



Analysis of Variance

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ANOVA — ANalysis of VAriance

- “generalized t-test”—compares means
- two versions

- single ANOVA — compare groups along 1 dim., e.g. school classes
- **multiple ANOVA** — compare groups along > 1 dim., e.g. school classes and sex

Typical application of multiple ANOVA (MANOVA):

compare processing times for **two** syntactic structures under **two** phonological conditions

RnG

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Multiple ANOVA

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Like single ANOVA

- compares means of different groups
- based on F distribution

$$F = \frac{s_1^2}{s_2^2}$$

- always positive
- two kinds of df: df_{s_1} , df_{s_2}
- value 1 indicates same variance, values near 0 or $+\infty$ indicate diff.
- uses F distribution: compare variances among means vs. overall variances
- ANOVA, MANOVA $\neq F$ -test!
- expects near-normal distributions in all groups,
- sds in all groups roughly equal ($s_{d_i}/s_{d_j} \leq 2$)

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Multiple ANOVA

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Why Multiple ANOVA? — why not two 1-way ANOVA's?

- efficient
- in number of experiments, subjects needed
- combining two experiments into one improves accuracy (increases n , decreases SE)
- opportunity to study **interaction**
- age and subtype of cancer have independent effects (on mortality)
- but these are **reversed** in some combinations, e.g. breast cancer among young women

Interaction requires care!



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MANOVA Example

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Withaar & Stowe investigated effects of syntax and phonology on processing time

Task: read sentences word-by-word on computer screen, press button to see following word. Times between button presses are measured.

Syntax: difference between relative clauses where

- rel. pronouns are understood **subjects**

de bakker die de tuinmannen verjaagt

- rel. pronouns are understood **objects**

de bakker die de tuinmannen verjagen

Phonology: rhyming vs. non-rhyming words

Longoni, Richardson & Aiello showed that word lists with rhyming elements take longer to process



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Syntax, Rhyme, Reaction Times

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Design: Four kinds of sentences shown:

Phonology	nonrhyming	nonrhym. obj. rel.	nonrhym. subj. rel.
	rhyming	rhym. obj. rel.	rhym. subj. rel.
Syntax		Obj. Rel.	Subj. Rel.

“Extras”: W&S also controlled for subject’s attention span, and for which sentences were shown (no similar sentences shown to same persons).

Measurement: time needed for last word in relative clause



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Data: Means, SD's of Four Groups

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	process time	obj-rel. subj-rel.	rhyming (y/n)
non-rhyming	Mean 1581.86	Mean 1265.90	Mean 1581.86
	StdDev 341.82	StdDev 316.89	StdDev 341.82
rhyming	Mean 1494.51	Mean 1250.55	Mean 1494.51
	StdDev 382.45	StdDev 198.30	StdDev 382.45
Grand Total	Mean 1538.19	Mean 1258.23	Mean 1538.19
	StdDev 360.75	StdDev 261.03	StdDev 360.75

N.B. no sd is twice as large as another (but it is close!)
MANOVA question: are means significantly different?



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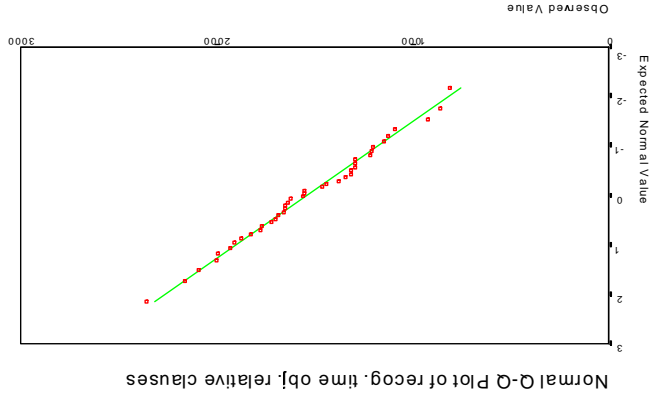


MANOVA: Normality

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Look at data: are distributions normal?

Rhymed and unrhymed object relatives



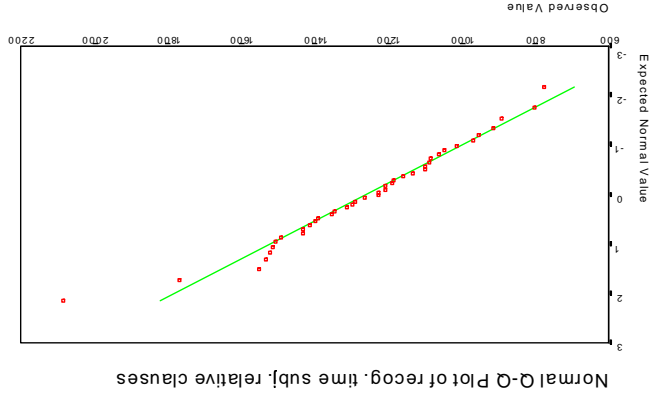
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MANOVA: Normality

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Rhymed and unrhymed subject relatives



Remark: longest reaction time good candidate for elimination (worth checking on)



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MANOVA Questions

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Asks **two/three** questions simultaneously:

- 1. Is rhyme affecting word processing time?
- 2. Do relative clause types affect processing time? and
- 3. Do the effects interact, or are they independent?

Questions 1, 2 might have been asked in separate (single) ANOVA designs (but these would have been more costly in number of subjects).

Question 3 is new to MANOVA.



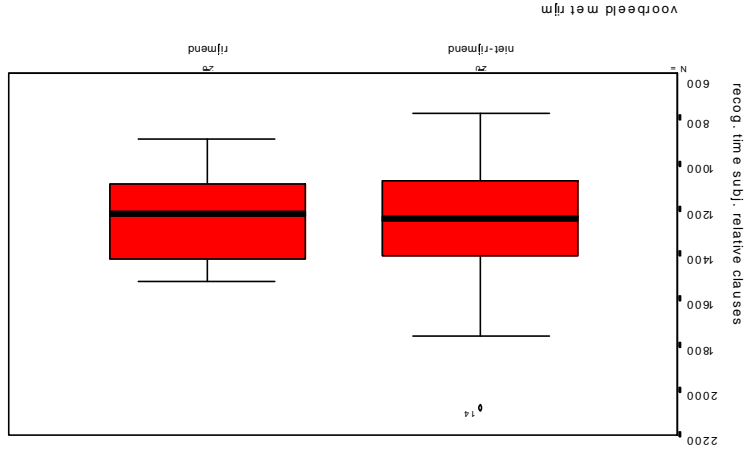
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Visualizing MANOVA Questions

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Question 1. Is rhyme affecting processing time?



N.b. similar box plots for rhyme in object relatives.



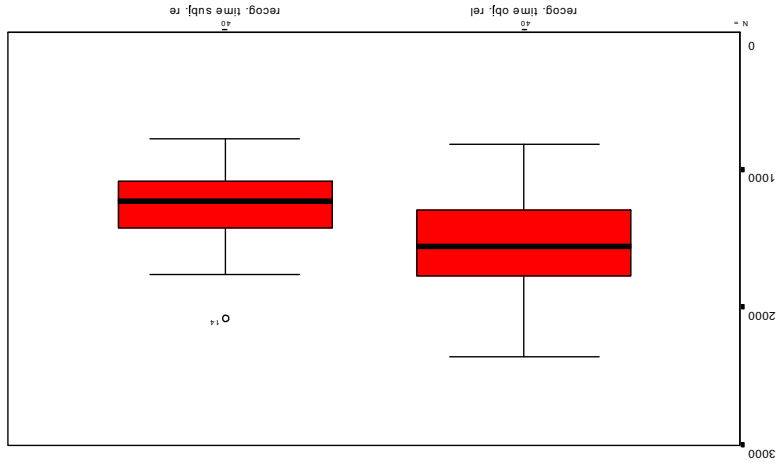
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Visualizing MANOVA Questions

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Question 2. Do relative clause types affect processing time?

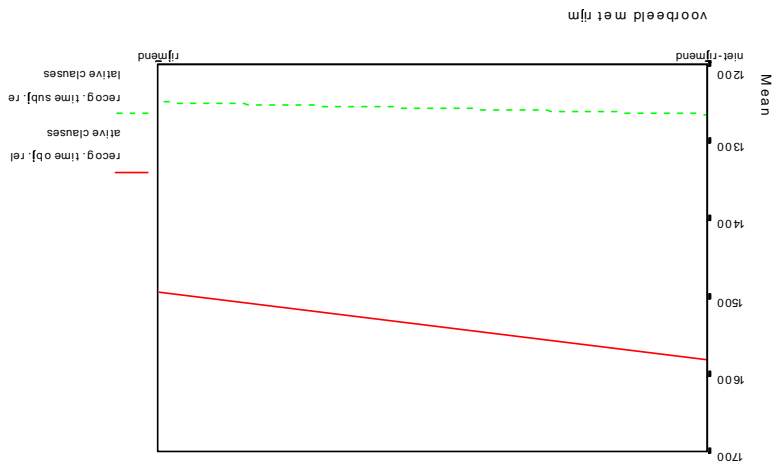


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Visualizing Interaction

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If **no** interaction, lines should be parallel. In fact, rhyming speeds processing of object relatives.



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Invoke ANOVA, repeated measures

Phon.	no rhyme	rhym. o-rel.	rhym. s-rel.
	rhyme	rhym. o-rel.	rhym. s-rel.
		Obj. Rel.	Subj. Rel
		between-subj.	

within-subj.

SPSS terminology:

$$F = \frac{MSG}{MSE}$$

Calculations compare mean group (variance) and mean individual variance as ANOVA.

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MANOVA Results



MANOVA will measure this exactly



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—syntax has profound effect; no interaction (in spite of graph!)

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	1321219	38	34769		
SYNTAX	1567532	1	1567532	45.08	.000
RUM BY SYNTAX	25917	1	25917	.75	.393

Tests of Significance for T2 using UNIQUE sums of squares

“Within-Subjects” (Column) effects (Syntax)

MANOVA Results



—rhyme doesn't significantly affect processing speed

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	6332920	38	16656		
RUM	52734	1	52734	.32	.577

Tests of Between-Subjects Effects.

* * * * * Analysis of Variance -- design 1 * * * * *

“Between-Subjects” (Row) effects (Rhyme)

Invoke ANOVA, repeated measures

MANOVA Results





Multiple Analysis of Variance

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MANOVA — Multiple Analysis of Variance

- “generalized t-test”—compares means
- compare groups along > 1 dim., e.g. school classes and sex
- assumes normal distributions, similar sds in each group
- typical application: compare processing times for **two** syntactic structures under **two** phonological conditions
- compares variance among means vs. general variance (F')
- efficient in use of subjects, experiment time
- allows (and forces!) attention to potential **interaction**



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MANOVA: Another Perspective

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Recall that ANOVA seeks evidence for α_i (in comparison of models):

$$\begin{aligned} x_{i,j} &= \mu + \epsilon_{i,j} \\ x_{i,j} &= \mu + \alpha_i + \epsilon_{i,j} \end{aligned}$$

Similarly, MANOVA asks **separately** for significance of α_i , β_j , and **interaction** ($\alpha\beta$) comparing models:

$$\begin{aligned} x_{i,j} &= \mu + \epsilon_{i,j} \\ x_{i,j} &= \mu + \alpha_i + \beta_j + \alpha\beta + \epsilon_{i,j} \end{aligned}$$



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MANOVA Models

$$\begin{aligned}
 x_{ij} &= \mu + \epsilon_{ij} \\
 x_{ij} &= \mu + \alpha_i + \beta_j + \gamma(\alpha_i\beta_j) + \epsilon_{ij}
 \end{aligned}$$

first model

- no group effects
- each datapoint represents error (ϵ) around a mean (μ)

second model

- real group effect(s)
- each datapoint represents error (ϵ) around an overall mean (μ) combined with one or two group adjustments (α_i and β_j)
- possibly, group effects involve interaction

R_{μG}



R_{μG}