Statistics with R

handout of
tutorial presented at the Sixth Workshop on
Experimental Methods in Language Acquisition Research (EMLAR VI)
Utrecht, 4 February 2010

Hugo Quené

Utrecht institute of Linguistics OTS, Utrecht University

www.hugoquene.nl

www.hugoquene.nl/emlar/Rtutoreilemlar6.pdf

Abstract

This workshop will introduce the R programming environment for statistical analysis. Contrary to SPSS which is procedure-oriented (commands are verbs, e.g. “compute”), R is object-oriented (objects are nouns, e.g. “factor”). In this workshop, we will try to ease the learning curve of using R for your data analysis. Experience with statistical software is NOT required! We will use data simulation as well as real data sets, to explore topics like t-tests, chi-square tests, and logistic regression. We will also show how R produces publication-quality figures. If time permits, we will also explore how to extend R with your own routines for analyzing and/or plotting data. You are encouraged to bring your own data set, if accompanied by a “codebook” file specifying variables (columns), data codes, etc. (Both files must be in plain ASCII).

1 Introduction

This tutorial offers a first introduction into R, which is an improved and freeware version of S. For most tasks, the freeware R and its commercial cousin S-Plus work in the same way and produce similar results. Most of
the ideas in this tutorial apply to both R and S-Plus, although this document focuses on R in the interest of clarity.

R is available as freeware from [http://www.r-project.org](http://www.r-project.org), where one can also find a wealth of information and documentation.

This tutorial assumes that R is already properly installed on your computer. It is further assumed that the reader has some basic knowledge about statistics, equivalent to an introductory course in statistics. This tutorial introduces the R software for statistical analyses, and not the statistical analyses themselves. This tutorial occasionally mentions differences with SPSS, but the tutorial is also intended for novice users of statistical software.

One interesting property of R is that users can develop their own extensions, called packages, and distribute them to other users (similar to “extensions” for Mozilla web browsers). Packages may contain custom datasets, additional functions, re-formulations of existing functions, and more.

1.1 What is R?

Somewhat surprisingly, R is several things at once:

- a program for statistical analyses
  ```R
  one.lm <- lm(mlu~age,data=mydata) # linear-model regression
  ```
- a calculator
  ```R
  (log(110)-log(50)) / log(2^(1/12)) # compute and show
  ```
- a programming language (based on the S language)
  ```R
  # function to convert hertz to semitones, by Mark Liberman
  h2st <- function(h,base=50) {
    semi1<-log(2^(1/12)); return((log(h)-log(base))/semi1) }
  ```

The assignment operator (<- or ¯) is further explained in §3.1 below. The hash # indicates comment which is not processed.

1.2 object-oriented philosophy

R works in an object-oriented way. This means that objects are the most important things in R, and not the actions we perform with these objects. Let’s use a culinary example to illustrate this. In order to obtain pancakes,
a cook needs flour, milk, eggs, some mixing utensils, a pan, oil, and a fire. An object-oriented approach places primary focus on these six objects. If the relations between these are properly specified, then a good pancake will result. Provided that the necessary objects (ingredients) are available, the R syntax could be as follows:

```r
batter <- mixed(flour,milk/2) # mix flour and half of milk
batter <- mixed(batter,egg*2) # add 2 eggs
batter <- mixed(batter,milk/2,use=whisk) # add other half of milk
while (enough(batter)) # FALSE if insufficient for next
    pancake <- baked(batter,in=oil,with=pan,temp=max(fire))
```

This example illustrates that R is indeed a full programming language. In fact, there is no recipe, in the traditional sense. This “pancake” script merely specifies the relations between the ingredients and the result. Note that some relations are recursive: batter can be both input and output of the mixing operation. Also note that the mixed relation takes an optional argument use=whisk, which will produce a fatal error message if there is no whisk in the kitchen. Such arguments, however, allow for greater flexibility of the mixed relation. Likewise, we might specify baked(in=grease) if there is no oil in the kitchen. The only requirement for the object supplied as in argument is that one can bake in it, so this object must have some attribute goodforbaking==TRUE.

For contrast, we might imagine how the pancake recipe would be formulated in a more traditional, procedure-oriented approach. Ingredients and a spoon are again assumed to be provided.

```
MIX batter = flour + milk/2 . # what utensil?
MIX batter = batter + eggs .
MIX batter = batter + milk/2 .
BAKE batter IN oil .
BAKE batter IN water . # garbage in garbage out
```

The programmer of this recipe has defined the key procedures MIX and BAKE, and has stipulated boundary conditions such as utensils and temperatures.

---

1. Technically speaking, R is an interpreted language, and not compiled languages. This allows for great flexibility during an interactive session, at the cost of computational speed. Indeed R can be slow for some tasks, although this is hardly an issue with the present hardware configurations.
Optional arguments are allowed for the `BAKE` command, but only within the limits set by the programmer.\(^2\)

So far, you may have thought that the difference between the two recipes was semantic rather than pragmatic. To demonstrate the greater flexibility of an object-oriented approach, let us consider the following variant of the recipe, again in R syntax:

```r
# batter is done
while (number(pancakes)<2) # first bake 2 pancakes
  pancake <- baked(batter,in=oil,with=pan,temp=max(fire))
feed(pancake,child) # feed one to hungry spectator
# define new function, data 'x' split into 'n' pieces
chopped <- function(x,n=1000) { return(split(x,n)) }
pieces <- chopped(pancake) # new data object, array of 1000 pieces
batter <- mixed(batter,pieces) # mix pancake pieces into batter
# etc
```

Such complex relations between objects are quite difficult to specify, if there are strong a priori limits to what one can `MIX` or `BAKE`. Thus, object-oriented programs such as R allow for greater flexibility than procedure-oriented programs.

Users of Praat (http://www.praat.org) are already familiar with this basic idea. Praat has an object window, listing the known objects. These objects are the output of previous operations (e.g. Create, Read, ToSpectrum), as well as input for subsequent operations (e.g. Write, Draw). R takes the same idea even further: users may create their own classes of data objects (e.g. ReversedSound) and may create their own methods or relations to work with such objects (e.g. HideInSong, etc etc).\(^3\)

This object-oriented philosophy results in a different behavior than observed in procedure-oriented software:

There is an important difference in philosophy between S (and hence R) and the other main statistical systems. In S a statistical analysis is normally done as a series of steps, with intermediate results being stored in objects. Thus whereas SAS and SPSS will

\(^2\)Moreover, because this is a pre-compiled language, the inner workings of the `BAKE` command remain a mystery.

\(^3\)Praat allows the latter but not the former.
give copious output from a regression or discriminant analysis, R will give minimal output and store the results in a fit object for subsequent interrogation by further R functions.

— [http://cran.r-project.org/doc/manuals/R-intro.html](http://cran.r-project.org/doc/manuals/R-intro.html)

2 Objects

2.1 vectors

A vector is a simple, one-dimensional list of data, like a single column in Excel or in SPSS. Typically a single vector holds a single variable of interest. The data in a vector can be of various classes: numeric, character (strings of letters, always enclosed in double quotes), or logical (i.e., boolean, `TRUE` or `FALSE`, may be abbreviated to `T` or `F`).

- **c** Atomic data are combined into a vector by means of the `c` (combine, concatenate) operator.

- **seq** The sequence operator, also abbreviated as a colon `:` , creates subsequent values.

  - R> x <- 1:5
  - R> x
  - [1] 1 2 3 4 5
  - R> 2*(x-1)
  - [1] 0 2 4 6 8

  Computations are also done on whole vectors, as exemplified above. In the last example, we see that the result of the computation is *not* assigned to a new object. Hence the result is displayed — and then lost. This may still be useful however when you use R as a pocket calculator.

- **rep** Finally, the repeat operator is very useful in creating repetitive sequences, e.g. for levels of an independent variable.

  - R> x <- rep(1:5,each=2)
  - R> x
  - [1] 1 1 2 2 3 3 4 4 5 5
2.2 factors

Factors constitute a special class of variables. A factor is a variable that holds categorical, character-like data. R realizes that variables of this class hold categorical data, and that the values are category labels or levels rather than real characters or digits, as illustrated in the examples below.

```R
R> x1 <- rep(1:4,each=2) # create vector of numbers
R> print(x1) # numeric
[1] 1 1 2 2 3 3 4 4
R> summary(x1) # numeric
Min. 1st Qu. Median Mean 3rd Qu. Max.
1.00 1.75 2.50 2.50 3.25 4.00
R> x2 <- as.character(x1) # convert to char
R> print(x2) # character
[1] "1" "1" "2" "2" "3" "3" "4" "4"
R> x3 <- as.factor(x1) # convert to factor
R> print(x3) # factor
[1] 1 1 2 2 3 3 4 4
Levels: 1 2 3 4
R> summary(x3) # cf summary(x1)
1 2 3 4
2 2 2 2
```

2.3 complex objects

Simple objects, like the ones introduced above, may be combined into composite objects. For example, we can combine all pancake ingredients into a complex object of class list:

```R
R> pancake.ingr <- list(flour,milk,eggs,...)
```

In R we often use a particular complex object, a data frame, to hold various data together. A data frame is a complex object like an Excel worksheet or SPSS data sheet. The columns represent variables, and the rows represent single observations — these may be “cases” or sampling units, or single measurements repeated for each sampling unit, depending on the study.

---

4For repeated measures analyses, R does not require a multivariate or “wide” layout,
The easiest way to create a data object is to read it from a plain-text (ASCII) file, using the command \texttt{read.table}. (Windows users must remember to use double backslashes in the file specification string). An optional \texttt{header=TRUE} argument indicates whether the first line contains the names of the variables; argument \texttt{sep} specifies the character(s) that separate the variables in the input file. The \texttt{file} argument can be a string specifying a local file, or a \texttt{url} to a web-based file. Argument \texttt{na.strings} specifies the character string(s) that indicate missing values in the input file.

\texttt{R> myexp <- read.table(}
+ \texttt{+ file="f:\\temp\\myexp.txt", header=T, sep="","})}
\texttt{R} \texttt{> nlsprkr <- read.table(}
+ \texttt{+ file=url("http://www.hugoquene.nl/emlar/intra.bysubj.txt"),}
+ \texttt{+ header=T, na.strings=c("NA","MISSING") )}

3 Basic operations

3.1 basics

\texttt{<-} This is the assignment operator: the expression to its right is evaluated (if applicable) and then assigned to the object on the left of the operator. Hence the expression \texttt{a<-10} means that the object \texttt{a}, a single number, “gets” (is assigned) the value of 10. The symbol resembles an arrow in the direction of assignment. The assignment may also be in the other direction, with symbol \texttt{->}. Use spaces or brackets to avoid ambiguities:

\texttt{R> x <- 10} # assignment
\texttt{R> x < -10} # is x smaller than -10 ?

\texttt{[1] FALSE}

\texttt{#} indicates a comment: everything following this symbol, on the same line of input, is ignored.

---

with repeated measures for each participant on a single row, as SPSS does. Instead \texttt{R} always uses a univariate or “long” layout, with each measurement on a single row of input. See the \texttt{reshape} command (§5 below) to convert between layouts.

\texttt{5} The equal sign = is also available for assignment. Using it is somewhat dangerous, however, because the equal sign does not specify the direction of assignment explicitly.
scan This command reads a simple vector from the keyboard. Make sure
to assign the result to a new object! Read in the numbers 1 to 10, and
assign them to a new object.

A missing value in any vector is indicated by the special code NA
(Not Available). R treats all other values as valid data, and you
have to specify other missing data values explicitly.

R is case-sensitive, so that X and x are different objects.

Some common functions and operators in R have single-character
names: e.g. c and t. Do not use these for your own objects,
because these functions will then no longer be accessible.

You can always check whether an intended object name is already
in use, by typing the intended object name (see below).

objects This command shows a list of all objects in memory (similar to the con-
tents of the Praat Objects window). With objects(pattern="...")
the list is filtered so that only the objects matching the pattern string
are shown.

rm Objects are removed forever with this command.

print Contents of an object can be inspected with this command, or by just
entering the name of the object, as in some examples above.

summary This command offers a summary of an object. The result depends on
the data class of the object, as illustrated in section 2.2 above.

workspace R holds its objects in memory. The whole workspace, containing all
data objects, can be stored from the RGui console window (File >
Save Workspace ...). This allows you to save a session, and continue
your work later (File > Load Workspace...).

save (to write) and

load (to read) an object from/to memory to hard disk. By default, R data
objects have the extension .rda.

The backslash \ is a special character in R. If you specify a path
(folder) in the filename, you must use double backslashes.

R> save(x3,file="f:\temp\x3.rda")
3.2 subselection

Subselection within an object is a very powerful tool in R. The subselection operator `x[...]` selects only those data from object `x` that match the expression within brackets. This expression can be a single index number, a sequence or list of numbers, or an evaluated expression, as illustrated in the following example.

R> # 'x' contains 30 numbers from normal distribution,
R> # but 3 of them are NA.
R> # is.na returns TRUE/FALSE for each member of 'x'.
R> # table summarizes categorical data, e.g. output of is.na
R> table( is.na(x) )

<table>
<thead>
<tr>
<th>FALSE</th>
<th>TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>3</td>
</tr>
</tbody>
</table>

R> ok <- !is.na(x) # exclamation mark means NOT
R> which(!ok) # which index numbers are NOT ok? inspect!
[1] 14 15 16
R> mean(x[ok]) # select ok values, compute mean, display
[1] -0.4491975
R> x[!ok] <- mean(x[ok]) # replace NAs by mean

Subselection can also be achieved by using the function `subset(data, subset, select)`. The first argument is the input data (set), the second argument is the selector condition, and the optional third argument indicates which columns of a data frame should be kept in the output.

R> subset(nlspkr, subset=(!isold & region=="W") )

This command selects rows from data frame `nlspkr` corresponding to young speakers from the West region.

4 Exploratory data analyses

R is more graphically oriented than most other statistical packages; it relies more on plots and figures for initial exploratory data analysis. Numerical summaries are of course also available.

`hist` This command produces a histogram. There is a useful optional ar-
argument **breaks** to specify the number of bins (bars), or a vector of breaks between bins.

**plot** The default version of this command produces a scattergram of two variables. If you enter just one variable, then the index numbers of the observations are used on the horizontal axis, and the values on the vertical axis. Useful arguments are **title**, and **xlab** and **ylab** for axis labels. In addition, you can use a third variable to vary the plot symbols.

**rug** This command produces tick marks at the actual data values, yielding the visual effect of a rug. This is useful in combination with a scattergram or histogram. Try it out, with the following command:

```r
R> x<-rnorm(100); hist(x); rug(x,col=4)
```

**boxplot** This yields a boxplot summary of one variable. You can also specify the dependent and independent variable, with argument **dv~iv**

this will produce multiple boxplots for the dependent variable, broken down by the independent variable(s). Two useful arguments for this command are:

- **notch=T** to give additional information about the distribution, and
- **varwidth=T** to scale the size of the boxes to the numbers of observations.

**qqnorm** This produces a quantile–quantile (QQ) plot. This plots the observed quantiles against the expected quantiles if the argument variable is distributed normally. If the variable is indeed distributed normally, then the data should fall on a straight line. Deviations of this line indicate deviations from normality. You can also plot the expected regression line with **qqline**.

**summary** This command produces a numerical summary of the argument variable. However it does not supply standard measures of variability. We often need

---

6 The semicolon \; \text{separates multiple commands on a single line of input.}

7 or **dv~iv1+iv2+...**, etc.
\texttt{var} to compute the variance of the argument variable. Related functions are \texttt{sd} to compute standard deviation, \texttt{cov} to compute the covariance between two variables, and \texttt{cor} to compute their correlation.

\texttt{length} returns the length of the argument variable, i.e. the number of observations in that vector. This is useful for checking the number of data, as a preliminary for further analyses.

\begin{verbatim}
R> valid.n <- function(x)
+ { length(x)-length(which(is.na(x))) }
\end{verbatim}

In the last command above, we have programmed a new function \texttt{valid.n}, using standard functions provided with R.

Now that we have obtained some insightful figures, we might want to include these in our documents. The best procedure is to activate the graphics window, by clicking on its title bar. This changes the menu and buttons in the main R window. Choose \texttt{File > Save as...} and select your desired output format. Figures in (MS Windows) Metafile format (with extensions \texttt{emf,wmf}) are easy to import into MS Office applications. Figures in PNG format (extension \texttt{png}) are easy to include in \LaTeX and web documents.

\section{5 Testing hypotheses}

\texttt{formula} When testing hypotheses, and building regression models, we need to specify the relations between variables. This is done in R by means of a \texttt{formula}, which is needed in many statistical functions. In general, such a formula consists of a response variable, followed by the tilde symbol \texttt{~}, followed by a list of independent variables and/or factors. In this list, the colon \texttt{:} indicates an interaction effect (instead of the sequence operator), and the asterisk \texttt{*} is shorthand for main effects plus interactions (instead of the multiplication operator). By default, the intercept \texttt{~1} is included in the formula, unless suppressed explicitly (\texttt{~-1}). We have already encountered formulas in the boxplot example in \S\ref{sec:boxplot} above.

\begin{verbatim}
y ~ x1+x2 # only main effects
y ~ x1*x2 # x1 + x2 + (x1:x2)
\end{verbatim}

Further shorthand abbreviations are also available:
# only main effects and second-order interactions
\[ y \sim (x_1 \times x_2 \times x_3 \times x_4)^2 \]
Consult the help files for further information on how to specify complex models.

**t.test** There are three ways to use the t test. First we create some simulated data to work with:

```r
R> y1 <- rnorm(n=100, mean=0) # random from normal distr
R> y2 <- rnorm(n=100, mean=0.2)
R> x <- rep(1:2, each=50) # to use as IV
```
In a one-sample test, the mean is compared against an expected mean, with
```r
R> t.test(x2, mu=0)
```
In a two-sample test with independent observations, we often compare the same dependent variable, broken down by an independent variable.
```r
R> t.test( y1[ x==1 ], y1[ x==2 ] ) # y1 broken down by x
```
The single equal-sign is used as the assignment operator (footnote [5]), and it is used to pass parameters to functions, as illustrated above when using `rnorm`. The double symbol `==` is the is-equal-to operator; `!=` is the is-not-equal-to operator.
In a two-sample test with paired observations, we often compare two different observations, stored in two different variables.
```r
R> t.test( y1, y2 )
```
Note that the number of observations in the test (and hence d.f.) varies in these examples.

**chisq.test** First, let us create two categorical variables, derived from a speaker’s age (in years) and average phraselength (in syllables), for 80 speakers in the Corpus of Spoken Dutch. Categorical variables are created here with the `cut` function, to create breaks=2 categories of age (young and old) and of phraselength (short and long).
```r
R> age.cat <- cut(age, breaks=2)
R> phraselength.cat <- cut(phaselength, breaks=2)
```
The hypothesis under study is that older speakers tend to produce
shorter phrases. This hypothesis may be tested with a $\chi^2$ (chi square) test.

```R
R> table(age.cat,phraselength.cat) # show 2x2 table
   phraselength.cat
age.cat     (6.09,10.4] (10.4,14.6] (21,40] (40,59]
(21,40]     24       16     32      8
R> chisq.test(age.cat,phraselength.cat)
Pearson's Chi-squared test with Yates' continuity correction
X-squared = 2.9167, df = 1, p-value = 0.08767
```

Although the data in the table seem to support the research hypothesis, the probability of these data under $H_0$ is still $p = 0.088$, which exceeds the conventional $\alpha = 0.05$. Hence $H_0$ is not rejected.

**aov** This function performs a between-subjects analysis of variance, with only fixed factors. (Johnson, 2008, illustrates more complex analyses of variance having repeated measures; see also §7 below). In the example below we create a response variable `aa` which is not normally distributed\(^8\)(check with `hist`, `qqnorm`, etc).

```R
R> a1 <- rpois(20,lambda=2)
R> a2 <- rpois(20,lambda=4)
R> a3 <- rpois(20,lambda=6)
R> aa <- c(a1,a2,a3)
R> x1 <- as.factor(rep(1:3,each=20))
R> x2 <- as.factor(rep( rep(1:2,each=10), 3))
R> model1.aov <- aov(aa~x1*x2)
```

**reshape** If you need to perform a Repeated Measures (within-subjects) analysis of variance (RM-ANOVA) in SPSS, your data have to be in “wide” data layout, with all observations from one subject on a single data line. R on the other hand uses the “long” data layout, with one observation per line, and with all descriptors of that observation repeated

\(^8\)The dependent variable `aa` follows a Poisson distribution, with $\lambda$ varying between conditions of `x1`. “Poisson distributions are often used to model the occurrence of rare events” [R. Rosenthal & R.L. Rosnow (2008) Essentials of Behavioral Research: Methods and data analysis (3rd ed.); Boston: McGraw-Hill; p.305], e.g. accidents or speech errors by healthy adults.
for each line. There is a convenient command `reshape` to convert data between the wide layout (of SPSS RM-ANOVA) and the long layout (of R). To illustrate, first we read a wide data set:

```r
R> widedata <- read.table(
+ file=url("http://www.hugoquene.nl/emlar/widedata.txt"),
+ header=T)
```

The wide data show the subject id, between-subject group, and three within-subject observations, for 6 subjects (with leading row numbers):

```r
R> head(widedata)
subject group item1 item2 item3
1 1 1 2 3 4
2 2 1 3 4 6
3 3 1 1 3 6
4 4 2 2 4 5
5 5 2 4 5 6
6 6 2 2 5 7
```

These data are then reshaped to long layout with the following command:

```r
R> longdata <- reshape( widedata, direction="long",
+ varying=c("item1","item2","item3"),
+ timevar="item", times=c("1","2","3"),
+ v.names="resp", idvar="subject")
```

The observations from columns `varying` are collected into a new column `v.names`, using identifiers in column `idvar`. The information contained in the column names of `varying` is stored in a new column `timevar`, using the values `times`. Inspect the resulting data frame to verify.

6 Regression

`lm` This function is used for regression according to a linear model, i.e. linear regression. It returns a model-class object. There are specialized functions for such models, e.g. to extract residuals (`resid`), to extract regression coefficients (`coef`), to modify (`update`) the model, etc.
In the following example, we construct two regression models. As a preliminary, you should make scatterplots of the variables under study, e.g. by entering

```r
R> plot( age, phraselength )
```

The first model is `phraselength = b_0`, i.e., with only a constant intercept. The second model includes the speakers’ age as a predictor, i.e. `phraselength = b_0 + b_1age`. (The intercept is included in this model too, by default, unless suppressed explicitly with `~ -1` or `~ 0` in the regression formula). The key question here is whether inclusion of a predictor yields a better model, with significantly smaller residuals and significantly higher $R^2$. The intercept-only model and the linear-regression model are compared with the `anova` function.

```r
R> model1.lm<-lm(phraselength~1,data=intra) # only intercept
R> model2.lm<-lm(phraselength~age,data=intra) # with intercept
R> anova(model1.lm,model2.lm) # compare models
```

<table>
<thead>
<tr>
<th>Model</th>
<th>Res.Df</th>
<th>RSS</th>
<th>Df</th>
<th>Sum of Sq</th>
<th>F</th>
<th>Pr(&gt;F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: phraselength ~ 1</td>
<td>79</td>
<td>318.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: phraselength ~ 1 + age</td>
<td>78</td>
<td>305.42</td>
<td>1</td>
<td>12.94</td>
<td>3.3056</td>
<td>0.07288</td>
</tr>
</tbody>
</table>

Including the `age` predictor does improve the model a little bit, as indicated by the somewhat smaller residual sums-of-squares (RSS). The improvement, however, is too small to be of significance. The linear effect of a speaker’s age on his or her average phrase length (in syllables) is not significant.

```r
glm
```

For logistic regression we use function `glm(family=binomial)`, again with a regression formula as an obligatory argument. Logistic regression can be imagined as computing the logit of the hit-rate for each cell, and then regressing these logits on the predictor(s). Here is an annotated example\textsuperscript{9}. The response variable `outcome` indicates the death

(0) or survival (1) of 2900 patients in two hospitals.

R> ips1525 <- read.table(
+ file=url("http://www.hugoquene.nl/emlar/ipsex1525.txt"),
+ header=T, sep="",")
R> with(ips1525,table(outcome))

outcome
  0  1
  79 2821
R> 2821/(2821+79) # mean survival rate
[1] 0.9727586
R> # intercept-only logistic-regression model
R> model1.glm <- glm(outcome~1,data=ips1525,family=binomial)
R> summary(model1.glm)

Coefficients:
        Estimate Std. Error z value Pr(>|z|)
(Intercept)  3.5754    0.1141 31.345  <2e-16 ***

R> antilogit # show my function to convert logit to prob
function(x) { exp(x)/(1+exp(x)) }
R> antilogit(3.5754)
[1] 0.9727587

Here we see that the intercept-only logistic regression does indeed
model the overall survival rate, converted from probability to logit.
Next, let’s try to improve this model, by including two predictors: first, the hospital where the patient was treated, and second, the patient’s condition at intake, classified as bad (0) or good (1).

R> model2.glm <- glm(outcome~hospital,
+ data=ips1525,family=binomial)
R> model3.glm <- glm(outcome~hospital*condition,
+ data=ips1525,family=binomial)
R> anova(model1.glm,model2.glm,model3.glm)

Analysis of Deviance Table
Model 1: outcome ~ 1
Model 2: outcome ~ hospital
Model 3: \( \text{outcome} \sim \text{hospital} \times \text{condition} \)

<table>
<thead>
<tr>
<th>Resid.Df</th>
<th>Resid.Dev</th>
<th>Df</th>
<th>Deviance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2899</td>
<td></td>
<td>725.10</td>
</tr>
<tr>
<td>2</td>
<td>2898</td>
<td>1</td>
<td>2.33</td>
</tr>
<tr>
<td>3</td>
<td>2896</td>
<td>2</td>
<td>18.82</td>
</tr>
</tbody>
</table>

The deviance among logistic-regression models follows a \( \chi^2 \) distribution. Hence we can compare models by computing the \( \chi^2 \) probability of their deviances, for which we use the \texttt{pchisq} function. Both model 2 and model 3 are compared here against model 1.

R> 1-pchisq(2.33, df=1)

[1] 0.1269019

R> 1-pchisq(18.82, df=2)

[1] 8.190095e-05

These results indicate that there is no significant difference among hospitals in their survival rates (model 2, \( p > .05 \)), but there is a significant effect of intake condition on the outcome (model 3, \( p < .001 \)). Of course, you should also inspect the models themselves before drawing conclusions.

7 Mixed-effects modeling

Many language (acquisition) studies are based on samples of two random factors: a sample of participants (subjects) and a sample of language items (words, sentences, texts). The two random factors are crossed, i.e., each item is presented to each participant — often only once, so that a subject does not respond to the same item repeatedly in multiple conditions. The analysis methods shown above (\texttt{aov}, \texttt{lm}, \texttt{glm}) all fail to acknowledge this particular structure in the random part of the design. They include a single random factor (named \texttt{Residual}) that aggregates all random effects.

A new and easy method is to use \textit{mixed-effects modeling}, which may be done in R by using the \texttt{lmer} command. Key advantages of this method

are (a) it allows multiple random factors, crossed and/or nested, (b) it does not require homogeneity of variance, (c) it is robust against missing data. Hence mixed-effects modeling is quickly gaining in popularity.

For mixed-effects modeling, you need to install two add-on packages to R, named **lme4** and **languageR**. Packages are user-provided extensions to the basic R system. They can be installed by entering

```R
R> install.packages("lme4")
R> install.packages("languageR")
R> require(languageR) # including its required packages
```

After installation, we can simply perform a mixed-effects analysis. First, we read in an example dataset (from Quené & Van den Bergh, 2008) in long data layout:

```R
R> x24 <- read.table(
+ file=url("http://www.hugoquene.nl/emlar/x24r2.txt"),
+ header=T )
```

These fictitious responses were provided by 24 subjects, for 36 items, in 3 conditions, with rotation of items over conditions. This rotation may be inspected for a small subset of the data frame:

```R
R> attach(x24)
R> with( subset(x24, subj<=3&item<=6),
+ table(subj,item,cond)) # output not shown
```

Next, we need to specify that `cond` is a categorical factor, and not a continuous predictor. In addition, we specify the levels of the factor, we specify its contrasts, and indicate that the second level is the baseline or reference level.

```R
R> x24$cond <- as.factor(cond)
R> contrasts(x24$cond) <-
+ contr.treatment( c("A","B","C"), base=2 )
```

After these preliminaries we can estimate an appropriate mixed-effects
model in a single command. The estimated model is also stored as an object, and a summary is displayed.

```r
R> summary( x24.m1 <- lmer(resp ~ 1 + cond + (1|subj) + (1|item), + data=x24, REML=FALSE) )
```

**Linear mixed model fit by maximum likelihood**

**Formula:** resp ~ 1 + cond + (1 | subj) + (1 | item)

**Data:** x24

<table>
<thead>
<tr>
<th>AIC</th>
<th>BIC</th>
<th>logLik</th>
<th>deviance</th>
<th>REMLdev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2047</td>
<td>2075</td>
<td>-1017</td>
<td>2035</td>
<td>2045</td>
</tr>
</tbody>
</table>

**Random effects:**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Name</th>
<th>Variance</th>
<th>Std.Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>item</td>
<td>(Intercept)</td>
<td>0.25789</td>
<td>0.50783</td>
</tr>
<tr>
<td>subj</td>
<td>(Intercept)</td>
<td>0.28913</td>
<td>0.53771</td>
</tr>
<tr>
<td>Residual</td>
<td></td>
<td>0.51033</td>
<td>0.71437</td>
</tr>
</tbody>
</table>

**Number of obs:** 864, **groups:** item, 36; subj, 24

**Fixed effects:**

<table>
<thead>
<tr>
<th>Estimate</th>
<th>Std. Error</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Intercept)</td>
<td>0.04569</td>
<td>0.14485</td>
</tr>
<tr>
<td>cond.A</td>
<td>0.17037</td>
<td>0.05953</td>
</tr>
<tr>
<td>cond.C</td>
<td>-0.23696</td>
<td>0.05953</td>
</tr>
</tbody>
</table>

The output correctly shows that there are two unrelated random effects, plus unexplained residual variance. Each response is now modeled as a unique combination of the intercept (grand mean), item effect, subject effect, condition effect, and residual. The average response in the baseline condition B is 0.046 units. Responses in condition A are 0.170 units higher than baseline, and in condition C they are -0.237 units higher than baseline, i.e. 0.237 units lower.

For reasons not discussed here\(^{13}\), the significance levels of the fixed effects are not reported in the output of `lmer`. We need to call a special function `pvals.fnc` from package `lmerTest` (Baayen et al., 2008), with the mixed-effects model as its argument\(^{14}\).


\(^{14}\)Unfortunately this function does not work (yet) for more complicated mixed-effects models.
R> pvals.fnc(x24.m1,addPlot=FALSE)

$fixed

| Estimate   | MCMCmean | HPD95lower | HPD95upper | pMCMC | Pr(|t|) |
|------------|----------|------------|------------|-------|--------|
| (Intercept)| 0.0457   | 0.0461     | -0.1939    | 0.2814| 0.7082 |
| cond.A     | 0.1704   | 0.1702     | 0.0469     | 0.2851| 0.0046 |
| cond.C     | -0.2370  | -0.2373    | -0.3570    | -0.1144| 0.0004 |

$random

<table>
<thead>
<tr>
<th>Groups</th>
<th>Name</th>
<th>Std.Dev.</th>
<th>MCMCmedian</th>
<th>MCMCmean</th>
<th>HPD95lower</th>
<th>HPD95upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>item</td>
<td>(Intercept)</td>
<td>0.5078</td>
<td>0.4119</td>
<td>0.4152</td>
<td>0.3276</td>
</tr>
<tr>
<td>2</td>
<td>subj</td>
<td>(Intercept)</td>
<td>0.5377</td>
<td>0.4373</td>
<td>0.4420</td>
<td>0.3397</td>
</tr>
<tr>
<td>3</td>
<td>Residual</td>
<td></td>
<td>0.7144</td>
<td>0.7293</td>
<td>0.7297</td>
<td>0.6942</td>
</tr>
</tbody>
</table>

In the fixed part of the output, the significance levels based on Markov-chain Monte Carlo sampling (pMCMC) are the most important. Both conditions A and C differ significantly from the baseline condition B.

8 Further reading

A wealth of useful documentation is available through the Help option in the RGui window. Browse in the FAQ files, the help files, and the manuals, that come with R.

More help is available within R by giving the command help(...) with a command or operator in parentheses. If you wish to search helpfiles for a keyword, use help.search("..."); this will provide useful pointers to further help information.

There is also a lot more help available on the internet, in particular from the R project website [http://www.r-project.org](http://www.r-project.org) see under Documentation. A few other useful web resources are:

- Quick-R, [http://statmethods.net](http://statmethods.net)
- [http://mercury.bio.uaf.edu/mercury/splus/splus.html](http://mercury.bio.uaf.edu/mercury/splus/splus.html)
- [http://math.illinoisstate.edu/dhkim/Rstuff/Rtutor.html](http://math.illinoisstate.edu/dhkim/Rstuff/Rtutor.html)

The following two books on using R in linguistic research are strongly recommended:

---

20


Happy analyses!
Index

!, 9
!=, 12
*, 11
;: 5, 6, 11, 12
;: 10
<-, 7
=, 7, 12
==, 12
[...], 9

analysis of variance, 13
ANOVA, see analysis of variance
anova, 15, 19
aov, 13
as.character, 6
as.factor, 6, 18
assignment, 7
attach, 18

boxplot, 10
c, 5
chisq.test, 12
classes, 4, 5, 14
coeff, 14
comment, 7
contr.treatment, 18
contrasts, 18
cor, 11
cov, 11
cut, 12

data frame, 6
documentation, 20

factor, 6, 18
formula, 11, 15

glm, 15

graphics, 9, 11
help, 20
hist, 9
histogram, 9

install.packages, 18
interaction, 11
intercept, 11, 15
is.na, 9, 11

length, 11
list, 5
lm, 14
lmer, 19
load, 8
logistic regression, 15
mean, 9

missing value, see NA
mixed effects, 17, 18

NA, 11
objects, 2, 3, 6, 8, 14

pchisq, 17
plot, 10
print, 8
pvals.fnc, 19

qqline, 10
qqnorm, 10
quantile, 10
quantile–quantile plot, 10

read.table, 6, 16, 18
regression, 14
rep, 5, 6, 12
repeated measures, 7, 13
require, 18
reshape

resid

rm

rnorm

rug

save

scan

scattergram

sd

seq

subselection

subset

summary

t.test

table

ticks

update

url

var

vector

which

with

workspace