

Impact, Washback and Consequences of Large-scale Testing

HKU Constituent Theme-
Languages, Media & Communication:
Language in Education & Assessment Seminar Series

Speaker

Dr Liying Cheng

Faculty of Education, Queen's University,
Canada



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Abstract

Testing tends to induce consequences for its stakeholders. It is well known in the field of education that there is a set of relationships, intended and unintended, positive and negative, between testing, teaching and learning. Impact refers to the effects that a test may have on individuals, policies or practices, within the classroom, the school, the educational system or society as a whole. Washback (also known as backwash) refers more frequently to the effects of tests on teaching and learning. Primarily, the effects of testing have been associated with test validity (consequential validity) and with test scores and score-based inferences to test use and the consequences of test use. In addition, the effects of testing are increasingly discussed from the point of view of critical language testing including ethics and fairness. This presentation will focus on first delineating impact, washback and consequences of large-scale testing and then report a series of empirical studies to illustrate the methodology used to research such a phenomenon in education.

Dr Liying Cheng is an Associate Professor and a Director of the Assessment and Evaluation Group (AEG) at the Faculty of Education, Queen's University. Her primary research interests are the impact of large-scale testing on instruction, and the relationship between assessment and instruction. Her major publications include articles in *Language Testing*, *Language Assessment Quarterly*, *Assessment in Education*, *Assessment & Evaluation in Higher Education*, and *Studies in Educational Evaluation*. Her recent books are *Changing Language Teaching through Language Testing* (Cambridge University Press, 2005); *Washback in Language Testing: Research Contexts and Methods* (co-edited with Y. Watanabe with A. Curtis, Lawrence Erlbaum Associates, 2004); and *Language Testing: Revisited* (co-edited with J. Fox et. al., University of Ottawa Press, 2007).

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All are Welcome. Enquiries: 2859 2395