memorize this vocabulary. Then click below to go to the questions. Do not look back at the vocabulary until you have finished responding to the sample questions.

Vocabulary

Maya -- English c?on gun sis? wood k?ab hand kab juice bat ax pal son
NOW GO RIGHT AHEAD WITH THESE SAMPLE QUESTIONS. Write down your answers so that you can check them when you are finished.

1. bat
A. animal
B. stick C. jump D. ax
E. stone

2. kab
A. juice
B. cart C. corn D. tool E. run

3. c?on
A. story
B. gun C. eat D. mix E. bird

4. k?ab
A. road
B. tree C. yell D. fish E. hand

5. si?
A. look
B. yes
C. forgive D. cook E. wood

6. pal
A. chief
B. son C. friend D. gold E. boat

Click HERE to see the answers to the Sample Questions for MLAT Part V.

11.6 Answers to MLAT Sample Questions

MLAT Part I, Number Learning

a. thirty-one (31)
b. thirty-three (33) c. two (2)
d. twenty-three (23)

MLAT Part III, Spelling Cues

1. A kloz is a disguised spelling of clothes, which corresponds in meaning to attire
2. **B restrnt** is a disguised spelling of **restraint**, which corresponds in meaning to **self-control**

3. **D prezns** is a disguised spelling of **presents**, which corresponds in meaning to **gifts**

4. **E grbj** is a disguised spelling of **garbage**, which corresponds in meaning to **waste**

**MLAT Part IV, Words in Sentences**


**MLAT Part V, Paired Associates**


# Table 4.9

Correlation: Pertinent to the Use of Language Aptitude Tests for Differential Diagnosis; Results from Testing in the Five-University Summer Program in Mideast Languages*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number Learning</th>
<th>Phonetic Script</th>
<th>Spelling Clues</th>
<th>Words in Sentences</th>
<th>Paired Associates</th>
<th>M-CGT Total</th>
<th>Total Course Grade</th>
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<tr>
<td>Hear phonemic distinctions</td>
<td>.40 .51</td>
<td>.56 .58</td>
<td>.32 .58</td>
<td>.51 .39</td>
<td>.25 .43</td>
<td>.59 .59</td>
<td>.64 .81</td>
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<td>Produce phonemes accurately</td>
<td>.37 .49</td>
<td>.28 .59</td>
<td>.46 .52</td>
<td>.34 .35</td>
<td>.05 .45</td>
<td>.45 .56</td>
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<td>Mimic basic sentences</td>
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<td>Memorize vocabulary</td>
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<td>Understand grammar</td>
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<td>.52 .56</td>
<td>.31 .42</td>
<td>.50 .45</td>
<td>.03 .58</td>
<td>.50 .58</td>
<td>.75 .85</td>
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<td>Speak grammatically</td>
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<td>.55 .60</td>
<td>.37 .47</td>
<td>.02 .56</td>
<td>.13 .57</td>
<td>.67 .66</td>
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<td>Comprehend spoken language</td>
<td>.47 .56</td>
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<td>.43 .46</td>
<td>.02 .48</td>
<td>.51 .60</td>
<td>.76 .75</td>
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<td>.00 .38</td>
<td>.45 .52</td>
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*Two values in each cell are presented: the first is for $N = 32$ students in the 1958 program, the second is for $N = 30$ students in the 1959 program. Approximate significance levels: $r = .25$ for 5% level; $r = .48$ for 1% level.

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EDUC 8540: LANGUAGE ASSESSMENT SEMINAR
SELF-ASSESSMENT AND CHECKLIST FOR ASSIGNMENT I: TEST REVIEW

Directions: Please print out this self-assessment and checklist to turn in with your Test Review. Use a plus, a check, or a minus to show how well you feel you did each of the tasks listed below. This information will not be “used against you” – it is to help me improve your preparation for the assignment.

+ = good to excellent work; no questions or doubts in these areas
√ = fair to good work; some doubts and/or some confusion here
- = poor to fair work; many doubts and/or much confusion
NA = not applicable

1. I have chosen a commercially developed or widely used language test.
   +√ - It is a test of the language of my degree.
   +√ - It is a test that will influence me or my students, whether now or in the future.

2. I have gathered information about the test (from the publisher, from published research articles, from teachers who have used it, from websites, from scholarly journals, etc.).
   +√ - This information includes a summary of the history of the test and a sample test (if available) or at least sample items;
   +√ - I have provided test development information on its reliability, validity, and item analyses;
   +√ - I have located pricing information and order forms, administration manuals and/or manuals for test score users and included it in my appendices; and
   +√ - I have read published articles about and/or reviews of the test.

3. I have gathered first-hand information about this test.
   +√ - NA I have administered the test (if possible).
   +√ - I have talked to teachers who have used this test.
   +√ - I have talked to students who have taken it.
   +√ - I have a sense of how the test works (whether it is face valid, user friendly, etc.)

4. I have examined the scoring system.
   +√ - I have determined how scores are derived and reported, what guidance for interpreting scores is provided to user agencies, what test security measures are used, etc.
   +√ - I have decided whether this is a norm-referenced or a criterion-referenced test, and whether it provides usable diagnostic information.
   +√ - I have explained the scoring system and any problems that it may present.
   +√ - I have sought out and provided rater-reliability data (if it was available to me).

5. I have analyzed the test.
   +√ - I have used Wesche’s four components in a table to analyze my test. (REQUIRED)
   +√ - I have incorporated concepts from the Brown and Bailey textbooks as I analyzed my test.
(REQUIRED)
+ √ - I have used the four principles of communicative language testing (Swain, 1984) in a table in my review. (REQUIRED)
+ √ - I have also incorporated any other relevant constructs from our seminar in my analysis of this test. (REQUIRED)

6. I have prepared a professional-caliber written review.
+ √ - I have evaluated the test based on all these sources of information.
+ √ - I have cited appropriate literature in writing my test review.
+ √ - The review is well-documented, well organized, and thorough.
+ √ - I have used the original sources and have not relied on secondary sources.
+ √ - The body of the review is a maximum of ten to twelve pages per person, typed and double-spaced.
+ √ - My report includes accurate citations of appropriate references in APA format.
+ √ - I have included the reference list and any appendices (which are sequentially lettered in the order in which I’ve referred to them in the body of the paper).
+ √ - I have read and utilized the advice that Dr. Bailey posted about writing effectively.
+ √ - I realize this assignment is worth 20% of my final course grade.
+ √ - I understand that the grade is final and that I may not resubmit this paper to improve the grade.
+ √ - I have learned something in completing this project and I’m proud of the work I’ve done.

7. I have developed an informative summary to post on our class conference.
+ √ - The summary follows the prescribed format (see assignment sheet).
+ √ - I have carefully proofread AND spell-checked the summary.
+ √ - The summary is of professional quality for distribution to my peers via the course Moodle.
+ √ - I have posted the summary to our class Moodle by the date indicated on the Moodle.
+ √ - I understand that my classmates may choose to include a copy of my summary in their Language Testing Ideas Files. Some may even ask me for permission to include my entire paper, but I understand that the choice of whether or not to share the paper is up to me.