

Name index

- Anderson, A. B., 209
 Anderson, J. F., 28, 68
 Anderson-Bell, 93–94, 98, 106
 Angleitner, A., 180
 Atkinson, D., 242, 246, 256
- Babbie, E. R., 28, 68
 Bachman, L. F., 190
 Bailey, K. M., 28, 68, 101–2, 104–5,
 107–10, 213, 271, 273n.
 Barlow, M., 223
 Berdie, D. R., 28, 68
 Bernbrock, C. W., 79, 271
 Biklen, S. K., 212
 Bogdan, R. C., 212
 Bohrnstedt, G. W., 176, 191
 Bourque, L. B., 111
 Brown, J. D., 1, 4, 9, 13, 14, 15,
 23–25, 72, 74, 98, 101–2,
 104–5, 107–10, 114, 125,
 131, 140, 143, 156, 157, 158,
 161, 165, 167, 169, 172, 173,
 176, 177, 180, 181, 182, 184,
 186–87, 191, 193, 200, 201,
 202, 204, 205, 207, 208, 213,
 245–46, 254, 259, 264, 267,
 269, 271, 273n., 279n.
- Campbell, D. T., 188, 227
 Carey, L., 13
 Carroll, J. B., 17
 Chancerel, J.-L., 9, 15
 Clark, V. A., 111
 Converse, J. M., 68
 Cook, J., 25, 290n.
 Cunha, C., 25, 284n., 287n., 288n.
 Cunha, M. I. A., 114, 193, 200, 201,
 202, 204, 205, 207, 208
- Davis, K. A., 225–26, 243–44, 247,
 248, 250
 Denzin, N. K., 225–28, 249
 Dick, W., 13
 Duff, P. A., 257
- Eysenck, H. J., 180
- Fetterman, D. M., 249
 Fidell, L. S., 157, 184, 188, 198
 Fielder, E. P., 111
 Fielding, J. L., 227, 229–30, 248,
 249, 251
 Fielding, N. G., 227, 229–30, 248,
 249, 251
 Fink, A., 28, 68, 111, 208, 270
 Firebaugh, G., 208–9
 Fisher, R. A., 139, 153
 Fiske, D. W., 188, 227
 Forthofer, R. N., 208
 Fowler, F. J., Jr., 28, 68, 111, 208
 Fox, J. A., 111
 Freeman, D., 228, 250
 Frey, J. H., 111
 Frota, S. de F. N., 114, 193,
 200–202, 204, 205, 207, 208
- Gallup, G., 56
 Gardner, R. C., 177
 Glesne, C., 212, 227, 249
 Gorsuch, R. L., 184, 188
 Guba, F., 224–25, 227, 231
- Hartley, H. O., 166
 Hatch, E., 74, 131, 140, 143, 156,
 157, 168, 208
 Huberman, A. M., 213, 215, 223,
 224, 228, 231, 249

Name index

- Iwai, T., 9
- Jacob, E., 213, 271
 Jacoby, W. G., 208
 Janesick, V. J., 228
 Johns, A. M., 15
 Johnson, D. M., 213, 250
- Kalton, G., 111
 Kieholt, K. J., 208
 Kimzin, G., 25–28
 Kirk, J., 249
 Kiu, L., 25, 290n.
 Knowles, M., 15, 23–25, 193, 259,
 264, 279n.
 Kondo, K., 9
- Larsen-Freeman, D., 225
 Lavrakas, P. J., 111, 250
 Lazaraton, A., 1, 74, 131, 140, 143,
 156, 157, 168, 208, 213, 225,
 226
 Lee, E. S., 208
 Lim, D. S. J., 9
 Lincoln, Y. S., 224–25, 227, 231, 249
 Litwin, M. S., 176, 191, 208, 249
 Long, M. H., 225
 Lorimor, R. J., 208
 Loschky, L., 25, 284n., 287n., 288n.
 Lynch, B. K., 80, 212–13, 217–22,
 223, 247, 250, 271
- McCall, G., 229
 McDonald, R. P., 184, 188
 McGroarty, M., 169
 McKeown, B., 9n., 68
 MacWhinney, B., 223, 251
 Mager, R. F., 13
 Mangione, T. W., 111, 208
 Marshall, C., 226, 240, 249
 Messick, S., 190
 Miles, M. B., 213, 215, 223, 224,
 228, 231, 249
 Miller, M. L., 249
 Moyer, K. L., 7–8, 46, 68
 Murray, D., 15, 23–25, 193, 259,
 264, 279n.
- Nathan, L. E., 208
 Neu, J., 15, 23–25, 193, 259, 264,
 279n.
 Niebuhr, M. A., 28, 68
 Nunan, D., 33, 250
- Ochsner, R., 15
 Oishi, S. M., 111
 Oppenheim, A. N., 28, 68
- Palmer, A. S., 190
 Parry, T. S., 17
 Patton, M. Q., 30–32, 56
 Pearson, E. S., 166
 Peshkin, A., 212, 227, 249
 Pickett, A., 25, 290n.
 Politzer, R. L., 169
 Presser, S., 68
 Proctor, S., 25–28
- Ramanathan, W., 242, 246, 256
 Ray, G., 9
 Richterich, R., 9, 15
 Robson, G., 177, 178, 180–82, 184,
 186–87
 Romney, A. K., 249
 Rosenkjar, P., 177, 180, 182, 184,
 186–87
 Rossett, A., 30, 32–34, 56, 69
 Rossi, P. H., 209
 Rossman, G. B., 226, 227, 249
 Rubin, H. J., 84, 111
 Rubin, I. S., 84, 111
- Sapon, S. M., 17
 Saris, W. E., 111
 Sasaki, C. L., 114, 179, 192–93,
 198–200, 208, 256
 Saville, N., 213
 Saville-Troike, M., 250
 Schwartz, R. D., 227
 Sechrest, L., 227
 Seidman, I., 111
 Seliger, H. W., 225
 Shimizu, H., 9
 Shohamy, E., 225

Name index

- Simmons, J., 229
Singh, S., 25, 284n., 287n., 288n.
Skehan, P., 177
Smythe, P. C., 177
Snow, C., 223
Sokolov, J., 223
Stacey, S. E., 7–8, 46, 68
Stanley, J., 25, 284n., 287n., 288n.
Stansfield, C. W., 17
- Tabachnick, B. G., 157, 184, 188,
198
Taylor, D. G., 212
Thomas, D., 9n., 68
Tracy, P. E., 111
- Uhl, N. P., 5
- Violand-Hainer, E., 15, 23–25, 193,
259, 264, 279n.
- Weaver, J., 25, 290n.
Webb, E. J., 227
Weiss, R. S., 78, 111
Weller, S. C., 249
Willet, J., 257
Willing, K., 9, 33, 297n.
Wilson, B. L., 227
Wright, J. D., 209
- Yates, F., 139, 153

Subject index

- abilities questions, 33
- ABSTAT, 93–94, 98
- Access (2000), 97
- achievement tests, 4
- address, on mail survey questionnaire, 88
- administrators, as source of data, 21–22
- advisory meetings, 5
- agreement, 172
 - caution about, 239–40
 - intercoder, 233–34
 - intracoder, 235–38
- agreement coefficient, 172
- alpha decision level, 137
- alpha level, 137
- alternative-answer questions, 39–40
- American Psychological Association (APA), 12, 254–56
- analysis of data
 - qualitative, 11–12, 212–52
 - statistical, 10–11, 114–211
- analysis of variance (ANOVA), 157
- appearance, of interviewers, 81
- aptitude tests, 4
- Attitude/Motivation Test Battery* (A/MTB), 177–78, 185–88
- attitudes questions, 33

- bar graphs, 116, 117
- behavior/experience questions, 30
- behavior observations, 4
- biased questions, 52
- bimodal distributions, 118
- biodata surveys, 34
- biserial coefficient, 143
- Bonferroni adjustment, 170, 182

- case studies, 4
- categorical scales, 17

- central tendency, 118–22
 - defined, 118
 - mean, 119–20, 121
 - median, 120–21, 122
 - mode, 120, 121–22
 - selecting indicators of, 121–22
- checklist questions, 42–43
- CHILDES, 223
- chi-square (χ^2) statistic, 158–69
 - assumptions of, 168–69
 - calculating, 159–64
 - combining two-way and one-way analyses, 165–67
 - multiple comparisons, 169–71
 - n*-way, 159
 - one-way, 158–61, 165–67
 - statistical significance of, 165
 - two-way, 159, 161–64, 165–67
- clarity
 - of questionnaire directions, 59–60
 - of questionnaire format, 57–59
 - of questions, 46–47
- closed responses
 - coding, 93–98
 - compiling, 104–7
 - forms of questions, 39–43
 - nature of, 35–36
 - pros and cons of, 36–38
- cloze procedure, 185–88
- coding, 93–98
 - assigning codes to data, 94–95
 - categories for, 93–94
 - choosing tools for, 97–98
 - deciding on approach, 95–97
 - defined, 93
 - recording data, 98
 - response, 232
- collapsing of data, 94–95
- column graphs, 116, 117, 118
- columns, defined, 95

Subject index

- communalities, 185
 compiling survey data, 92–101
 for curriculum survey projects, 104–11
 defined, 92
 messiness in, 101
 conclusion drawing and verification, 223–31
 confirmability in, 224, 227, 244
 credibility in, 224, 225, 242
 dependability in, 224, 226–27, 244
 transferability in, 224, 225–26, 243–44
 triangulation in, 227–31, 247–48
 Conclusions section, 255
 concordance, 223
 concurrent criterion-related validity, 180–81
 confirmability, 224, 227, 244
 construct validity, 181–90
 convergent validity studies, 183–84
 defined, 181
 differential-groups validity studies, 181–82
 discriminate validity studies, 183–84
 intervention validity studies, 182–83
 content validity, 177–78
 descriptive approach to, 177–78
 expert ratings approach to, 179–80
 convergent/discriminate validity studies, 183–84
 convergent validity, 183–84
 correction for attenuation, 203–6
 correlation, 131–43
 example of use, 200–208
 other forms of correlation analysis, 143
 Pearson product-moment correlation coefficient, 131–43
 correlation coefficient, 172
 other forms of, 143
 Pearson product-moment correlation coefficient, 131–43
 cover letters
 example of, 292–93
 for mail surveys, 86–87
 cover notes, for mail surveys, 87
 credibility, 224, 225, 242
 criterion-related validity, 180–81
 concurrent, 180–81
 predictive, 181
 critical values, 138–40
 of r , 138
 of t , 153
 of χ^2 , 166
 critiquing process, 61–62
 Cronbach alpha, 173–75
 cultural attitudes, of interviewers, 81
 curriculum survey projects, 13–15
 compiling data for, 104–11
 designing, 66–67
 needs analysis, 13–15
 planning, 25–27
 program evaluation, 15
 qualitative data analysis in, 246–48
 curvilinear relationship, 142
 data, 2
 database programs, 97–98
 data display, 215–23
 computers in, 222–23
 defined, 215
 matrices in, 216–22
 transcribing, 215–16
 data entry, 98
 data point, 2
 data reduction, 213–14
 data triangulation, 228
 dBaseIII Plus, 97
 decision validity, 190–91
 degrees of freedom (df), 154, 155–56
 delphi technique, 5
 demographic/background questions, 32
 dependability, 224, 226–27, 244
 descriptive questions, 19
 descriptive statistics, 114–30
 central tendency, 118–22
 dispersion, 122–27
 and distribution of answers, 127–30
 frequencies, 115–16
 graphical display of data, 116–18
 percentages, 115–16

Subject index

- design stage, 9–10, 30–70
 examples of, 63–67
 functions of surveys, 34–35
 guidelines for producing polished questionnaire, 55–63
 guidelines for writing good questions, 44–55
 response and question formats, 35–44
 for TESOL survey, 63–67
 types of questions and, 30–34
- diagnostic tests, 4
 diagonal, the, 203
 diary studies, 4
 dichotomous scales, 17
 differential-groups validity studies, 181–82
 directions, questionnaire, 59–60
 discriminate validity, 183–84
 Discussion section, 255
 dispersion, 122–27
 low-high, 123–24, 126–27
 range, 122–23, 126
 selecting indicators of, 126–28
 standard deviation, 124–26
- distributions
 defined, 116
 skewed, 116–18
 symmetrical, 116–18
 using graphs to understand, 116–18
- donut graphs, 116, 117
 double-barreled questions, 49–50
- editing, questionnaire, 61–63
 effects matrix, 217–22
 eigenvalues, 185
 embarrassing questions, 51–52
 employers
 needs analysis of, 22
 as source of data, 22
- equivalent-surveys reliability, 172–73
 error variance, 184
 Excel, 97, 116, 119–20, 123, 126, 127, 146, 173
 expert ratings approach, 179–80
 experts, 179–80
- explanatory questions, 20
 exploratory questions, 20
- face validity, 176–77
 factor analysis, 184–88, 200–208
 feedback, on questionnaire, 61
 feelings questions, 31
 fields, defined, 96
 fill-in questions, 38
 follow-up
 on interviews, 82–83
 on mail surveys, 88
- frequencies, 115–16
 frequency comparison statistics, 157–71
 assumptions of, 168–69
 calculating, 159–64
 combining two-way and one-way analyses, 165–67
 multiple comparisons, 169–71
 nature of, 157–59
 one-way designs, 158–61, 165–67
 purpose of, 158
 statistical significance of, 165
 two-way designs, 159, 161–64, 165–67
- function of questions, 56
- gathering survey data, 10, 71–92
 interviews in, *see* interviews
 messiness in, 101
 questionnaires in, *see* questionnaires
 sampling in, 71–74
 for TESOL survey, 102–4
- generalizability, 74
 goals, of language surveys, 12–16
 graphs, 116–18
 caution about, 118
 to understand distributions, 116–18
- group-administered questionnaires, 6–7, 89–92
 group interviews, 5–6
- highlighting, in questionnaire format, 58–59

Subject index

- hypothesis-confirming research, 214
 hypothesis-forming research, 214
- incentives, for mail surveys, 87–88
 incomplete questions, 47–48
 independence, 140, 146
 independent *t*-test
 calculating, 147–50
 example of, 154–55
 nature of, 146
 individual interviews, 5
 inquiry audits, 226–27
 interactional analysis, 4
 intercoder agreement, 233–34
 intercoder agreement coefficient, 233–34
 interdisciplinary triangulation, 228–29
 interest group meetings, 5
 internal-consistency reliability, 173–75
 interrator reliability, 234–35
 interrator reliability coefficient, 234–35
 interval scales, 18
 intervention validity studies, 182–83
 interviews, 5–6
 administering, 79–85
 defined, 5
 general guidelines for conducting, 80–83
 group, 5–6
 individual, 5
 pros and cons of, 74–78
 sequential use with questionnaires, 78–79
 specific guidelines for conducting, 83–84
 telephone, 6
 intracoder agreement, 235–38
 intracoder agreement coefficient, 235–38
 intrarater reliability, 237–38
 intrarater reliability coefficient, 237–38
 introductions, 60
 Introduction section, 254
- inventories, 4
 investigator triangulation, 228
 irrelevant questions, 54
- judgments, 34
- knowledge questions, 31
- language needs, 13
 language research surveys, 15–16
 language students, as source of data, 21
 language surveys
 defined, 2
 formulating, 18–22
 goals of, 12–16
 see also survey research
 Language Testing Research
 Colloquium, 104
 leading questions, 50–51
 length
 of questionnaires, 87
 of questions, 45–46
 level of language, 52–53
 lexical count, 222–23
 Likert-scale questions, 40–42
 linearity, 140–41
 linear relationship, 142–43
 literature reviews, 3
 loaded words, 50
 loadings, 185
 location triangulation, 229
 logistics, for group-administered questionnaires, 91
 Lotus 1-2-3, 97
 low-high, 123–24, 126–27
- mail surveys
 increasing return rates on, 85–89
 see also questionnaires
 marginals, 161
 Materials subsection, 254–55
 matrices
 to analyze qualitative data, 216–22
 defined, 216
 effects matrix, 217–22
 site dynamics matrix, 217

Subject index

- Maudsley Personality Inventory*
 (MPI), 180–81, 182
 mean, 119–20, 121
 mean function, 119–20
 meaning, of questions, 49–52
 means comparison statistics, 143–57
 assumptions of *t*-test, 156–57
 calculation of independent, 147–50
 calculation of paired, 150–51
 example of use, 198–200
 nature of, 143–47
 other forms of, 157
 purpose of, 146
 statistical significance of, 151–56
 median, 120–21, 122
 median function, 121
 meetings, 5
 member checking, 225
 methodological triangulation, 228
 Methods section, 254
 Michigan structure test, 185–88
 missing data, 94, 105
 mode, 120, 121–22
 mode function, 120
 Modern Language Aptitude Test, 17
 MonoConc for Windows, 223
 multiple comparisons, and frequency
 comparison statistics, 169–71
 multitrait-multimethod strategy,
 188–90
 multivariate analysis of variance
 (MANOVA), 198–200
- native speakers, as source of data, 21
 needs analysis, 13–15, 22
 defined, 14
 example of, 290–91
 language needs in, 13
 situation needs in, 14
 negative case analysis, 225
 negatively skewed distributions, 116
 negative questions, 47
 nominal scales, 17
 non-survey information, 2–5
 existing, 2–4
 observations, 4
 tests, 4
n-way χ^2 designs, 159
- observations, 4
 one-tailed decision, 137, 151–52
 one-way χ^2 designs, 158–61, 165–67
 open responses
 compiling, 107–11
 forms of questions, 38–39
 nature of, 36
 pros and cons of, 36–38
 transcribing, 93, 99–101
 operationalized constructs, 16–17
 opinion surveys, 34
 opinion/value questions, 31
 ordering effect, 57
 order of questions, 55–57
 ordinal scales, 17–18
 overall directions, 59–60
 overlapping choices, 48–49
 overlapping methods, 226, 244
- paired, 146–47
 paired *t*-test
 calculating, 150–51
 example of, 155–56
 nature of, 146–47
 Paradox, 97
 parents, as source of data, 22
 Participants subsection, 254
 Pearson product-moment correlation
 coefficient, 131–43
 assumptions of, 140–43
 calculating, 133–35
 critical value of, 138–40
 defined, 131
 statistical significance of, 135–40
 peer debriefing, 225, 247
 percentages, 115–16
 percent of agreement, 172
 intercoder, 233
 intra-coder, 236
 persistent observation, 225, 247
 personal attitudes, of interviewers, 81
 phi coefficient, 143
 pie charts, 116, 117
 piloting a questionnaire, 62–63
 placement tests, 4
 planning stage, 8–9, 12–16
 examples of, 23–27
 formulating questions in, 18–22

Subject index

- planning stage (*cont.*)
 goals of language surveys and, 12–16
 operationalizing key concepts in, 16–18
 for TESOL survey, 23–25
 point-biserial correlation coefficient, 143
 populations, 71–72
 positively skewed distributions, 117
 postage, for mail surveys, 88
 predictive criterion-related validity, 181
 prestige questions, 51
 primary research
 defined, 1
 types of, 1
 principal components analysis, 184
 priorities questions, 32–33
 problems questions, 32
 Procedures subsection, 255
 proficiency tests, 4
 program evaluation, 15
 progress tests, 4
 prolonged engagement, 225, 247
 psychological constructs, 16
Publication Manual of the American Psychological Association, 254–56

 Q-sort, defined, 9n., 34
 qualitative analysis, 11–12, 212–52
 qualitative survey data, 212
 qualitative survey data analysis, 212–52
 conclusion drawing and verification in, 223–31
 data display in, 215–23
 data reduction in, 213–14
 estimating reliability in, 231–40
 examples of, 242–48
 guidelines for, 240–42
 reliability analysis of, 231–40
 reporting results of, 256–59
 Quattro Pro, 97, 106
 questionnaires, 6–7
 administering, 85–92
 defined, 6

 questionnaires (*cont.*)
 directions on, 59–60
 editing, 61–63
 examples of, 273–86, 288–89
 format for clarity, 57–59
 group-administered, 6–7, 89–92
 mail surveys, 85–89
 order of questions in, 55–57
 pros and cons of, 74–78
 self-administered, 6
 sequential use with interviews, 78–79
 for TESOL survey, 65–66, 279–83
 questions
 defined, 35
 form of, 45–49
 grouping by type, function, format, and topic, 56
 guidelines for writing good survey questions, 44–55
 inapplicable, 54
 irrelevant, 54
 meaning of, 49–52
 nature of, 35
 respondent lack of answer to, 53
 respondents to, 52–55
 superfluous information, 54
 questions across pages, 49
 question types
 combining, 43–44
 grouping by, 56
 Patton's, 30–32
 Rossett's, 32–34
 quintamensional plan of question design, 56

 random samples, 72
 random sampling, 72–73
 range, 122–23, 126
 ranked scales, 18
 ranking questions, 43
 rating, response, 232
 ratio scales, 18
 raw frequencies, 115–16
 records, defined, 96
 records-and-fields approach, 96–97, 106
 referential analysis, 225

Subject index

- reliability, defined, 171
- reliability analysis, 11, 171–76, 192–208
 - caution about, 239–40
 - examples of, 192–208
 - general guidelines for, 191–92
 - methods for estimating reliability
 - of quantitative answers, 171–75
 - of qualitative survey data, 231–40
- repeated-surveys method, 171–76
- reporting results, 12, 253–71
 - examples of, 259–71
 - organization in, 253–59
 - of qualitative studies, 256–59
 - of statistical studies, 254–56, 258–59
- research, defined, 1
- research hypotheses, 254
- research questions, 18–22, 254
 - characteristics of good, 18–19
 - example, 20–22
 - purposes of, 19–20
- respondents
 - lack of answers, 53
 - to questions, 52–55
 - questions unable to answer, 53
- response coding, 232
- response formats, 35–36
- response rating, 232
- Results section, 255
- return postage, for mail surveys, 88
- return rate, methods of increasing, 85–89
- review meetings, 5
- rewards, for group-administered surveys, 92
- RightWriter, 222–23, 245
- rows, defined, 95
- rows-and-columns approach, 95–96, 106
- running example, *see* TESOL (Teachers of English to Speakers of Other Languages) International
- samples, 72
- sampling, 71–74
 - populations, 71–72
 - random, 72–73
 - sample size, 73–74
 - stratified random, 72–73
- scales of measurement, 17–18
- scatterplot, 140–41
- schedule, interview, 81–82
- search function, 222
- secondary research, defined, 1
- self-addressed envelopes, for mail surveys, 88
- self-administered questionnaires, 6
- self-ratings, 34
- sensory questions, 31
- short-answer questions, 39
- site dynamics matrix, 217
- situation needs, 14
- skewed distributions, 116–18
- social consequences in decision validity, 191
- solutions questions, 33–34
- spacing, in questionnaire format, 58
- Spearman-Brown prophecy formula (S-B), 235
- Spearman rho (ρ) correlation coefficient, 143
- specific directions, 60
- spreadsheet programs, 97
- SPSS, 93–94, 98, 169, 184
- standard deviation, 124–26
- Statement of Purpose, 254
- statistical analysis, 10–11, 114–211
 - descriptive statistics, 114–30
 - reporting results of, 254–56, 258–59
 - statistical tests, 130–71
 - of survey reliability, 11, 171–76, 192–208
 - of survey validity, 11, 176–91
- statistical research, 1
- statistical significance
 - of correlation coefficient, 135–40
 - defined, 130, 151
 - of frequency comparison statistics, 165

Subject index

- statistical significance (*cont.*)
 - of mean comparisons, 151–56
- statistical tests, 130–71
 - correlation, 131–43
 - defined, 130–31
 - frequency comparisons, 157–71
 - means comparisons, 143–57
- stepwise replications, 226
- strata, 73
- stratified random sampling, 72–73
 - decision to use, 73
 - sample size and, 73–74
- Suggestions for Further Research
 - section, 255
- superfluous information, 54
- survey data
 - interviews, 5–6
 - questionnaires, 6–7
- survey reliability
 - caution about, 175–76
 - defined, 171
 - methods for estimating, 171–75
 - see also* reliability analysis
- survey research
 - characteristics of, 1
 - compiling survey data in, 92–101, 104–11
 - design stage of, 9–10, 30–70
 - functions of surveys, 34–35
 - gathering survey data in, 10, 71–92, 101, 102–4
 - goals of, 12–16
 - non-survey information in, 2–5
 - operationalizing key concepts in, 16–18
 - planning stage of, 8–9, 12–16, 23–27
 - reporting results in, 12, 253–71
 - stages in, 7–12
 - survey data in, 3, 5–7
 - tools for gathering information in, 2–7
- survey validity, 176–91
 - construct, 181–90
 - content, 177–78
 - criterion-related, 180–81
 - decision, 190–91
 - survey validity (*cont.*)
 - defined, 176
 - face, 176–77
 - factor analysis, 184–88, 200–208
 - multitrait-multimethod strategy, 188–90
 - symmetrical distributions, 116–18
 - SYSTAT (1996), 170
 - SYSTAT (1999), 98, 184
- table of random numbers, 72
- teachers, as source of data, 21
- telephone calls, follow-up, 88
- telephone interviews, 6
- TESOL Matters* (newsletter), 246
- TESOL Quarterly*, 65, 191–92, 240–42, 253
- TESOL (Teachers of English to Speakers of Other Languages) International
 - background of, 23–24
 - design stage of, 63–66
 - gathering survey data for, 102–4
 - planning stage of, 23–25
 - qualitative analysis of, 242–46
 - report format for, 255–56, 258–65
 - statistical analysis of, 193–98
- test-retest reliability, 171–76
- tests, 4, *see also* statistical tests
- tetrachoric coefficient, 143
- thanking respondents
 - for group-administered questionnaires, 92
 - for mail surveys, 88
- theory triangulation, 228
- thick description, 226, 244, 248
- 3-D bar graphs, 116, 117
- 3-D pie charts, 116, 117
- time triangulation, 229
- timing, of mail surveys, 89
- training, of interviewers, 84–85
- transcribers, 100
- transcribing, 99–101, 215–16
 - choosing tools, 99–100
 - defined, 99
 - determining categories in, 99
 - doing, 100

Subject index

- transferability, 224, 225–26,
 243–44
- triangulation, 227–31, 247–48
 choosing what to triangulate,
 230–31
 defined, 225, 227
 problems in, 229–30
 types of, 228–29, 247–48
- triple-barreled questions, 49–50
- t*-test
 assumptions of, 156–57
 independent, 146, 147–50,
 154–55
 paired, 146–47, 150–51, 155–56
 purpose of, 146
 statistical significance of, 151–56
- two-tailed decision, 137–38,
 151–52
- two-way χ^2 designs, 159, 161–64,
 165–67
- typefaces, in questionnaire format,
 58
- Type I error, 192
 Type II error, 192
- University of Hawaii at Manoa,
 Second Language Teaching
 and Curriculum Committee
 (SLTCC), 67, 292–96
- validity, 176–91
 construct, 181–90
 content, 177–78
 criterion-related, 180–81
 decision, 190–91
 face, 176–77
 factor analysis, 184–88, 200–208
 multitrait-multimethod strategy,
 188–90
- validity analysis, 11, 176–91
- value implications in decision validity,
 190–91
- variables, defined, 16
- Word (2000), 100, 127
 WordPerfect, 110
- Y/G Personality Inventory*, 180–81,
 185–88