

*Studies in
Language
Testing* **21**

Changing
Language Teaching
Through Language
Testing

A workbook study

Liyang Cheng

Series Editors
Michael Millisovic
and Cyril J. Weir



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Changing Language Teaching Through Language Testing A Washback Study

Ryan Damerow, Kathleen Bailey



Changing Language Teaching Through Language Testing A Washback Study:

Changing Language Teaching Through Language Testing Liying Cheng, 2005-10-06 There has been growing interest in recent years in the influence of tests on teaching and learning a phenomenon commonly referred to as washback Despite persistent assertions about its nature and scope empirical studies investigating test washback are still limited in number and few of these make use of both qualitative and quantitative methods in washback research This volume presents a study of how the introduction of the 1996 Hong Kong Certificate of Education in English a high stakes public examination impacted on classroom teaching and learning in Hong Kong secondary schools The washback effect was observed initially at the larger macro level among different stakeholder groups within the Hong Kong educational context and also at the more local micro level in terms of teachers attitudes teaching content and classroom interactions This study provides a theoretical background to the washback concept discusses the need for empirical investigation of washback describes the use of a mixed methodology approach in washback research offers insights into the role of tests as agents of innovation and change in the classroom and broader educational context This volume will be of particular relevance to language test developers and researchers interested in the consequential validity of tests it will also be of interest to teachers curriculum designers policymakers and others in education concerned with the interface between language testing and teaching practices programs Book jacket

The Routledge Handbook of Language Testing Glenn Fulcher, Luke Harding, 2021-12-15 This second edition of *The Routledge Handbook of Language Testing* provides an updated and comprehensive account of the area of language testing and assessment The volume brings together 35 authoritative articles divided into ten sections written by 51 leading specialists from around the world There are five entirely new chapters covering the four skills reading writing listening and speaking as well as a new entry on corpus linguistics and language testing The remaining 30 chapters have been revised often extensively or entirely rewritten with new authorship teams at the helm reflecting new generations of expertise in the field With a dedicated section on technology in language testing reflecting current trends in the field the Handbook also includes an extended epilogue written by Harding and Fulcher contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment Providing a basis for discussion project work and the design of both language tests themselves and related validation research this Handbook represents an invaluable resource for students researchers and practitioners working in language testing and assessment and the wider field of language education

Washback in Language Testing Liying Cheng, Yoshinori Watanabe, WITH Andy Curtis, 2004-02-04 Washback refers to the influence of language testing on teaching and learning This volume at the important intersection of language testing and teaching practices presents theoretical methodological and practical guidance for current and future washback studies In the field of language testing researchers major interest has traditionally been focused on issues and solving problems inherent in tests in order to increase their reliability and validity However the

washback effect goes well beyond the test itself to include factors such as curriculum teacher and learner behaviors inside and outside the classroom their perceptions of the test and how test scores are used Only recently have researchers started to empirically investigate the phenomenon of washback This volume of such research serves two essential purposes by providing an overview of the complexity of washback and the various contextual factors entangled within testing teaching and learning and presenting empirical studies from around the world that offer insights into the effects of washback in specific educational contexts and models of research on which future studies can be based The extensive use of test scores for various educational and social purposes in society nowadays makes the washback effect a high interest phenomenon in the day to day educational activities of teachers researchers program coordinators directors policymakers and others in the field of education Washback in Language Testing Research Contexts and Methods is a valuable resource for those who are interested in the application of findings to actual teaching and learning situations or conduct washback research in their own contexts including educational and psychological testing experts as well as alternative assessment people in all fields and for policy and decision makers in educational and testing organizations

Teacher Involvement in High-Stakes Language Testing Daniel Xerri, Patricia Vella Briffa, 2018-04-27 This book advocates that teachers should play an active role in high stakes language testing and that more weight should be given to teacher judgement This is likely to increase the formative potential of high stakes tests and provide teachers with a sense of ownership The implication is that the knowledge and skills they develop by being involved in these tests will feed into their own classroom practices The book also considers the arguments against teacher involvement e g the contention that teacher involvement might entrench the practice of teaching to the test or that teachers should not be actively involved in high stakes language testing because their judgement is insufficiently reliable Using contributions from a wide range of international educational contexts the book proposes that a lack of reliability in teacher judgement is best addressed by means of training and not by barring educators from participating in high stakes language testing It also argues that their involvement in testing helps teachers to bolster confidence in their own judgement and develop their assessment literacy Moreover teacher involvement empowers them to play a role in reforming high stakes language testing so that it is more equitable and more likely to enhance classroom practices High stakes language tests that adopt such an inclusive approach facilitate more effective learning on the part of teachers which ultimately benefits all their students

Handbook of Second Language Assessment Dina Tsagari, Jayanti Banerjee, 2016-03-07 Second language assessment is ubiquitous It has found its way from education into questions about access to professions and migration This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so showing the influence of linguistics politics philosophy psychology sociology and psychometrics There are four parts which when taken together address the principles and practices of second language assessment while considering its impact on society Read separately each part addresses a different aspect of the field Part I

deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment and standards and frameworks as well as matters of scoring quality assurance and test validation Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency Part III examines the challenges and opportunities of second language assessment in a range of contexts In addition to chapters on second language assessment on a national scale there are chapters on learning oriented assessment as well as the uses of second language assessment in the workplace and for migration Part IV examines a selection of important issues in the field that deserve attention These include the alignment of language examinations to external frameworks the increasing use of technology to both deliver and score second language tests the responsibilities associated with assessing test takers with special needs the concept of voice in second language assessment and assessment literacy for teachers and other test and score users

Applied Linguistics and Materials Development Brian Tomlinson, 2013-01-31 Applies applied linguistic theories to the development of materials for language learning to add new depth to the field

Classroom-based Assessment in L2 Contexts Dina Tsagari, 2016-06-22 This edited volume addresses issues that promote the notion of Classroom based Language Assessment CBLA for the academic community and beyond The book explores recent thinking and research on CBLA within the fields of language testing assessment and general education based on theoretical and research papers presented at the recent CBLA SIG EALTA Symposia held in Cyprus and the pre conference EALTA workshops in various countries around Europe The volume contains 17 chapters which involve both high stakes tests and classroom based assessments conducted by academics professionals and researchers in the field It brings together high quality submissions that cover a gap in a research area that has long been in need of theoretical and empirical attention Overall this edited collection with its international scope offers a ground breaking resource bringing together in balanced relationship the fields of education and second language testing and assessment

Chinese-Speaking Learners of English Ryan Damerow, Kathleen Bailey, 2019-12-05 A compendium of the latest developments in research regarding English language education for Chinese speaking learners this volume combines cutting edge research from multiple internationally known scholars The chapters offer unique insights into some of the most salient issues related to this broad topic The seventh volume in the Global Research on Teaching and Learning English series co published with The International Research Foundation for English Language Education TIRF this book features chapters with original research written by TIRF Doctoral Dissertation Grant awardees The volume addresses the crucial and growing need for research based conversations on the contexts environments goals and measures of success for Chinese speaking learners of English It includes sections on language assessment perceptions in university contexts and technology especially in relation to young learners in order to promote in depth discussion of the teaching and learning of English for native speakers of Chinese The volume s 13 research based chapters discuss topics such as the impact and implications of using emerging assessment tools

the increase in English for Specific Purposes ESP courses academic speaking and writing and teaching in an online or hybrid environment Throughout the book the authors draw on their knowledge of their multiple contexts as well as their learners needs and goals This volume brings together innovative research for TESOL and TEFL students language teacher educators language policy specialists language assessment scholars and language teachers Readers will become familiar with how these issues related to Chinese speaking learners of English are being addressed in academic circles around the world

Evaluation and Testing Pon Cuppaiyā,2010 Writing the Past Into the Present Shanta Nair- Venugopal,2006

Evolving Models of Language British Association for Applied Linguistics. Meeting,1997 Models in applied linguistics can operate at four major levels language processing language learning linguistic analysis and language testing Each of these levels is the focus of at least one paper in this collection **Second Language Instruction/acquisition Abstracts** ,1997 English Learners Left Behind Kate Menken,2008 This book explores how high stakes tests mandated by No Child Left Behind have become de facto language policy in U S schools detailing how testing has shaped curriculum and instruction and the myriad ways that tests are now a defining force in the daily lives of English Language Learners and the educators who serve them **Studies in Second Language Acquisition** ,1999-03 A New Decade of Language Testing Research Carol Chapelle,1993 Papers from the conference on language testing include Foundations and Directions for a New Decade of Language Testing Carol Chapelle Dan Douglas A Comparison of the Abilities Measured by the Cambridge and Educational Testing Service EFL Test Batteries Lyle F Bachman Fred Davidson John Foulkes Judgments in Language Testing J Charles Alderson Testing the Specificity of ESP Reading Skills Thom Hudson A Comparison of Indices for the Identification of Misfitting Items Kyle Perkins Sheila Brutton The Effect of Prompt in Essay Examination Mary Spaan Computer Assisted Testing of Reading Comprehension Comparisons Among Multiple Choice and Open Ended Scoring Methods Grant Henning Michael Anbar Carl E Helm J D Arcy The Role of Instructions in Testing Summarizing Ability Andrew Cohen A Comprehensive Criterion Referenced Language Testing Project James Dean Brown A Collaborative Diagnostic Feedback Model for Testing Foreign Languages Elana Shohamy The Relationship Between Grammar and Reading in an English for Academic Purposes Test Battery J Charles Alderson Assessing Speaking Proficiency in the International English Language Testing System D E Ingram Elaine Wylie Performance on a General versus a Field Specific Test of Speaking Proficiency by International Teaching Assistants Dan Douglas Larry Selinker and Is ESP Testing Justified Caroline Clapham MSE

Understanding Change Judith Lamie,2001 In January 2000 the Commission on Japan s Goals in the 21st Century reported that Japan needed to reform across several areas and that making English the official second language would help realize many of the country s goals This book works from the hypothesis that in service English courses facilitate change and understanding The research presented examines the impact of such programs on a select group of four Japanese teachers of English In light of the move to English the book presents the most influential and radical curriculum change of the past

decade in Japan If Japan wishes to reach its language goals the experience of the four teachers will be useful in deciding whether to place greater emphasis on teacher education and professional development

Linguistics and Language Behavior Abstracts ,2008-02 *Marang* ,2001 **Joyce in the Belly of the Big Truck; Workbook** Joyce A. Cascio,2005-05 **Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards** ,2009

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Table of Contents Changing Language Teaching Through Language Testing A Washback Study

1. Understanding the eBook Changing Language Teaching Through Language Testing A Washback Study
 - The Rise of Digital Reading Changing Language Teaching Through Language Testing A Washback Study
 - Advantages of eBooks Over Traditional Books
2. Identifying Changing Language Teaching Through Language Testing A Washback Study
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Changing Language Teaching Through Language Testing A Washback Study
 - User-Friendly Interface
4. Exploring eBook Recommendations from Changing Language Teaching Through Language Testing A Washback Study
 - Personalized Recommendations
 - Changing Language Teaching Through Language Testing A Washback Study User Reviews and Ratings
 - Changing Language Teaching Through Language Testing A Washback Study and Bestseller Lists
5. Accessing Changing Language Teaching Through Language Testing A Washback Study Free and Paid eBooks
 - Changing Language Teaching Through Language Testing A Washback Study Public Domain eBooks

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- Changing Language Teaching Through Language Testing A Washback Study eBook Subscription Services
- Changing Language Teaching Through Language Testing A Washback Study Budget-Friendly Options
- 6. Navigating Changing Language Teaching Through Language Testing A Washback Study eBook Formats
 - ePub, PDF, MOBI, and More
 - Changing Language Teaching Through Language Testing A Washback Study Compatibility with Devices
 - Changing Language Teaching Through Language Testing A Washback Study Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Changing Language Teaching Through Language Testing A Washback Study
 - Highlighting and Note-Taking Changing Language Teaching Through Language Testing A Washback Study
 - Interactive Elements Changing Language Teaching Through Language Testing A Washback Study
- 8. Staying Engaged with Changing Language Teaching Through Language Testing A Washback Study
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Changing Language Teaching Through Language Testing A Washback Study
- 9. Balancing eBooks and Physical Books Changing Language Teaching Through Language Testing A Washback Study
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Changing Language Teaching Through Language Testing A Washback Study
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Changing Language Teaching Through Language Testing A Washback Study
 - Setting Reading Goals Changing Language Teaching Through Language Testing A Washback Study
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Changing Language Teaching Through Language Testing A Washback Study
 - Fact-Checking eBook Content of Changing Language Teaching Through Language Testing A Washback Study
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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