Washback in language assessment

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Abstract

This paper reviews the progress made in washback studies over the quarter century since Hughes’ (1989) placed it at the centre of his textbook Testing for Language Teachers. Research into washback and the development of models of washback are described and an agenda is suggested for test developers wishing to build washback into their programmes. It is recommended that future projects should pay greater attention to test design features and to the outcomes of learning as well as continuing to explore learner motivation and cultural factors that might encourage participants to react to tests in certain ways, but not in others. Washback research itself is seen to be a potentially valuable tool in persuading participants to adopt new practices.

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Author Biography

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Anthony Green is Professor of Language Assessment and Deputy Director of the Centre for Research in English Language Learning and Assessment at the University of Bedfordshire. His main research interests concern relationships between language assessment, teaching and learning. He has published widely on language assessment issues and his most recent book Exploring Language Assessment and Testing (Routledge, 2013) provides trainee teachers and others with an introduction to the field.

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   SUMMARY IN SPANISH

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Washback is the effect that testing has on teaching and learning. This term is commonly used in language assessment but it is not limited to only that field. One of the primary concerns of many teachers is developing that provide washback or that enhances students learning and understanding of ideas in a class. This post will discuss three ways in which washback can be improved in a class. The three ways are... Written feedback on exams. What this means is that assessment should not only be used for grades but also to develop learning skills. Rate this: Share this objections to the introduction of multiple-choice tests into the assessment of mother tongue and foreign language education” and found that complaints based on assumed washback effects were not justified. Hughes (1988) in Turkey claimed a positive washback effect for an English proficiency test screening students to English medium university in Istanbul. Khaniya (1990) created a beneficial washback effect in Nepal and studied it. Alderson and Wall (1993a) note that the Westdorp (1982) report shows very little washback effect, while the other two studies are incomplete or inadequate in some Building on the ‘Washback Hypothesis’ proposed by Alderson and Wall, and suggestions from Hughes, the article proposes a model that identifies participants, processes and products which may influence, or be influenced by, washback. Strategies for investigating washback are also discussed. @article{Bailey1996WorkingFW, title={Working for washback: a review of the washback concept in language testing}, author={Kathleen M. Bailey}, journal={Language Testing}, year={1996}, volume={13}, pages={257 - 279} }. Kathleen M. Bailey. Published 1996. Psychology. Language Testing. This article is a literature review which seeks to answer four questions: 1) What is washback? 2) How does washback work? 3) How can we promote positive washback? Washback in Language Testing. New Jersey, Princeton: Educational Testing Service. Barrot, J. (2013). Revisiting the Role of Linguistic Complexity in ESL Reading Comprehension. 3L: Language Linguistics Literature®, Southeast Asian Journal of English Language Studies. 19(1), 5-18. Cheng, L.; Watanabe, Y. & Curtis, A. (2004). Washback in Language Testing: Research Context and Methods. Lawrence Erlbaum Associates, Inc., Publisher: USA. Eckstein, M. & Noah, H. (199... Washback in Language Assessment. International Journal of English Studies. 13(2), 39-51. Recent papers in washback in Language testing. Papers. People. This paper reports on the preliminary findings of an ongoing study on the washback effect of the newly introduced school-based assessment (SBA) at the lower-secondary level in Malaysia. This study specifically investigates how the school-based assessment has affected the perceptions of students in relation to learning English as a second language. In addition, the study attempts to explore the students’ responses to a call for change from a purely testing culture into a learning culture at the beginning of its implementation.