The following is the result of a literature search, made in April 2005 by Ms. Anja Agander, documents librarian at the University of Jyväskylä, Finland at the request of Sauli Takala, with focus on test takers' views of tests and assessment, from the following literature databases:

- Finnish database LINDA
- Swedish database LIBRIS
- ERIC
- Linguistics and Language Behavior Abstracts

Tekijät: Sjöberg, Anne
Nimeke: Functionality of language skills in occupational English : the point of view of language users, language training and language testing / Anne Sjöberg

Julkaistu: [Oulu , Yrjö Saarelan tie 3 A] : [Anne Sjöberg], 2002
(Oulun kaupungin painatuskeskus)
Urhoasu: 220, [25] s. : kuv. ; 25 cm

Väitöskirja: Diss. : Oulun yliopisto
Rajoitukset: Abstract
Aineisto: kirja
Teoksen kieli: eng
Asiasana: kielitaito - aikuiset - arviointi (ysa)
englannin kieli - opetus - aikuiset (ysa)
kielitaito - työelämä - koulutustarve (ysa)
englannin kieli - kielitaito - työelämä (ysa)
functionality
adequacy
strategies
communicative competence
confidence
demand and supply
needs analysis
accessibility
language support

===============================================================================

Tekijät: Shohamy, Elena
Nimeke: The power of tests : a critical perspective on the uses of language tests / Elena Shohamy

Urhoasu: xxvi, 182 s.
Sarja: (Language in social life series)
Aineisto: kirja
Teoksen kieli: eng
ISBN: 0-582-42335-X (nid.)
0-582-42336-8 (sid.)
Asiasana: kielet (ysa)
kielitaito (ysa)
testit (ysa)
testaus (ysa)

=================================================================
Tekijät: Tattari, Soile
Nimeke: Practising and testing oral language skills at school:
teachers' views / Soile Tattari
Julkaisu: Jyväskylä, 2001
Ulkoasu: 94 lehteä
Opinnäyte: Pro gradu -työ: Jyväskylän yliopisto, englannin kielen
laitos
Rajoitukset: EI INTERNETISSÄ
Aineisto: kirja
Teoksen kieli: eng
Asiasana: suullinen kielitaito (ysa)
testaus (ysa)
kielitaito (ysa)
englannin kieli (ysa)
kielet - opetus (ysa)

=================================================================
Tekijät: Flemmich, Mikael
Nimeke: What is a good language test? - is the national test of
English a good language test?
Julkaisu: Åbo, 1992
Ulkoasu: 120 s. : ill., tab.
Aineisto: kirja
Teoksen kieli: eng
Asiasana: språktest
enkätundersökning
handledare - Ringbom, Håkan
pro gradu - HF - Engelska - 1992

=================================================================
DN: Database Name
ERIC
TI: Title
Assessing Oral Performance in the Secondary Classroom.
Comparing Examinee Attitudes Toward Computer-Assisted and Other Oral Proficiency Assessments.

EU: Author
Kenyon, Dorry M; Malabonga, Valerie
SO: Source
Language Learning & Technology; v5 n2 p60-83 May 2001
IS: ISSN
1094-3501
DE: Descriptors
Arabic; Chinese; Comparative Analysis; *Computer Assisted Testing; *Language Proficiency; *Language Tests; *Oral Language; Second Language Instruction; Second Language Learning; Spanish; *Student Attitudes; Test Format; Testing; Uncommonly Taught Languages
AB: Abstract
Examined attitudes toward taking different formats of oral proficiency assessments across three languages: Spanish, Arabic, and Chinese. Students were administered both the tape-mediated Simulated Oral Proficiency Interview (SOPI) and a new Computerized Oral Proficiency Instrument (COPI). Questionnaire responses showed examinees, particularly those at the lower proficiency levels, felt the COPI was less difficult than the SOPI. (Author/VWL)
AV: Availability
http://llt.msu.edu
NU: Other Numbers
Clearinghouse: FL531468
LA: Language
English
A Comparison of Word-Processed and Handwritten Essays Written for the Test of English as a Foreign Language.

Manalo, Jonathan R; Wolfe, Edward W

16p. Apr 2000

Recently, the Test of English as a Foreign Language (TOEFL) changed by including a direct writing assessment where examinees choose between computer and handwritten composition formats. Unfortunately, examinees may have differential access to and comfort with computers; as a result, scores across these formats may not be comparable. Analysis of TOEFL results for 152,951 examinees reveals that when English language proficiency is controlled, handwriting composition scores are approximately one-third of a standard deviation higher than computer-based composition scores. It is suggested that this is a result of a double translation required to compose essays with word processors. (Contains 2 tables and 12 references.) (Author/SLD)

EDRS Price MF01/PC01 Plus Postage.


Clearinghouse: TM031490

Language
English

FY: Publication Year
Apr 2000

PT: Publication Type
143 Reports: Research; 150 Speeches/Meeting Papers

CO: Country of Origin
U.S.; Michigan

ID: Identifiers
Paper and Pencil Tests; *Test of English as a Foreign Language

SF: Subfile
ERIC, Resources in Education (RIE)

AN: Accession Number
ED443845
A survey investigated the attitudes of Japanese university students and their non-Japanese university teachers toward testing and the use of textbooks in their English-as-a-Second-Language (ESL) classroom. Subjects were 120 students and 13 native English-speaking instructors at 3 Japanese universities. Results reveal a gap in attitudes between the two subject groups, consistent with historical research into the role of testing in Japanese education and non-Japanese educators' perceptions of that role. It is argued that this gap can be bridged partially through an intercultural approach that seeks first to identify and then respond to socio-historical facets of students' approaches to the mastery of language learning. Using this approach, the teacher can create pedagogical strategies that draw on the intrinsic strengths of students' learning attitudes, styles, and approaches. The questionnaires are appended. (Contains 11 references.) (MSE)
Critical Language Awareness in the Teaching of Portuguese.

Leal, Maria Christina Diniz

Language Awareness; v7 n1 p1-8 1998

0965-8416

*Action Research; Citizenship; *Critical Thinking; Foreign Countries; Grade 7; Junior High Schools; Language Tests; *Metalinguistics; *Portuguese; *Power Structure; Prior Learning; Second Language Instruction; Second Language Learning; Social Change; Student Attitudes; Tests; Uncommonly Taught Languages

Reports a two-phase project aimed at developing critical language awareness through the teaching of Portuguese. During the first phase, 13-year-olds in a Brazilian state school evaluated their Portuguese lessons, and identified features they felt needed altering to develop critical awareness of language and social reality. Changes were proposed and then implemented in the second phase. (Author/VL)

Involving Factors of Fairness in Language Testing.

Nakamura, Yuji

Journal of Communication Studies; n7 p3-21 Sep 1997

Behavior Patterns; Comparative Analysis; *English (Second Language); Interrater Reliability; *Interviews; Language Laboratories; *Language Tests; Rating Scales; Second Language Instruction; Student Attitudes; Surveys; *Test Bias; Test Format; Test Items; *Testing; *Verbal Tests

This study investigated the effects of three aspects of language testing (test task, familiarity with an interviewer, and test method) on both tester and tested. Data were drawn from several previous studies by the researcher. Concerning test task, data were analyzed for the type of topic students wanted most to talk about or preferred not to talk about, and whether they had similar preferences for Japanese and English tests. Concerning the interviewer factor, data were analyzed for whether the interviewer was a classroom teacher, whether teacher and interviewer could share a common conversation
topic, and whether the interviewers were interested in topics the students respond to. Student preferences for oral test method, direct or semi-direct and type of interaction used to elicit speech, were also analyzed. Results indicate that at different proficiency levels, students perform differently on direct and semi-direct tests, and interviewers' choice of test questions influenced student performances and may have even influenced raters' ratings. Implications for fairness in testing are considered. Contains 18 references. (MSE)
sample test item and a post-test student questionnaire are appended. Contains seven references. (Author/MSE)

AV: Availability
EDRS Price - MF01/PC01 Plus Postage.

NT: Notes
22p.; For journal issue as a whole, see FL 024 639. For other articles in this issue, see FL 024 640-646.

NU: Other Numbers
Clearinghouse: FL024641

LA: Language
English

PY: Publication Year
1997

PT: Publication Type
080 Journal Articles; 142 Reports: Evaluative; 160 Tests /Questionnaires

CO: Country of Origin
United Kingdom; Scotland

SF: Subfile
ERIC, Resources in Education (RIE)

AN: Accession Number
ED409711

==================================================================================================

DN: Database Name
ERIC

TI: Title
Investigating the Views of Teachers on Assessment of English Language Learning in the Singapore Education System.

AU: Author
Pelly, Christine Parimala; Allison, Desmond

SO: Source
Hong Kong Journal of Applied Linguistics; v5 n1 p81-106 Oct 2000

IS: ISSN
1028-4435

DE: Descriptors
Elementary Education; *Elementary School Teachers; *English (Second Language); Foreign Countries; Interviews; *Language Tests; Questionnaires; Second Language Instruction; Second Language Learning; Student Evaluation; *Teacher Attitudes; Testing

AB: Abstract
Explores primary school teachers' perspectives on assessment in English in Singapore and discusses the impact of assessment on the importance of research into teachers' views on curriculum and assessment issues. Participants completed questionnaires and participated in semi-structured interviews. Findings indicate teachers are strongly aware of the prevailing examination culture and see the need for other kinds of assessment. (Author/VWL)

NT: Notes
Special issue: Assessment in Chinese Contexts.

NU: Other Numbers
Clearinghouse: FL531130

LA: Language
English

PY: Publication Year
2000
Tests of language ability are based on a certain construct that defines this ability, and this blueprint determines what it is that will be measured. The University of Pretoria has, since 2000, annually administered a test of academic language proficiency to more than 6,000 first-time students. The intention of this test is to identify those who are at risk academically as a result of too low a level of academic language proficiency. If their academic literacy levels are too low, students are required to enroll for a set of four courses in order to minimize their risk of failure. The Unit for Language Skills Development at the University of Pretoria has now embarked on a project to design an alternative test to the one used initially, specifically with a view to basing it on a new construct. The reason is that the construct of the current test has become contested over the last decade as a result of its dependence on an outdated concept of language, which equates language ability with knowledge of sound, vocabulary, form, and meaning. Present-day concepts emphasize a much richer view of language competence, and their focus has, moreover, shifted from discrete language skills to the attainment of academic literacy. In this paper, the abilities encompassed by this view will be discussed in order to compare the construct of the current test with the proposed construct. 2 Tables, 2 Figures, 21 References. Adapted from the source document.
A Teacher-Verification Study of Speaking and Writing Prototype Tasks for a New TOEFL

AU: Cuming, Alister; Grant, Leslie; Mulcahy-Ernt, Patricia; Powers, Donald E

AF: Modern Language Centre, OISE/UT, U Toronto, Ontario [mailto:acumming@oise.utoronto.ca]


DE: *English as a Second Language Tests (22150); *Test Validity and Reliability (88800); *Verbal Tasks (93800); *Academic Language (00071); *Teacher Attitudes (87840); *English as a Second Language Instruction (22120); *Prototypes (68857)

This study was undertaken, in conjunction with other studies field-testing prototype tasks for a new TOEFL, to evaluate the content validity, perceived authenticity, & educational appropriateness of these prototype tasks. We interviewed seven highly experienced instructors of English as a Second Language (ESL) at three universities, asking them to rate their students' abilities in English & to review samples of their students' performance to determine whether they thought seven prototype speaking & writing tasks being field-tested for a new version of the TOEFL test: (1) represented the domain of academic English required for studies at English-medium universities or colleges in North America, (2) elicited performance from their adult ESL students that corresponded to their usual performance in ESL classes & course assignments, & (3) realized the evidence claims on which the tasks had been designed. The instructors thought that most of their students' performances on the prototype test tasks were equivalent to or better than their usual performance in classes. The instructors viewed positively the new prototype tasks that required students to write or to speak in reference to reading or listening source texts, but they observed certain problems with these novel tasks & suggested ways that their content & presentation might be improved for the formative development of these tasks. 5 Tables, 1 Appendix, 57 References. Adapted from the source document
Attitudes about the Computer-Based Test of English as a Foreign Language

The principal aim of this study was to assess test takers' acceptance of the computer-based version of the Test of English as a Foreign Language (TOEFL), & the links between this acceptance, general attitudes about admissions tests, other possible determinants, & test performance. A secondary goal was to evaluate differences in the pattern of results for test takers from different countries. A questionnaire concerning attitudes about the test, familiarity with computers, & other relevant variables was administered to TOEFL test takers at large testing centers in Buenos Aires, Cairo, & Frankfurt. Attitudes about the TOEFL were moderately positive & had similar patterns of relationships in the three countries: slight or moderate with test performance, moderate with general attitudes about admissions tests, slight with computer anxiety & test anxiety, & minimal with other variables. 5 Tables, 1 Appendix, 31 References. Adapted from the source document
Assessing the Impact of Narrow Listening: Students' Perceptions and Performance

Rodrigo, Victoria

Georgia State U

Dimension, 2004, 53-65

*Listening Comprehension (48450); *Spanish as a Second Language Learning (81970); *Second Language Tests (76150); *Language Teaching Materials (43950); *Language Teaching Methods (44100); *Attitudes (05450)

Narrow listening (NL) is an approach to developing listening skills at intermediate to advanced levels. NL refers to listening to a single segment extensively & repeatedly for the purpose of meaning. The first part of this article reviews the listening material available in the foreign language setting & presents a case for introducing NL. It is followed by a study of students' perceptions of this approach & their performance on a listening comprehension test (N = 100). The results indicate that the practice of NL using audio library material is not only perceived as a useful & stimulating learning experience in acquiring Spanish, but also proves to be an effective way to improve listening skills. Pedagogical implications are suggested. 6 Tables, 3 Appendixes, 13 References. Adapted from the source document.
Abstract

Although more and more university-level language programs have begun to replace class time with technology-enhanced instruction, few studies have examined the effect of this substitution on student outcomes. The present study sought to determine whether in an input-based communicative approach to second-semester Spanish it is possible to deliver input-based activities outside of class via the web without negatively affecting student achievement in the course. In addition, it sought to determine what types of individual variables are related to success in technology-enhanced sections of second-semester Spanish. Approximately 90 undergraduate students enrolled in seven sections of technology-enhanced "Spanish 1002: Beginning Spanish" and "Spanish 1022: Alternate Second-Semester Spanish" at the University of Minnesota were the experimental participants for this study while nearly 70 undergraduate students enrolled in five traditional sections of Spanish 1002 and 1022 served as control group members. In traditional sections, students met with the instructor five days per week while students in experimental sections had class three days per week and were engaged in web-based activities during the other two days. Student performance was tracked throughout the semester along with measures of student motivation, aptitude, and proficiency. Findings indicated that there were no significant differences between student performance in traditional sections and technology-enhanced sections on course homework assignments, participation, oral interviews, unit exams, composition grades, final exams, and final course grade. There were also no differences in student performance on measures of listening proficiency and oral proficiency administered at the beginning and end of the semester. From information provided by students in questionnaires administered at the end of the semester and from two focus group sessions, it is clear that none of the variables measured--motivation, anxiety and comfort using computers, computer ability, risk taking, and sociability--predicted success in the technology-enhanced sections of the course. This finding is consistent with other research on predictors of affect on course outcome in technology-enhanced courses (Knight 2000; Lujan-Ortega and Clark-Carter 1998). Currently there are no means of predicting student outcomes in technology-enhanced language courses taking into account affective variables. Most students in the technology-enhanced sections found numerous advantages in web-enhanced instruction, including better understanding of course concepts, immediate access to information and feedback, more control over their learning, and the ability to work at their own pace. The study concludes with pedagogical implications, limitations, and suggestions for future research.
Taiwanese Junior High School English Teachers' Perceptions of the Washback Effect of the Basic Competence Test in English

Chen, Lih-Mei Donna
Ohio State U

Dissertation Abstracts International, A: The Humanities and Social Sciences, 2003, 64, 2, Aug, 430-A
0419-4209

*English as a Second Language Tests (22150); *English as a Second Language Instruction (22120); *English as a Second Language Learning (22130); *Taiwan (87600); *Junior High School Education (40200); *Curriculum Planning (16780); *Teacher Attitudes (87840); *English as a Second Language Teaching Materials (22140); *Teacher Education (87850); *Feedback (23950)

The phenomenon of how external tests influence teaching and learning is commonly described as "washback" in language instruction. Literature indicates that testing washback is a complex concept that becomes even more complex under a variety of interpretations of the washback phenomenon on teaching and learning. Some studies conclude that no simple washback effect occurs (Alderson and Hamp-Lyons, 1996; Watanabe, 1996), whereas others find powerful determiners of language testing toward classroom teaching (Hughes, 1988; Khaniya, 1990; Herman and Golan, 1991). The purpose of this study was to investigate how English teachers in Taiwan junior high schools perceived the impact of a reformed public examination, called the Basic Competency Test (BCT), on their curricular planning and instruction. This study was expected to add to the existing literature on testing washback in an English as a foreign language context. The relational research method was used in this research. The target population was Taiwan junior high school English teachers. The survey method (a quantitative method) and focus group interviews (a qualitative method) were used to collect data. Data were analyzed in two phases. Bivariate correlation and multiple...
regression analyses were used to analyze the quantitative data. Content analysis using a note-based technique interpreted the qualitative data. Findings from this study indicate that the BCT has an influential impact on teachers' curricular planning and instruction. However, such a washback influence on teachers' teaching attitudes is quite superficial; that is, the washback may influence teachers what to teach but not how to teach. The reason for why it influences teaching contents is because of the issuance of new teaching materials for nation-wide junior high schools. Due to the lack of in-service teacher training, teachers lack knowledge of how to change their teaching methods in order to align with the new curriculum. Based upon the findings, this study recommends: (1) provide teachers with extensive professional development opportunities, (2) change the "academic watch" policy, (3) practice mix-ability grouping instead of achievement grouping to group students, and (4) integrate assessment into classroom evaluation.

CD: CODEN
DABAA6
NT: Notes
Available from UMI, Ann Arbor, MI. Order No. DA3081903.

LA: Language
English

PY: Publication Year
2003

PT: Publication Type
Dissertation (dis)

UI: Unique Identifier
DA3081903

CP: Country of Publication
United States

CL: Classification
4130 applied linguistics; English as a second/foreign language instruction

UD: Update
200405

AN: Accession Number
200405623

Record 7 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts

TI: Title
Perceptions of a Multimedia Syllabus-Making the Demands of a Performance Test More Accessible

AU: Author
Coniam, David

AF: Affiliation
Faculty Education, Chinese U Hong Kong, People's Republic China [mailto:coniam@cuhk.edu.hk]

SO: Source
System, 2003, 31, 1, Mar, 55-70

IS: ISSN
0346-251X

DE: Descriptors
*English as a Second Language Instruction (22120); *Language Tests (44250); *Computer Assisted Instruction (14200); *Teacher Education (87850); *Teacher Attitudes (87840); *Hong Kong (32750)

AB: Abstract
This article evaluates a multimedia program produced to support test takers facing a new performance test (the Classroom Language
Assessment test) for English as a second language (ESL) teachers in Hong Kong as part of a language certification test. The article describes how groups of trainee ESL teachers in Hong Kong were first introduced to the test via the print syllabus produced by the Hong Kong Special Administrative Region Government. After a 3-month time lag, they had the demands of the test explained to them again, but this time with the support of a multimedia program. After each session, the trainee teachers were asked to fill in a questionnaire that probed them for their understanding of the aims & demands of the test, their attitude towards the test, & how confident they felt about passing. Paired t-tests, run between the two sets of questionnaires, revealed significant positive differences, indicating that participants felt the multimedia program helped them to better understand the test requirements. The paper concludes with a discussion of the importance of multimedia as syllabus "support"—especially in the case of oral or performance tests. 1 Appendix, 29 References. Adapted from the source document...
its validity, ie, its values & social consequences. As part of this project, we studied how the English test was discursively constructed in the talk of half a dozen recent high school graduates. The students were asked to keep an oral diary to record their ideas, feelings, & experiences of preparing for & taking the test over the last semester of school. In addition, they took part in discussions either in pairs or in groups of three after having heard the final test results. After transcribing the data, we identified (at least) four interpretative repertoires in the students' accounts - with different constructions of (1) themselves as the test takers, (2) the test, & (3) their performance in the test (including expectations & explanations for successes or failures as well as crediting & blaming, or accountability). The findings point to variation in the uses (& functions) of these repertoires, not only from one context to another, but also from moment to moment. 2 Tables, 1 Figure, 24 References.

Adapted from the source document

CD: CODEN
AFSEF8
LA: Language
Finnish
PY: Publication Year
2003
PT: Publication Type
Journal Article (aja)
CP: Country of Publication
Finland
CL: Classification
4132 applied linguistics; English as a second/foreign language learning
UD: Update
200403
AN: Accession Number
200402927

Record 9 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
A Study of Different Composition Elements That Raters Respond To
AU: Author
Amengual Pizarro, Marian
AF: Affiliation
U Illes Balears [mailto:dfemap0@ps.uib.es]
SO: Source
Estudios Ingleses de la Universidad Complutense, 2003, 11, 53-72
IS: ISSN
1133-0392
DE: Descriptors
*English as a Second Language Tests (22150); *Judgment (39900); *Written Language (98900); *Teacher Attitudes (87840); *Teachers (87860); *Spain (81750); *Language Proficiency (43570)
AB: Abstract
This study investigated the reactions of 32 raters, not trained in ESL evaluation techniques, to three University Entrance Examination compositions representative of three different score levels of ESL proficiency (ie, low, middle, & high). Raters were asked to evaluate compositions holistically. They were also asked to indicate the best & worst features of each composition & to relate them to the following categories: content, organization, grammar, vocabulary, register, mechanics, & presentation. Finally, raters were instructed to judge a
list of 14 sentences, each containing one of seven error types associated with the previously categorized analytic features. The results were as follows: (1) holistic scores showed a substantial discrepancy across raters, (2) raters were influenced by salient features of the compositions, (3) grammar was identified as a primary positive & negative feature in the final judgment of the compositions, (4) raters adjusted their marking behavior to the proficiency level of the compositions, & (5) raters showed a great variability in attention & importance attached to different criteria. 3 Tables, 3 Figures, 1 Appendix, 21 References. Adapted from the source document
Teacher Perceptions of National Foreign Language Standards and Assessment Techniques in Kansas High Schools

O'Malley, Lois Ann

Kansas State U

Dissertation Abstracts International, A: The Humanities and Social Sciences, 2000, 61, 4, Oct, 1278-A

Available from UMI, Ann Arbor, MI. Order No. DA9970822.
This article reports on a case study concerned with the consequential validity of language proficiency tests of the Matriculation Examination. Unlike previous studies, this study adopted a discursive approach in research on this issue, which in turn involved a shift to a social constructionist research paradigm with a reconsideration of research goals & methodology. More specifically, the study focused on one high-school student & her ways of talking & writing about the tests of English & German as recorded in her diary entries before & after the tests in the academic year 1998/99. There is one pervasive construction that emerges from the student's talk & writing about the tests: taking a test is like participating in a sports event.
The aim of this research was to assess Open University students' attitudes toward being allowed to use dictionaries during French examinations. We wanted to find out if they agreed with the policy, how they used their dictionaries, & whether they thought that the dictionaries helped or hindered them in completing the papers. We found that much of what they said was related to the relief of stress.

2 Tables, 1 Appendix, 27 References. Adapted from the source document.

Using both qualitative & quantitative data, this paper describes the difference between English language testing in Finland & Japan as it relates to university admissions. There are undeniable differences between the two countries & cultures. In both countries, over 90 percent of secondary school students study English. However, the foreign language proficiency rates among Finns are significantly higher than those among the Japanese, as illustrated by the TOEFL test scores. This paper reports the results of the language testing section of a much larger study that also investigated the historical
background, language policy & planning, textbook design, teaching methods, & classroom interaction with the specific educational settings in Finland & Japan. Results suggest that learner attitudes & goals vary greatly. Finnish learners tended to see English more as a means of communicating while their Japanese counterparts tended to see test taking for high school & university admission as their main reason for studying the language. Results also showed that language testing for university admission in the two countries varied greatly. The insights provided by this study may prove useful for curriculum designers & language assessors in Finland, Japan, & other countries. 6 Tables, 73 References. Adapted from the source document.

CD: CODEN
AJELFL
LA: Language
English
PY: Publication Year
2000
PT: Publication Type
Journal Article (aja)
CP: Country of Publication
Hong Kong
CL: Classification
4114 applied linguistics; language testing
UD: Update
200310
AN: Accession Number
200210672

Record 15 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
Dictionary Use in the Teaching and Examining of MFLs at GCSE
AU: Author
Barnes, Ann; Hunt, Marilyn; Powell, Bob
AF: Affiliation
U Warwick, Coventry, England
SO: Source
Language Learning Journal, 1999, 19, June, 19-27
IS: ISSN
0957-1736
DE: Descriptors
*Bilingual Dictionaries (08700); *Second Language Tests (76150); *Secondary Education (76300); *Teacher Attitudes (87840); *Great Britain (29400); *Second Language Instruction (75700); *Second Language Learning (75850); *England (21800); *Wales (95750)
AB: Abstract
This article considers the introduction of bilingual dictionaries into examinations in modern foreign languages in England & Wales for the General Certificate of Secondary Education & the implications for both teachers & learners. It discusses the context & describes in detail teachers' perceptions of this development through the analysis of data obtained through two small-scale questionnaire surveys. 4 Tables, 21 References. Adapted from the source document.

CD: CODEN
LLEJED
LA: Language
English
PY: Publication Year
1999
Each year, the Dutch educational organization, Adviesgroep Toetsing (Advice Group in Testing), canvasses opinion from teachers on the structure, difficulty level, content, reliability /validity, & other aspects of second language tests used in high school final examinations in the Netherlands. This information is then submitted to proper authorities with proposals to eventually modify such tests in future examinations. Here, opinions collected in 1996 are discussed.

Z. Dubiel
The attitudes of English foreign-language teachers toward teaching & testing in the target language are surveyed. A questionnaire inviting responses on a 5-point scale & free response comments was completed by teachers (N = 120) from various schools & colleges in England & Wales. Although the subjects generally favored teaching in the target language, target-language testing was ranked only at the mid-point of the scale. The risk that less able students would not perform to their potential in target-language testing was commonly mentioned as a drawback. 9 Tables, 11 References. E. Emery
AB: Abstract
The English as a second language classroom is examined with focus on the assessment of student performance. Teacher attitudes toward national or international standardized testing are discussed & the potential benefits & values of these tests are described. Instructor awareness of the "reliability of ratings" is recommended & it is concluded that (1) test items & marking criteria should reflect teachers' beliefs about language & language learning, (2) clarity in test construction leads to increased testing & efficiency, & (3) written & oral task criteria should be clearly stated. 2 References.

H. L. Stidger

CD: CODEN
TESQA3

LA: Language
English

PY: Publication Year
1995

PT: Publication Type
Journal Article (aja)

CP: Country of Publication
United States

ID: Identifiers
English as a second language assessment, national/international standardized testing benefits/values reliability, teacher attitudes

CL: Classification
4114 applied linguistics; language testing

UD: Update
200310

AN: Accession Number
9504884