Investigating The Washback Effects On Improving The | 13497e8fe60db9494c051c0de18cffe5

The Impact of the First Certificate in English (FCI) Examination on the ELT Classroom

English Language Learning Materials Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain; such an explication is essential for supporting claims about the validity of the test or test scores. This edited volume develops a theoretical framework for validating tests of language speaking ability. The framework is then applied through an analysis of the tasks in Cambridge ESOL speaking tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalize their tests in a way that is more in line with their intended purposes.

Innovations in Language Testing

Washback in Language Testing A motion-base simulator was used to compare the flying qualities of three general single-rotor helicopters during a full attention-to-flight control task. Terminal-area V05990111 was developed with and with which the HSK was developed. The objectives of this NASAFAIA study was to investigate the influence of helicopter static stability in terms of the values of cockpit control gradients as specified in the existing airworthiness criteria, and to examine the effectiveness of various types of stability control augmentation systems in improving the flight-stability rules capability of helicopters with improved static stability. Two levels of static stability in the pitch, roll, and yaw axes were examined for a helicopter with configuration; the variations were stable and neutral static stability in pitch and roll, and two levels of static stability yaw. For the level of static stability yaw, four types of static stability and control augmentation were also examined for helicopters with three rotor types: hingeless, articulated, andtilting. Pilot rating studies indicate the acceptability of neutral static stability longitudinally and laterally and the need for pitch-rudder attitude augmentation to achieve a satisfactory balance. (Author).

The Manufacture of Spirit

Understanding Change

Current Developments in Language Testing

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American Doctoral Dissertations
Languages for Work and Life
Resources in Education

Australian Review of Applied Linguistics Standardised tests and language certification exams have been a popular topic in the field of assessment for many years. The washback effect of such tests, that is how and to what degree language tests influence teaching and learning, has been a focus of several research projects in various contexts with different results, but at the same time of significant importance. Investigating the impact and consequences of tests is a great step towards creating better and fairer tests. This book focuses on a research study of the washback effect of the FCE test (First Certificate in English), developed and administered by Cambridge English Language Assessment (formerly ESOL). The context of the study is Greece, where unique socioeconomic elements and characteristics have rendered language certification increasingly important and have significantly contributed to the quality and quantity of the washback effect produced.

Indian Journal of Applied Linguistics The selection of papers on language testing includes: "Language Testing in the 1990s: How Far Have We Come? How Much Further Have We To Go?" (J. Charles Alderson); "Current Research/Development in Language Testing" (John W. Oller, Jr.); "The Difficulties of Difficulty: Prompts in Writing Assessment" (Liz Hamp-Lyons, Sheila Prochnow); "The Validity of Writing Test Tasks (John Read); "Affective Factors in the Assessment of Oral Interaction: Gender and Status" (Don Porter); "Authenticity in Foreign Language Testing" (Peter Doye); "Evaluating Communicative Tests" (Keith Morrow); "Materials-Based Tests: How Well Do They Work?" (Michael Milanovic); "Defining Language Ability: The Criteria for Criteria" (Geoff Bradley); "The Role of Item Response Theory in Language Test Validation" (T.F. McNamara); "The International English Language Testing System (IELTS): Its Nature and Development" (D.E. Ingram); "A Comparative Analysis of Simulated and Direct Oral Proficiency Interviews" (Charles W. Stambaugh); "Southeast Asian Languages Proficiency Examinations" (James Dean Brown, H. Gary Cook, Charles Lockhart, Teresita Ramos); "Continuous Assessment in the Oral Communication Class: Teacher Constructed Test" (Ghanta Nair Unupala); and "What We Can Do with Computerized Adaptive Testing And What We Cannot Do!" (Michel Laurier). (MSE).

Testing in Language Programs
Investigating the Consequential Validity of the Hanyu Shuiping Kaoshi (Chinese Proficiency Test) by Using an Argument-based Framework

Language Teaching Methodology for the Nineties This book provides a critical analysis of the materials used for learning English around the world, considering both the teachers’ and the learners’ requirements.

“Testing in language programs is a core text for graduate and undergraduate teacher-training courses in language testing assessment. Ideal for both classroom use and personal reference, this book targets the need of those making both program-level (e.g. admissions, proficiency, and placement) as well as classroom-level testing decisions (e.g. assessing what students have learned through diagnostic and achievement testing).” - Back cover.

Nepal Who’s who

Dissertation Abstracts International 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 Contents 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.

Investigating the Effects of Conversational Shadowing for EFL Learners’ Listening and Speaking Competence in a TOEFL IBT Preparation Course

Naval Architecture and Ocean Engineering This book adopts a multi-method and multi-phase approach to investigate the washback effects of Test for English Majors (TEM) on program administrators, teachers and students, shedding new light on TEM reform and the reform of English teaching and learning in China. TEM, a nationwide test used to measure the language proficiency of undergraduate English majors in China, is a major standardized test taken by nearly 400,000 students every year. The book’s key features include: in an in-depth discussion of the nature of washback, the first research of its kind; the investigation of the washback effects of TEM on program administrators, teachers and students; the qualitative and quantitative data used; and the publication of the results of TEM on program administrators, teachers and students. The book also includes a detailed analysis of the results of TEM on program administrators, teachers and students, discussing the implications for future research and practice.

The Washback Effect of High-stakes Testing in EFL in Morocco

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