

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)

Ulkoasu: 220, [25] s. : kuv. ; 25 cm

Väitöskirja: Diss. : Oulun yliopisto

Rajoitukset: Abstract
Aineisto: kirja

Teoksen kieli: eng

ISBN: 952-91-5382-1 (nid.)

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

Julkaistu: Harlow : Longman, 2001
Ulkoasu: 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
Julkaistu: 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?
Julkaistu: Åbo, 1992
Ulkoasu: 120 s. : ill., tab.
Opinnäyte: Pro gradu : Åbo Akademi, HF Eng.
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.

AU: Author
Westphal, Patricia B; Wacha, Heather; Rhodes, Pamela

SO: Source
French Review; v75 n3 p560-69 Feb 2002

IS: ISSN
0016-111X

DE: Descriptors
French; *High School Students; High Schools; Language Tests; *Oral
Language; Questionnaires; Second Language Instruction; Second Language
Learning; *Student Attitudes; *Student Evaluation

AB: Abstract
Eighty-five high school students of French were tested orally by an
outside evaluator over a 2-month period. Includes several sample tests
in a variety of formats as well as the questionnaire administered to
students before and after the treatment to measure their attitudes
toward French and oral evaluation. (Author/VWL)

NU: Other Numbers
Clearinghouse: FL532937

LA: Language
English

PY: Publication Year
2002

PT: Publication Type
080 Journal Articles; 143 Reports: Research

SF: Subfile
ERIC, Current Index to Journals in Education (CIJE)

AN: Accession Number
EJ652253

Record 2 of 7

DN: Database Name
ERIC

TI: Title
Comparing Examinee Attitudes Toward Computer-Assisted and Other Oral
Proficiency Assessments.

AU: 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

PY: Publication Year
2001
PT: Publication Type
080 Journal Articles; 143 Reports: Research
SF: Subfile
ERIC, Current Index to Journals in Education (CIJE)
AN: Accession Number
EJ625004

Record 3 of 7

DN: Database Name
ERIC
TI: Title
A Comparison of Word-Processed and Handwritten Essays Written for the
Test of English as a Foreign Language.
AU: Author
Manalo, Jonathan R; Wolfe, Edward W
SO: Source
16p. Apr 2000
DE: Descriptors
*Adults; *Computer Assisted Testing; *Essay Tests; *Handwriting;
Language Tests; Student Attitudes; *Test Format; *Validity; Word
Processing
AB: Abstract
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)
AV: Availability
EDRS Price MF01/PC01 Plus Postage.
NT: Notes
Paper presented at the Annual Meeting of the American Educational
Research Association (New Orleans, LA, April 24-28, 2000). Funding
provided by the TOEFL program. 16p.
NU: Other Numbers
Clearinghouse: TM031490
LA: Language
English
PY: 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

Record 4 of 7

DN: Database Name
ERIC

TI: Title
An Intercultural Approach to Recognizing and Responding to Japanese University Students' Attitudes towards Testing.

AU: Author
Reedy, Sean

SO: Source
14p. Mar 1999

DE: Descriptors
Classroom Techniques; College Faculty; College Students; Cross Cultural Studies; *Cross Cultural Training; *English (Second Language); Foreign Countries; Higher Education; Language Teachers; Language Tests; Second Language Instruction; Sociocultural Patterns; *Student Attitudes; Surveys; *Teacher Student Relationship; *Testing; *Textbooks

AB: Abstract
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)

AV: Availability
EDRS Price MF01/PC01 Plus Postage.

NT: Notes
Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999) under the title, "Recognizing and Responding to Cultural Learning Styles." 14p.

NU: Other Numbers
Clearinghouse: FL026030

LA: Language
English

PY: Publication Year
Mar 1999

PT: Publication Type
143 Reports: Research; 150 Speeches/Meeting Papers; 160 Tests /Questionnaires

CO: Country of Origin
Japan

ID: Identifiers
Japan; Japanese People

SF: Subfile
ERIC, Resources in Education (RIE)

AN: Accession Number
ED435178

Record 5 of 7

DN: Database Name
ERIC

TI: Title
Critical Language Awareness in the Teaching of Portuguese.

AU: Author
Leal, Maria Christina Diniz

SO: Source
Language Awareness; v7 n1 p1-8 1998

IS: ISSN
0965-8416

DE: Descriptors
*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

AB: Abstract
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)

NU: Other Numbers
Clearinghouse: FL527928

LA: Language
English

PY: Publication Year
1998

PT: Publication Type
080 Journal Articles; 143 Reports: Research

ID: Identifiers
Brazil

SF: Subfile
ERIC, Current Index to Journals in Education (CIJE)

AN: Accession Number
EJ564080

Record 6 of 7

DN: Database Name
ERIC

TI: Title
Involving Factors of Fairness in Language Testing.

AU: Author
Nakamura, Yuji

SO: Source
Journal of Communication Studies; n7 p3-21 Sep 1997

DE: Descriptors
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

AB: Abstract
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)

AV: Availability

EDRS Price - MF01/PC01 Plus Postage.; The "Journal of Communication Studies" is published by Keizai University, Tokyo, Japan.

NT: Notes

21p.; Based on a paper presented at the Annual Meeting of the Language Testing Research Colloquium (19th, Orlando, FL, October 6- 9, 1997).

NU: Other Numbers

Clearinghouse: FL025121

LA: Language

English

PY: Publication Year

1997

PT: Publication Type

143 Reports: Research; 150 Speeches/Meeting Papers

CO: Country of Origin

Japan

SF: Subfile

ERIC, Resources in Education (RIE)

AN: Accession Number

ED417599

Record 7 of 7

DN: Database Name

ERIC

TI: Title

Oral Classroom Testing in an Adult French Community Class.

AU: Author

Davies, Sheena; And Others

SO: Source

Edinburgh Working Papers in Applied Linguistics; n8 p24-43 1997

IS: ISSN

0959-2253

DE: Descriptors

*Achievement Tests; Adult Education; *Conversational Language Courses; Foreign Countries; French; Interpersonal Communication; Language Research; *Language Tests; Linguistic Theory; Questionnaires; Role Playing; *Second Languages; Student Attitudes; Teacher Attitudes; *Test Use; Testing; *Verbal Tests

AB: Abstract

This study investigated the utility and feasibility of administering achievement tests to adults in a continuing education course in French, in Scotland, in which student progress is not usually formally assessed. Subjects were 18 adults in elementary-level classes, aged 18 to over 60 years. Students were tested three times, at 3-4 week intervals, with an oral assessment consisting of three parts: an information-giving task; a discussion/decision-making task; and a role-play. Results indicate that although the assessment procedures did not appear to interrupt the normal class ambience, and there was some slight shift toward a more favorable student attitude concerning assessment over the course of the term, teachers found some practical difficulties in conducting the assessments during normal class time and questioned the value of formal assessment in such a course. A

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

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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

PT: Publication Type
080 Journal Articles; 143 Reports: Research
ID: Identifiers
*Singapore
SF: Subfile
ERIC, Current Index to Journals in Education (CIJE)
AN: Accession Number
EJ619905

Record 1 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
Switching Constructs: On the Selection of an Appropriate Blueprint for
Academic Literacy Assessment
AU: Author
van Dyk, Tobie; Weideman, Albert
AF: Affiliation
Unit Language Skills Development, U Pretoria
[mailto:tobie.vandyk@up.ac.za]
SO: Source
Tydskrif vir Taalonderrig/Journal for Language Teaching, 2004, 38, 1,
June, 1-13
IS: ISSN
0259-9570
DE: Descriptors
*Academic Achievement (00070); *Language Proficiency (43570);
*Language Tests (44250); *At Risk Populations (05320); *South Africa
(80590); *Native Language (56390); *Language Attitudes (41800);
*Literacy (48550)
AB: Abstract
Tests of language ability are based on a certain construct that
defines this ability, & 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, & meaning. Present-day concepts emphasize a much
richer view of language competence, & 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
CD: CODEN
TYTAF3
LA: Language
English
PY: Publication Year
2004
PT: Publication Type

Journal Article (aja)
CP: Country of Publication
South Africa
CL: Classification
4114 applied linguistics; language testing
UD: Update
200504
AN: Accession Number
200503067

Record 2 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
A Teacher-Verification Study of Speaking and Writing Prototype Tasks
for a New TOEFL
AU: Author
Cumming, Alister; Grant, Leslie; Mulcahy-Ernt, Patricia; Powers,
Donald E
AF: Affiliation
Modern Language Centre, OISE/UT, U Toronto, Ontario
[mailto:acumming@oise.utoronto.ca]
SO: Source
Language Testing, 2004, 21, 2, Apr, 107-145
IS: ISSN
0265-5322
DE: Descriptors
*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)
AB: Abstract
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
CD: CODEN
LATEEU
LA: Language
English
PY: Publication Year
2004

PT: Publication Type
Journal Article (aja)
CP: Country of Publication
United Kingdom
CL: Classification
4114 applied linguistics; language testing
UD: Update
200408
AN: Accession Number
200409002

Record 3 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
Attitudes about the Computer-Based Test of English as a Foreign
Language
AU: Author
Stricker, Lawrence J; Wilder, Gita Z; Rock, Donald A
AF: Affiliation
Educational Testing Service, Princeton, NJ [mailto:lstricker@ets.org]
SO: Source
Computers in Human Behavior, 2004, 20, 1, Jan, 37-54
IS: ISSN
0747-5632
DE: Descriptors
*English as a Second Language Tests (22150); *English as a Second
Language Learning (22130); *Computer Assisted Language Learning
(14210); *Language Attitudes (41800); *Argentina (03950); *Germany
(27820); *Egypt (21200); *Anxiety (03350)
AB: Abstract
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
CD: CODEN
CHBEEQ
LA: Language
English
PY: Publication Year
2004
PT: Publication Type
Journal Article (aja)
CP: Country of Publication
Netherlands
CL: Classification
4132 applied linguistics; English as a second/foreign language
learning
UD: Update

200407

AN: Accession Number
200407464

Record 4 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts

TI: Title
Assessing the Impact of Narrow Listening: Students' Perceptions and Performance

AU: Author
Rodrigo, Victoria

AF: Affiliation
Georgia State U

SO: Source
Dimension, 2004, 53-65

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

AB: Abstract
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

CD: CODEN
DMENFD

LA: Language
English

PY: Publication Year
2004

PT: Publication Type
Journal Article (aja)

CP: Country of Publication
United States

CL: Classification
4112 applied linguistics; non-native language pedagogy

UD: Update
200409

AN: Accession Number
200409856

Record 5 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts

TI: Title
A Comparison of Student Outcomes and Attitudes in Technology-Enhanced vs. Traditional Second-Semester Spanish Language Courses

AU: Author
Echavez-Solano, Nelsy

AF: Affiliation

U Minnesota

SO: Source

Dissertation Abstracts International, A: The Humanities and Social Sciences, 2003, 64, 5, Nov, 1624-A

IS: ISSN

0419-4209

DE: Descriptors

*Communicative Language Teaching (13750); *Computer Assisted Language Learning (14210); *Spanish as a Second Language Instruction (81960); *Internet (37500); *Language Proficiency (43570); *Language Attitudes (41800); *Second Language Tests (76150); *Academic Achievement (00070); *College Students (13250)

AB: 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.

CD: CODEN

DABAA6

NT: Notes

Available from UMI, Ann Arbor, MI. Order No. DA3092792.

LA: Language
English
PY: Publication Year
2003
PT: Publication Type
Dissertation (dis)
UI: Unique Identifier
DA3092792
CP: Country of Publication
United States
CL: Classification
4112 applied linguistics; non-native language pedagogy. 4113 applied
linguistics; non-native language acquisition
UD: Update
200409
AN: Accession Number
200409840

Record 6 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
Taiwanese Junior High School English Teachers' Perceptions of the
Washback Effect of the Basic Competence Test in English
AU: Author
Chen, Lih-Mei Donna
AF: Affiliation
Ohio State U
SO: Source
Dissertation Abstracts International, A: The Humanities and Social
Sciences, 2003, 64, 2, Aug, 430-A
IS: ISSN
0419-4209
DE: Descriptors
*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)
AB: Abstract
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

CD: CODEN
SYTMBO
LA: Language
English
PY: Publication Year
2003
PT: Publication Type
Journal Article (aja)
CP: Country of Publication
United Kingdom
CL: Classification
4114 applied linguistics; language testing
UD: Update
200310
AN: Accession Number
200304727

Record 8 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
The Many Faces of Test Takers: Graduating High School Students'
Discourse Construction of Matriculation Examinations and Participation
in Them
OT: Original Title
Kokeeseen osallistujan monet kasvot: ylioppilaskokeiden ja niihin
osallistumisen rakentuminen abiturienttien puheessa
AU: Author
Kalaja, Paula; Pitkanen-Huhta, Anne; Huhta, Ari
AF: Affiliation
Jyvaskylan yliopisto
SO: Source
AFinLAn vuosikirja, 2003, 61, 93-115
IS: ISSN
0781-0318
DE: Descriptors
*Second Language Tests (76150); *English as a Second Language Learning
(22130); *Test Validity and Reliability (88800); *Language Attitudes
(41800); *Self Concept (76500); *High School Students (31700);
*Finland (24400)
AB: Abstract
We are involved in a project which is concerned with the English part
of the high school matriculation examination & one critical aspect of

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

LA: Language
English
PY: Publication Year
2003
PT: Publication Type
Journal Article (aja)
CP: Country of Publication
Spain
CL: Classification
4121 applied linguistics; writing
UD: Update
200412
AN: Accession Number
200413631

Record 10 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
Estimating the Difficulty of Oral Proficiency Tasks: What Does the Test-Taker Have to Offer?
AU: Author
Elder, Catherine Z; Iwashita, Noriko; McNamara, Tim
AF: Affiliation
c/o Iwashita-Language Testing Research Centre, U Melbourne, Victoria, Australia [mailto:norikoi@unimelb.edu.au]
SO: Source
Language Testing, 2002, 19, 4, Oct, 347-368
IS: ISSN
0265-5322
DE: Descriptors
*Language Tests (44250); *Research Subjects (72970); *Attitudes (05450); *Metacognition (53100); *Cognitive Processes (12950)
AB: Abstract
The impact of performance conditions on perceptions of task difficulty in a test of spoken language is investigated in light of the cognitive-complexity framework proposed by P. Skehan (1998). Ss (N = 201) performed a series of narrative tasks whose characteristics - & the conditions under which they were performed - were manipulated, & the impact of these on task performance was analyzed. Test takers recorded their perceptions of the relative difficulty of each task & their attitudes towards them. Results offer little support for Skehan's framework in the context of oral proficiency assessment & also raise doubts about post hoc estimates of task difficulty by test takers. 3 Tables, 1 Appendix, 47 References. Adapted from the source document
CD: CODEN
LATEEU
LA: Language
English

PY: Publication Year
2002
PT: Publication Type
Journal Article (aja)
CP: Country of Publication
United Kingdom
CL: Classification
4114 applied linguistics; language testing
UD: Update
200310
AN: Accession Number
200302395

Record 11 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
Teacher Perceptions of National Foreign Language Standards and
Assessment Techniques in Kansas High Schools
AU: Author
O'Malley, Lois Ann
AF: Affiliation
Kansas State U
SO: Source
Dissertation Abstracts International, A: The Humanities and Social
Sciences, 2000, 61, 4, Oct, 1278-A
IS: ISSN
0419-4209
DE: Descriptors
*Teacher Attitudes (87840); *Secondary Education (76300); *Kansas
(40450); *Second Language Instruction (75700); *Second Language Tests
(76150)
CD: CODEN
DABAA6
NT: Notes
Available from UMI, Ann Arbor, MI. Order No. DA9970822.
LA: Language
English
PY: Publication Year
2000
PT: Publication Type
Dissertation (dis)
UI: Unique Identifier
DA9970822
CP: Country of Publication
United States
ID: Identifiers
educational standards
CL: Classification
4114 applied linguistics; language testing
UD: Update
200310
AN: Accession Number
200107664

Record 12 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title

"Feel Truly Truly Truly Truly Good...Yippee"-Secondary School Examinations and Their Role in Graduates' Yearbook Inscriptions

OT: Original Title
"Tuntuu tosi tosi tosi tosi hyvältä...jipii"-ylioppilaskokeiden ja niihin osallistumisen rakentuminen abiturientin päivakirjamerkinnoissa

AU: Author
Huhta, Ari; Kalaja, Paula; Pitkanen-Huhta, Anne

AF: Affiliation
Jyvaskyla U, Finland

SO: Source
AFinLAn vuosikirja, 2000, 58, 221-242

IS: ISSN
0781-0318

DE: Descriptors
*English as a Second Language Learning (22130); *German as a Second Language Learning (27780); *Second Language Tests (76150); *Language Attitudes (41800); *High School Students (31700)

AB: Abstract
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. 2 Tables, 2 Figures, 23 References. Adapted from the source document

CD: CODEN
AFSEF8

LA: Language
Finnish

PY: Publication Year
2000

PT: Publication Type
Journal Article (aja)

CP: Country of Publication
Finland

CL: Classification
4114 applied linguistics; language testing

UD: Update
200310

AN: Accession Number
200101240

Record 13 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts

TI: Title
Dictionaries, Examinations and Stress

AU: Author
Bishop, Graham

AF: Affiliation
Open U, Milton Keynes, Buckinghamshire, UK

SO: Source
Language Learning Journal, 2000, 21, summer, 57-65

IS: ISSN

0957-1736

DE: Descriptors
*Second Language Tests (76150); *Bilingual Dictionaries (08700);
*French as a Second Language Learning (25840); *Attitudes (05450);
*French as a Second Language Instruction (25820); *Anxiety (03350);
United Kingdom (92700)

AB: Abstract
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

CD: CODEN
LLEJED

LA: Language
English

PY: Publication Year
2000

PT: Publication Type
Journal Article (aja)

CP: Country of Publication
United Kingdom

CL: Classification
4114 applied linguistics; language testing

UD: Update
200310

AN: Accession Number
200202538

Record 14 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts

TI: Title
EFL Testing and University Admission in Finland and Japan

AU: Author
Garant, Mike

AF: Affiliation
Dept Translation Studies, U Helsinki, Finland

SO: Source
Asian Journal of English Language Teaching, 2000, 10, 115-135

IS: ISSN
1026-2652

DE: Descriptors
*English as a Second Language Tests (22150); *Finland (24400); *Japan (39400); *Secondary Education (76300); *Language Proficiency (43570); Language Planning (43400); Language Policy (43450); English as a Second Language Teaching Methods (22144); Language Attitudes (41800); Language Textbooks (44300)

AB: Abstract
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

PT: Publication Type
Journal Article (aja)
CP: Country of Publication
United Kingdom
CL: Classification
4114 applied linguistics; language testing
UD: Update
200310
AN: Accession Number
200203649

Record 16 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
Final Examinations in Foreign Languages 1996. A Commentary by the
Adviesgroep Toetsing
OT: Original Title
Eindexamens moderne vreemde talen 1996. Commentaar van de Adviesgroep
Toetsing
AU: Author
Kaldewaij, Jelle
SO: Source
Levende Talen, 1996, 514, Nov, 558-563
IS: ISSN
0024-1539
DE: Descriptors
*Second Language Tests (76150); *Secondary Education (76300);
*Netherlands (57150); *Teacher Attitudes (87840)
AB: Abstract
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
CD: CODEN
LVTLAO
LA: Language
Dutch
PY: Publication Year
1996
PT: Publication Type
Journal Article (aja)
CP: Country of Publication
Netherlands
ID: Identifiers
Dutch high school second-language final examinations, teachers'
opinions, 1996 texts
CL: Classification
4114 applied linguistics; language testing
UD: Update
200310
AN: Accession Number
9704909

Record 17 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
Teachers' Views on Target Language Testing
AU: Author
Powell, Bob; Barnes, Ann; Graham, Suzanne
AF: Affiliation
Language Centre U Warwick, Coventry CV4 7AL England
SO: Source
Language Learning Journal, 1996, 14, Sept, 3-9
IS: ISSN
0957-1736
DE: Descriptors
*Second Language Instruction (75700); *England (21800); *Teacher
Attitudes (87840); *Second Language Tests (76150); *Wales (95750)
AB: Abstract
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
CD: CODEN
LLEJED
LA: Language
English
PY: Publication Year
1996
PT: Publication Type
Journal Article (aja)
CP: Country of Publication
United Kingdom
ID: Identifiers
target-language teaching/testing, teacher attitudes; questionnaire;
foreign-language teachers, England
CL: Classification
4114 applied linguistics; language testing
UD: Update
200310
AN: Accession Number
9707943

Record 18 of 18

DN: Database Name
Linguistics and Language Behavior Abstracts
TI: Title
Assessing Student Performance in the ESL Classroom
AU: Author
Alderson, J Charles; Clapham, Caroline
AF: Affiliation
Lancaster U, LA1 4YW England
SO: Source
TESOL Quarterly, 1995, 29, 1, spring, 184-187
IS: ISSN
0039-8322
DE: Descriptors
*English as a Second Language Tests (22150); *Second Language

Instruction (75700); *Test Validity and Reliability (88800); *Teacher Attitudes (87840)

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