

## The Wash back Effect of High School Examinations on Iranian EFL Learners' Language Learning Beliefs

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### ABSTRACT

The phenomenon of how tests influence teaching and learning is commonly described as “wash back” in language instruction. Literature indicates that wash back effect is a complex concept that becomes even more complicated under different interpretations of the wash back phenomenon in teaching and learning. In the present study, some definitions of wash back and its two major types were introduced, and also the relationship between wash back effect of high school examinations and the learners' language learning beliefs was investigated. To carry out this survey study, 120 female students were randomly selected from different high schools in Kermanshah. They were students of different grades in high school, 30% in the first, 35% in the second and 35% in the third grade. The participants were given two questionnaires to assess the wash back effect of high school examinations and their language learning beliefs. The wash back questionnaire selected from Nikoopour (2005) consisted of 42 items with a reliability of 0.82, which was designed based on a Likert scale. The second instrument was the so-called BALLI questionnaire selected from Horwitz (1987), including 34-items, and designed to assess the learners' language learning beliefs (hereafter LLLB). The present study focused on the relationship between the wash back effect of high school English examinations and the students' language learning beliefs. The results indicated that the students agreed on the wash back effect of English high school examinations. Also, they agreed with the correspondence between different factors of learners' language learning beliefs and foreign language learning.

**Keywords:** wash back effect, learners' belief, high school examinations

### Introduction

The importance of testing and its effects on teaching and learning processes is a fairly recent phenomenon. This is especially true for teaching and learning English as a foreign language in our country.

It has been for about three decades that researchers have come to this conclusion that the tests which are administered during the course of instruction have an undeniable effect on the process of teaching and learning. Some studies conclude that no simple wash back effect occurs (Alderson & Hamp-Lyons, 1996), whereas others find powerful determiners of language testing toward classroom teaching (Herman & Golan, 1993; Hughes, 1989).

Backwash or wash back refers to the influence of testing on teaching and learning (Alderson & Wall, 1993), and during the last decades, it has become an increasingly prevalent and prominent phenomenon in pedagogy- “what is assessed becomes what is valued, which becomes what is taught” (McEwen, 1995a, p.42). Wash back is a highly complex rather than a one-dimensional phenomenon. This impact has been observed and measured on various aspects of learning and teaching (Watanabe, 1996b; Bailey, 1996; Cheng, 1997), and the process of wash back being generated is mediated by numerous factors (Wall & Alderson, 1993; Wall, 1996; Shohamy, Donitsa-Schmidt, & Ferman, 1996; Brown, 1997).

There seems to be at least two major areas of wash back studies- those relating to traditional,

multiple-choice, large-scale high-stake tests, which are perceived to have mainly negative influence on the quality of teaching and learning (Madaus & Kellaghan, 1992; Nolen, Haladyna, & Haas, 1992; Shepard, 1990), and those studies where a specific test or examination has been modified and improved to exert a positive influence on teaching and learning (Linn & Herman, 1997; Sanders & Horn, 1995; Nikoopour, 2005, 2010; Nikoopour & Amini Farsani, 2010; Andrews & Hamp-Lyons, 2010). The second type of studies has shown positive, negative, or no influence on teaching and learning. Furthermore, many of those studies have turned to focus on understanding the mechanism of how wash back is used to change teaching and learning (Cheng, 1998a; Wall, 1999).

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### **Wash back: An Emerging Issue**

During the last three decades, different terms have been preferred by different researchers. They refer to various facets of the same complex phenomenon- the influence of testing on teaching and learning. *Wash back* (Alderson & Wall, 1993) or *backwash* (Briggs, 1995, 1996) both are used interchangeably to refer to the influence of testing on teaching and learning. Tests or exams can and should drive teaching, and hence learning, and is also referred to as *measurement-driven instruction* (Popham, 1987). In order to achieve this goal, there should be a “match” between the content and format of the test and those of the curriculum, which is referred to as *curriculum alignment* (Shepard, 1990, 1991a, 1992, 1993). This alignment, in which a new test is introduced into the educational system with the aim of improving the quality of teaching and learning, is referred to as *systemic validity* by Frederiksen and Collins (1989), *consequential validity* by Messick (1989, 1992, 1994, 1996), and *test impact* by Bachman and Palmer (1996) and Baker (1991). In the literature, still there is a distinction

between *test impact* and *test wash back* in terms of the scope of the effects. Wall (1997) maintains that test 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, whereas test wash back is defined as the effects of tests on teaching and learning” (p. 291).

### **Wash back: Negative, Positive, Neither or Both?**

In recent years, many language researchers and educators have considered various levels of wash back effect on foreign language instruction. There is evidence to suggest that examinations may have wash back effect on teaching and learning (Alderson & Wall, 1993). According to Bachman (1990), positive wash back occurs when the testing procedure reflects the skills and abilities that are taught in the course. However, when “there is little or no apparent relationship between the types of tests that are used and instructional practice”, negative wash back occurs (Bachman, 1990, p. 283).

As stated, wash back is known as the effect of testing on teaching and learning. It can be harmful or beneficial. According to Hughes (1989), “if a test is important, then preparation for it can come to dominate all teaching and testing activities. And if the test content and testing techniques are at variance with the objectives of the course, then there is likely to be harmful wash back” (p. 1). For example, if teacher tests the skill of writing only by multiple-choice items, then there is great pressure to practice these items rather than practice the skills of writing itself, which is clearly undesirable. The term wash back is neutral because the influence of a test may be either positive or negative in nature. That is, a poor test leads to negative wash back, while a good test will have effects understood as positive.

Alderson & Wall (1993) mentioned some of the negative effects of tests as follow:

Narrowing or distortion of the curriculum, loss of instructional time, reduced emphasis on skills that require complex thinking or problem solving, test score pollution, and meaning gains in test scores without a paralleled improvement in actual ability in the construct under examination. (p. 115)

However, Swain (1985) and Alderson (1986), like some other researchers emphasized the po-

tential positive aspects of test influence. They focused on the development of tests, which through constructive wash back will have informative effects on language curriculum.

### **Wash back: Functions and Mechanisms**

Wash back and the impact of tests have recently become a major area of study within educational research, and language testing in particular. For both teachers and students, there is a natural tendency to make an appropriate relationship between their classroom activities and the test. Sometimes, the test is very important to students and teachers. Therefore, the importance of wash back or the effect of test on teaching and learning process increases. The validity of the test influences the quality of the effect that a test has on teaching and learning, which means a good test will have good effects and a bad test will have bad effects. So, there must be a close relationship between the test content and the content of teaching materials. Considering this relationship, there may be positive or negative wash back, although in producing negative wash back, sometimes the factors other than the test itself may be influential (Cheng, 1997).

Bachman & Palmer (1996, pp. 30-31) considered micro and macro levels for wash back and they included the influences on individual teachers under the micro category. The language learners as well as the other participants affected by wash back may be influenced by official information about a test prior to its administration (including advertising materials from the test publisher, existing test preparation booklets, etc.), or by folk-knowledge (such as reports from students who have taken earlier versions of the test). They may also be influenced by several sources of feedback following the administration of the test. These would include the actual test scores provided by the exam scoring service, feedback from the test takers (what was easy or difficult, what seemed fair or unfair, unexpected item types, unfamiliar instructions, etc.), feedback from the educational staff if the test was administered locally, and feedback from the teachers in reaction to the students' scores. The information might be officially supplied (via score reports and information bulletins), inferred, or even imagined.

Herman & Golan (1993) conducted a survey

among two groups of teachers from two different kinds of schools where test scores had increased or test scores had decreased or remained the same. Finally, they came to these important conclusions that without observational data nobody knows how tests influence teaching process, how the tests influence planning, how much time is required to prepare the students for test taking, and what kind of attention is given to those subject areas that are not covered in tests. Therefore, survey data are useful, but insufficient, for understanding wash back.

Hughes (1993) suggested a framework: "In order to clarify our thinking about backwash, it is helpful, I believe, to distinguish between participants, process, and product in teaching and learning, recognizing that all these may be affected by the nature of a test" (p. 2). In Hughes' framework, participants include language learners and teachers, administrators, materials developers, and publishers, all of whose perceptions and attitudes toward their work may be affected by a test. The term process refers to any actions taken by the participants who may contribute to the process of learning. According to Hughes, such processes include materials development, syllabus design, changes in teaching methods or content, learning and/or test-taking strategies, etc. Finally, in this framework, product refers to what is learned (facts, skills, etc.) and the quality of learning (fluency, etc.). Hughes' (1993) trichotomy illustrates the complex mechanisms through which wash back occurs in actual teaching and learning environments.

The question of why some EFL learners rate higher in English language achievements than others has been at the center of much research and controversy for many years. Recently the field of ESL/EFL has begun to recognize the importance of learners' role in the nature of language instruction. For the teachers to be able to provide effective instruction, it is necessary to be aware of the abilities of their students, make correct decisions about what they are going to do during the course of instruction, the language learning strategies they are to teach explicitly (Tabrizi & Nikoopour, 2010; Amini Farsani & Nikoopour, 2010), the way of presenting the materials and also to evaluate themselves and their students correctly in order to have effective teaching.

## Wash back & Language Learning Beliefs

Numerous scholars have written on the topic of learner, learner characteristics, behaviors, beliefs and different factors which may influence a good learning process. Recent researches have shown that if there is a kind of relationship between teachers and students, learning will be facilitated (Darby, 2005).

Emphasis must be placed upon learners' beliefs as what learners think about the world, their place within it and also their values. There seems to be kinds of relationship between the belief and behavior of learners, that is, difference in beliefs causes changes in behavior in the classroom (Nespor, 1987).

Usually in school systems, there are mid-term and final examinations. Educators believe that they have some effect on the education process, and learners' beliefs are not exception in this case, because learners are highly influenced by their beliefs, which are their values, their views of the world, and their conception of their place within it. According to Williams and Burden (1997), beliefs are culturally bound, are formed early in life, and are resistant to change.

Nespor (1987) claimed that "beliefs are closely related to what we think we know but provide an affective filter which screens, redefines, distorts, or reshapes subsequent thinking and information processing". (p.19)

According to Hassaskhah (2006), virtually all learners, especially older ones, have strong beliefs and opinions about how their instruction should be delivered. Several studies have been done on this concept, and they have revealed that learners' progress was negatively affected by an instructional approach which was not consistent with their beliefs about the best way for them to learn.

Despite numerous studies regarding the testing effect on EFL teaching and learning in different contexts (Wesdorp, 1982; Hughes, 1988; Wall & Alderson, 1993; Alderson & Hamp-Lyons, 1996; Nikoopour, 2005, 2010, Andrews and Hamp-Lyons, 2010), research is still lacking on the wash back effect of high school examinations on learners' beliefs, particularly in Iran. Thus, this study was designed to investigate the wash back effect of high school examinations on English education in Iran and to find out if it has any relationship with learners' language learning be-

liefs. To achieve the purpose of the study, the following research question is proposed:

*Is there any relationship between the wash back effect of high school examinations and Iranian EFL learners' language learning beliefs?*

And the following null hypothesis is formulated:

*There is no relationship between the wash back effect of high school examinations and Iranian EFL learners' language learning beliefs.*

## The Study

### Participants

A total number of 120 students participated in this study. They were selected randomly from some high schools in different parts of Kermanshah. All the students had studied English for at least three years. They were all high school students and ranged between 13-18 years of age. Their final English score ranged between 13-20 and the mean was 18.

Regarding the gender of the participants of high school students, it should be mentioned that all of them were female. And regarding their grade, 30% were studying in the first grade, and the number of those studying in the second and third grade were the same (Both of them 35%). The subjects who participated in this study were mainly from first grade majoring natural sciences. Nearly 28% were from mathematics, and about 12% of them were studying humanities.

### Instrumentation

The instruments utilized in this study consisted of two questionnaires, namely, learners' language learning beliefs questionnaire and the wash back questionnaire. The first questionnaire was developed by Horwitz (1987). It is a 34-item questionnaire, containing statements related to the following five areas: i) foreign language aptitude, ii) the difficulty of language learning, iii) the nature of language learning, iv) learning and communication strategies; and, v) motivation and expectations. Respondents were required to rate their agreement to each statement on a Likert-type scale from 1 (strongly agree) to 5 (strongly disagree). The statements on a Likert scale should be either expressing a positive/favorable

or a negative/unfavorable attitude towards the object of interest. Although the Likert-scale was originally developed to measure attitudes, its scope has been extended to wider cognitive and affective variables, including beliefs. The second instrument was the wash back questionnaire (Nikoopour, 2005) which was used to obtain data about the wash back effect of high school exams.

Before collecting data in the actual study, the researchers computed the reliability of the questionnaires. The reliability result of learners' beliefs questionnaire (Table 1) and that of the wash back effect questionnaire (Table 2) have proved to be 0.79 and 0.76 respectively, which showed reasonable amount to be used for the study.

While BALLI questionnaire is a widely used and recognized instrument in research on learner beliefs, it includes a prescriptive set of statements in which respondents mark their degree of agreement. Furthermore, as with any survey instrument, there is a chance that respondents may misunderstand certain items due to either their own limited language proficiency or the subjective nature of the item.

### Procedure

The necessary data were collected through using two questionnaires. The two questionnaires were administered to 120 learners in some high schools in Kermanshah to elicit their views on the effect of wash back of high school examinations and the students' language learning beliefs. The participants were provided with the questionnaires either in their classes or by the researchers who contacted them through other ways at their schools. All participants completed the questionnaires inside and outside of their classes and returned them either to their teachers, who forwarded the questionnaires onto the researchers, or directly to the researchers. During data collection procedure, the focus of the researchers was on precision and accuracy of the elicited responses collected from the participants.

Having collected the data through the questionnaires, the researchers analyzed the data to find out whether the wash back of high school examinations has any correlation with Iranian EFL learners' language learning beliefs. This analysis was done through the Statistical Package for Social Sciences program.

### Results & Discussion

The study is a classroom-based survey research which needed carrying out some correlational analyses. To achieve a reasonable answer to the research question, descriptive statistics on the variables are tabulated first. Then, the inferential statistical analyses are provided to test the research hypothesis. As mentioned earlier, the research hypothesis was as follows:

*There is no relationship between the wash back effect of high school examinations and Iranian EFL learners' language learning beliefs.*

Table 3 (Appendix A) presents the data on the mean and standard deviation of the students (120 on the whole) regarding their views about different factors of wash back effect. These factors are categorized into three subscales which are wash back, general, and test content. According to the data, the subjects showed high mean score (higher than 3), in wash back and general subpart. However, in test content part, they showed low mean score (lower than 3). Therefore, it shows that they believe test content does not have so much influence on their learning. They showed low standard deviation (lower than 1) regarding their ideas on the wash back effect of high school English examinations. It seems that high school students, as a whole, agreed on the wash back effect of high school English examinations. Since the number of items measuring each factor or content area is not the same, each person's score is divided based on the number of items in each factor in order for the factors to be comparable and the result is a score between 1 to 5.

Table 4 (Appendix A) illustrates students' views on the correspondence between different factors of learners' beliefs and foreign language learning. It seems that students agreed on such a correspondence. They showed a high mean score and low variation in their ideas about it. And if we want to compare the mean of different variables, we conclude that perceived value factor has the highest mean among other factors and language aptitude factor has the lowest mean score.

As it is presented graphically in Figure 1, wash back factor has the highest influence and test content has the lowest influence. And wash back, general and test content are sequenced re-

spectively according to their influence in the wash back questionnaire.

Figure 2 indicates that the components in the learners' language learning beliefs questionnaire (LLLB) can be sequenced respectively based on their influence on foreign language learning. Based on the findings, participants showed high agreement on all these components because the mean values for all are higher than 3. According to the learners' answers to the items of the questionnaires, among the different content areas of both questionnaires, for the learners' language learning beliefs questionnaire, the perceived value has been highly accepted by the students as being influential, and for the wash back effect questionnaire, the wash back factor was more influential than the others.

The important point is to distinguish the relationship between the two variables, wash back effect and learners' language learning beliefs.

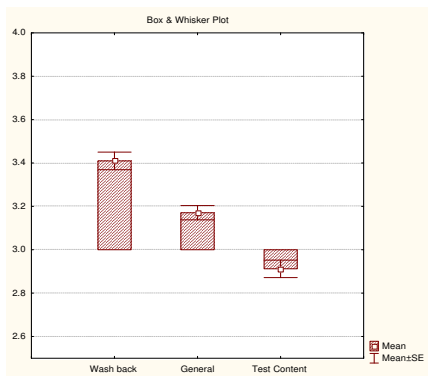


Figure 1: Box & Whisker Plot

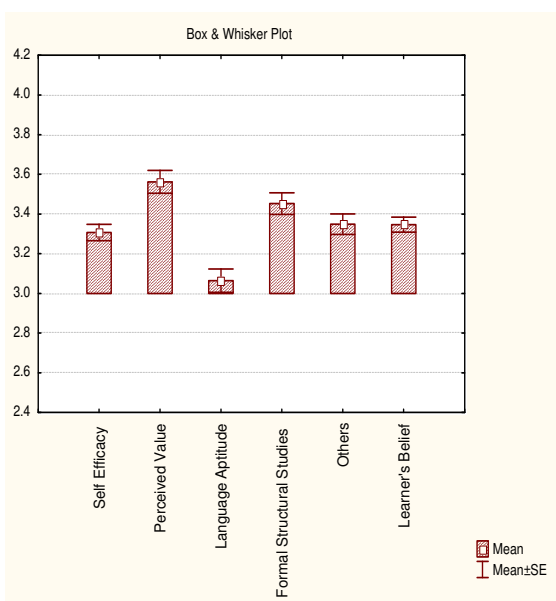


Figure 2: Box & Whisker Plot

In order to show the degree of this relationship, the correlation between these two variables is measured. Table 5 indicates the correlation between learners' language learning beliefs with each of the components of wash back effect, that is, general, wash back, and test content component.

As it is shown in Table 5, the first two components, wash back and general have correlation with learners' beliefs, but the test content lacks such relationship. The correlation square shows that 0.08 of the changes in the dependent variable that is learners' beliefs is due to the wash back component, and 0.15 of that is because of general component, and 0.01 of the changes is due to the test content component. In order to indicate that whether these results are the same if the whole statistical society is considered, the test for meaningfulness of correlation was applied. Because the amount of P is less than 0.05, the null hypothesis is rejected and it can be concluded that there is a kind of relationship between learners' language learning beliefs and the wash back effect of high school examinations.

Table 6 shows the degree of relationship between different components of wash back effect and different components of learners' beliefs in details. As it is indicated, wash back has meaningful and positive correlation with all the components of learners' beliefs but not with self-efficacy. And the correlation between general component of wash back and different components of learners' beliefs is the same. Again it does not have relationship with self-efficacy. But test content has negative correlation with the components of learners' beliefs because P here is higher than 0.05.

Because each of the three components of wash back effect does not have separate influence on learner beliefs, the effect of all of them together through multiple regressions was measured. The results showed that almost 25% of the changes in learners' language learning beliefs are due to the three components of wash back. According to the results (Table 7 in Appendix A), in spite of the positive correlation between the two variables in this sample, because the amount of P is less than 0.05, it is concluded that the result is the same in the whole statistical society. If all the three components of wash back are considered together, the test content factor is not meaningless any longer. As a result, all three have positive correlation with learners' beliefs (Table 8 in

Appendix A). In order to show this, the following formula can be used:

Learners' beliefs =  $b_0 + (b_1 \times \text{wash back}) + (b_2 \times \text{general}) + (b_3 \times \text{test content})$  Figure 5 shows the subjects' view on the components of wash back effect. The Repeated Measure Analysis (R.M.A.) was carried out (Table 9 in Appendix A) to show that the same result exists even if, despite this sample, the whole statistical society is considered. Figure 5 shows that there is a difference among the components of the wash back effect. The score of wash back factor is the highest and the score of the test content factor is the lowest. Regarding the mean of the scores in the three components, it is concluded that while students show agreement in their views on wash back and general factor, they have different views on the test content factor. The data is based on the R.M.A. of variance. As the F- ratio shows there is a difference between students' views on wash back, general and test content. And because the

amount of P was less than 0.05, the null hypothesis was rejected. A Post Hoc analysis was applied to account for determining the differential factors (Table 10 in Appendix A). Here, the factors are compared two by two. So, it is concluded that the score of wash back factor (3.4096) is higher than the general factor 3.1708) and the general factor is higher than the test content factor (2.9123).

Figure 6 presents graphic representation of data as the participants' view on the learners' language learning beliefs components. The R.M.A. analysis was carried out to indicate that if the whole of the statistical society was considered, again the same results would be shown. This figure indicates that there is a difference among the components of learners' language learning beliefs. The mean score for the perceived value was the highest and for language aptitude was the lowest amount.

**Table 5:** Correlation Between Wash back Effect and Learners' Beliefs Questionnaires

Var. X & Var. Y	Correlations (NazariFinalData.sta) Marked correlations are significant at $p < .05000$ (Casewise deletion of missing data)										
	Mean	Std.Dv.	r(X,Y)	r <sup>2</sup>	t	p	N	Constant dep: Y	Slope dep: Y	Constant dep: X	Slope dep: X
Wash back	3.41	0.45									
Learner's Belief	3.35	0.41	0.29	0.08	3.28	0.00	120	2.43	0.27	2.37	0.31
General	3.17	0.36									
Learner's Belief	3.35	0.41	0.39	0.15	4.56	0.00	120	1.94	0.44	2.04	0.34
Test Content	2.91	0.44									
Learner's Belief	3.35	0.41	-0.11	0.01	-1.22	0.22	120	3.65	-0.10	3.31	-0.12

**Table 6:** Correlation of wash back effect questionnaire & learners' beliefs questionnaire

Variable	Correlations (NazariFinalData.sta) Marked correlations are significant at $p < .05000$ N=120 (Casewise deletion of missing data)					
	Self Efficacy	Perceived Value	Language Aptitude	Formal Structural Studies	Others	Learner's Belief
Wash back	.1009	.2536	.2501	.1829	.2168	.2890
	$p=.273$	$p=.005$	$p=.006$	$p=.046$	$p=.017$	$p=.001$
General	.1598	.3318	.2475	.3579	.2596	.3869
	$p=.081$	$p=.000$	$p=.006$	$p=.000$	$p=.004$	$p=.000$
Test Content	-.1753	-.1274	-.0665	.0233	-.0768	-.1117
	$p=.056$	$p=.166$	$p=.470$	$p=.801$	$p=.405$	$p=.224$

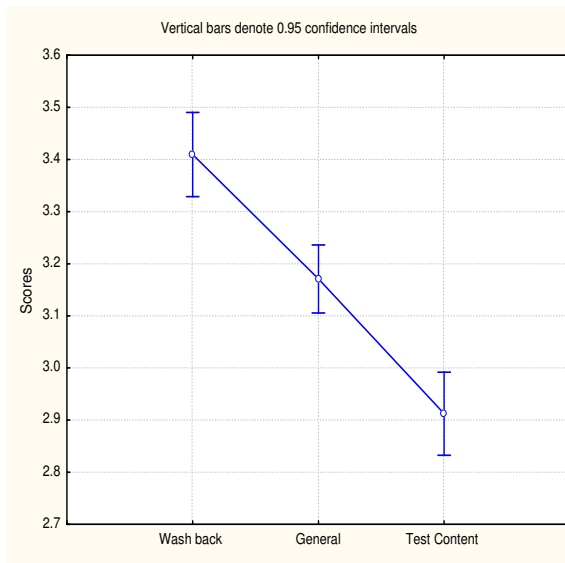


Figure 5 : Students' View on Wash back Effect Factors Questionnaire

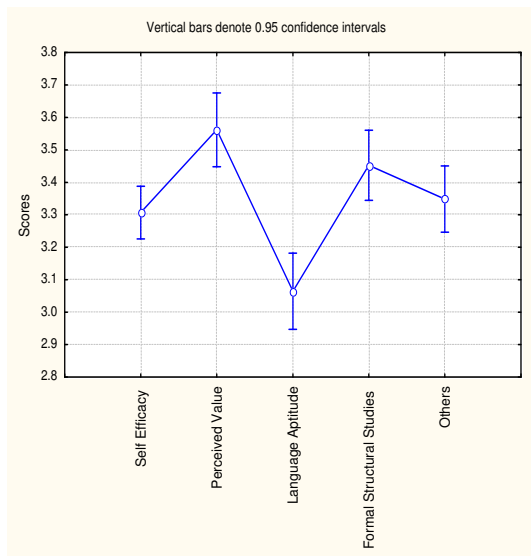


Figure 6 : Students' View on Learners' Language Learning Beliefs

Also, there is a little difference between the effect of self-efficacy and other components. The subjects almost showed the same pattern regarding the effect of these two on foreign language learning. As it is indicated (Table 11 in Appendix A), the statistical analysis of R.M.A. was carried out to show that there is a difference between students' views on the subscales of learners' beliefs. To find out where the difference lies, a Post Hoc analysis was applied after the ANOVA (Table 12 in Appendix A). A cross-comparison of the components indicates that almost for half of the cases, the differences are insignificant. As it is shown, the amount of language aptitude (3.0643) is less than the others.

## V. Conclusions & Implications

In the present study, the results obtained from the questionnaires that were administered to 120 high school students indicated that in general, students agreed on the wash back effect of English high school examinations. They revealed that test content has the least influence in the wash back effect of high school exams, that is, wash back ,general ,and test content factors are sequenced respectively based on the influence they have in the wash back effect of high school examinations on the participants. Also, the participants agreed with the correspondence between different factors of learners' language learning beliefs and foreign language learning. Their beliefs components can be sequenced based on the relative influence they have on foreign language learning. The participants showed high agreement on all the components but regarding the perceived value they have shown the highest agreement and on language aptitude the lowest agreement.

Measuring the correlation between both variables showed that learners' belief has a kind of relationship with wash back and general subscales. Of course, after considering all aspects, the researchers came to the conclusion that learners' beliefs and wash back effect correlate with each other. The scatter plot and the linear correlation between the wash back effect and learners' language learning beliefs show that as the wash back line goes higher and higher, the learners' beliefs line goes higher, too (Figure 3 in Appendix A). Therefore, there is a positive linear relationship between the wash back effect of high school examinations and learners' language learning beliefs. Also, there is a relationship between learners' beliefs and general factor as a content area in the wash back questionnaire. Figure 4 in Appendix A shows this correlation. Again, the higher the line of general factor, the higher the line of learners' beliefs. So, there is a positive linear correlation between these two variables. However, because P is less than 0.05, the test content factor does not have such a relationship with learners' language learning beliefs, so the higher the line of test content, the lower the line of learners' language learning beliefs.

The results of this study have potentially remarkable implications for teachers, test developers, syllabus designers, and researchers. The present study investigated the wash back effect of



high school examinations on Iranian EFL language learning beliefs. This study showed that students agreed with the wash back effect of English high school examinations. After studying wash back effect of high school examinations on Iranian EFL language learning beliefs, the researchers came up with some pedagogical implications. For a test to provide beneficial wash back, in spite of understanding the purpose of the test, test takers and language program representatives (including teachers, administrators, curriculum designers, etc.) should consider learners' language learning beliefs. A test will promote beneficial wash back to programs if its result is analyzed according to learners' different language learning beliefs. To interpret the test results, test developers should make sure that the results of the exam are believable, credible, and fair to test takers and score users.

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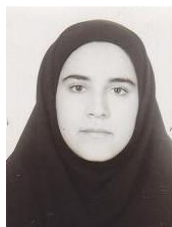
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## Appendix A

Table 1: Reliability Result of Learners' Beliefs Questionnaire

RELIABILITY RESULTS	
Number of items in scale: 35	
Number of valid cases: 120	
Number of cases with missing data: 0	
Summary statistics for scale:	
Mean: 117.60833333	Sum: 14113.000000
Standard Deviation: 14.898711260	Variance: 221.97159722
Skewness: .127353031	Kurtosis: -.765332528
Minimum: 88.000000000	Maximum: 150.000000000
Cronbach's alpha: .796358069	Standardized alpha: 0.000000000
Average Inter-Item Correlation: .099633646	

Summary for scale: Mean=117.608 Std.Dv.=14.9612 Valid N:120 (NazariFinalData.sta)						
Cronbach alpha: .796358 Standardized alpha: .788477						
Average inter-item corr.: .099634						
variable	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Alpha if deleted	
Q1	113.83	205.84	14.35	0.45	0.79	
Q2	114.14	209.10	14.46	0.35	0.79	
Q3	114.49	217.83	14.76	0.09	0.80	
Q4	114.43	217.66	14.75	0.14	0.80	
Q5	113.66	210.51	14.51	0.35	0.79	
Q6	114.37	221.48	14.88	-0.02	0.80	
Q7	113.59	210.11	14.50	0.30	0.79	
Q8	114.47	207.72	14.41	0.34	0.79	
Q9	115.33	223.27	14.94	-0.08	0.81	
Q10	114.24	200.48	14.16	0.62	0.78	
Q11	115.93	231.67	15.22	-0.35	0.81	
Q12	114.26	211.57	14.55	0.25	0.79	
Q13	113.54	202.06	14.21	0.50	0.78	
Q14	114.12	205.50	14.34	0.39	0.79	
Q15	115.28	233.33	15.28	-0.41	0.81	
Q16	114.18	206.31	14.36	0.41	0.79	
Q17	113.55	213.18	14.60	0.34	0.79	
Q18	113.40	204.39	14.30	0.46	0.78	
Q19	114.39	204.24	14.29	0.40	0.79	
Q20	113.82	202.23	14.22	0.56	0.78	
Q21	115.63	237.98	15.43	-0.47	0.82	
Q22	114.24	206.33	14.36	0.34	0.79	
Q23	114.18	209.23	14.46	0.32	0.79	
Q24	114.79	205.60	14.34	0.34	0.79	
Q25	114.15	211.23	14.53	0.23	0.79	
Q26	113.58	206.44	14.37	0.51	0.78	
Q27	114.26	210.82	14.52	0.35	0.79	
Q28	114.38	212.14	14.56	0.25	0.79	
Q29	113.86	196.30	14.01	0.62	0.78	
Q30	113.84	200.53	14.16	0.58	0.78	
Q31	113.36	200.93	14.17	0.60	0.78	
Q32	114.09	203.07	14.25	0.44	0.78	
Q33	114.72	218.05	14.77	0.05	0.80	
Q34	114.50	209.77	14.48	0.30	0.79	
Q35	114.09	208.38	14.44	0.34	0.79	

## Appendix J

Table 2: Reliability Result of the Wash back Effect Questionnaire

RELIABILITY RESULTS	
Number of items in scale:	42
Number of valid cases:	120
Number of cases with missing data:	0
Summary statistics for scale:	
Mean:	131.88333333
Sum:	15826.000000
Standard Deviation:	13.812544620
Variance:	190.78638889
Skewness:	.309608519
Kurtosis:	1.666582576
Minimum:	100.00000000
Maximum:	172.00000000
Cronbach's alpha:	.762635151
Standardized alpha:	0.000000000
Average Inter-Item Correlation:	.072235860

Summary for scale: Mean=131.883 Std.Dv.=13.8705 Valid N:120 (NazariFinalData.sta) Cronbach alpha: .762635 Standardized alpha: .758811 Average inter-item corr.: .072236						
variable	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Alpha if deleted	
Y1	128.39	181.89	13.49	0.25	0.76	
Y2	128.27	187.73	13.70	0.11	0.76	
Y3	128.21	187.18	13.68	0.11	0.76	
Y4	128.08	186.26	13.65	0.12	0.76	
Y5	128.65	192.93	13.89	-0.11	0.77	
Y6	128.12	184.95	13.60	0.13	0.76	
Y7	128.16	183.17	13.53	0.24	0.76	
Y8	129.35	174.91	13.23	0.47	0.75	
Y9	129.83	191.74	13.85	-0.07	0.77	
Y10	129.00	186.47	13.66	0.10	0.76	
Y11	128.85	190.48	13.80	-0.04	0.77	
Y12	129.49	184.23	13.57	0.22	0.76	
Y13	128.47	181.37	13.47	0.34	0.75	
Y14	129.79	178.08	13.34	0.47	0.75	
Y15	129.84	182.93	13.53	0.23	0.76	
Y16	129.46	176.85	13.30	0.39	0.75	
Y17	128.56	173.38	13.17	0.50	0.75	
Y18	129.49	183.80	13.56	0.23	0.76	
Y19	129.34	200.19	14.15	-0.35	0.78	
Y20	129.36	182.96	13.53	0.18	0.76	
Y21	127.97	186.01	13.64	0.15	0.76	
Y22	129.34	176.21	13.27	0.44	0.75	
Y23	128.82	172.48	13.13	0.50	0.74	
Y24	128.38	189.35	13.76	0.01	0.77	
Y25	128.14	183.49	13.55	0.23	0.76	
Y26	129.42	174.69	13.22	0.49	0.75	
Y27	128.89	182.88	13.52	0.28	0.76	
Y28	128.65	180.84	13.45	0.32	0.75	
Y29	129.36	179.58	13.40	0.37	0.75	
Y30	128.20	180.48	13.43	0.31	0.75	
Y31	128.12	180.30	13.43	0.41	0.75	
Y32	128.36	189.95	13.78	-0.00	0.77	
Y33	128.21	182.31	13.50	0.24	0.76	
Y34	128.38	185.67	13.63	0.15	0.76	
Y35	128.72	185.70	13.63	0.12	0.76	
Y36	128.82	174.08	13.19	0.47	0.75	
Y37	128.61	183.17	13.53	0.23	0.76	
Y38	128.45	179.23	13.39	0.36	0.75	
Y39	128.43	185.31	13.61	0.16	0.76	
Y40	128.12	176.85	13.30	0.43	0.75	
Y41	128.36	183.66	13.55	0.24	0.76	
Y42	128.78	176.45	13.28	0.36	0.75	

**Table 3:** Descriptive statistics of wash back questionnaire

Variable	Descriptive statistics							
	Valid N	Mean	Median	Minimum	Maximum	Variance	Std.Dev	Standard Error
Wash back	120	3.41	3.46	2.38	4.54	0.20	0.45	0.04
General	120	3.17	3.17	2.17	4.00	0.13	0.36	0.03
Test content	120	2.91	2.94	1.88	4.00	0.19	0.44	0.04

**Table 4:** Descriptive statistics of learners' language learning beliefs questionnaire

variable	Descriptive statistics							
	Valid N	Mean	Median	Min	Max	Variance	Std. Dev	Standard Error
Self Efficacy	120	3.31	3.33	2.17	4.33	0.20	0.45	0.04
Perceived Value	120	3.56	3.67	1.78	4.89	0.40	0.63	0.06
Language Aptitude	120	3.06	3.14	1.57	4.43	0.42	0.65	0.06
Formal Structural Studies	120	3.45	3.43	2.14	4.71	0.36	0.60	0.05
Others	120	3.35	3.33	1.83	4.50	0.32	0.57	0.05
Learner's Belief	120	3.35	3.47	2.57	4.24	0.17	0.41	0.04

**Table 5:** Correlation Between Wash back Effect and Learners' Belief Questionnaires

Var. X & Var. Y	Correlations (NazariFinalData.sta) Marked correlations are significant at $p < .05000$ (Casewise deletion of missing data)											
	Mean	Std.Dv.	r(X,Y)	r <sup>2</sup>	t	p	N	Constant dep: Y	Slope dep: Y	Constant dep: X	Slope dep: X	
Wash back	3.41	0.45										
Learner's Belief	3.35	0.41	0.29	0.08	3.28	0.00	120	2.43	0.27	2.37	0.31	
General	3.17	0.36										
Learner's Belief	3.35	0.41	0.39	0.15	4.56	0.00	120	1.94	0.44	2.04	0.34	
Test Content	2.91	0.44										
Learner's Belief	3.35	0.41	-0.11	0.01	-1.22	0.22	120	3.65	-0.10	3.31	-0.12	

**Table 6:** Correlation of wash back effect questionnaire & learners' beliefs questionnaire

Variable	Correlations (NazariFinalData.sta) Marked correlations are significant at $p < .05000$ N=120 (Casewise deletion of missing data)					
	Self Efficacy	Perceived Value	Language Aptitude	Formal Structural Studies	Others	Learner's Belief
Wash back	.1009	.2536	.2501	.1829	.2168	.2890
	p=.273	p=.005	p=.006	p=.046	p=.017	p=.001
General	.1598	.3318	.2475	.3579	.2596	.3869
	p=.081	p=.000	p=.006	p=.000	p=.004	p=.000
Test Content	-.1753	-.1274	-.0665	.0233	-.0768	-.1117
	p=.056	p=.166	p=.470	p=.801	p=.405	p=.224

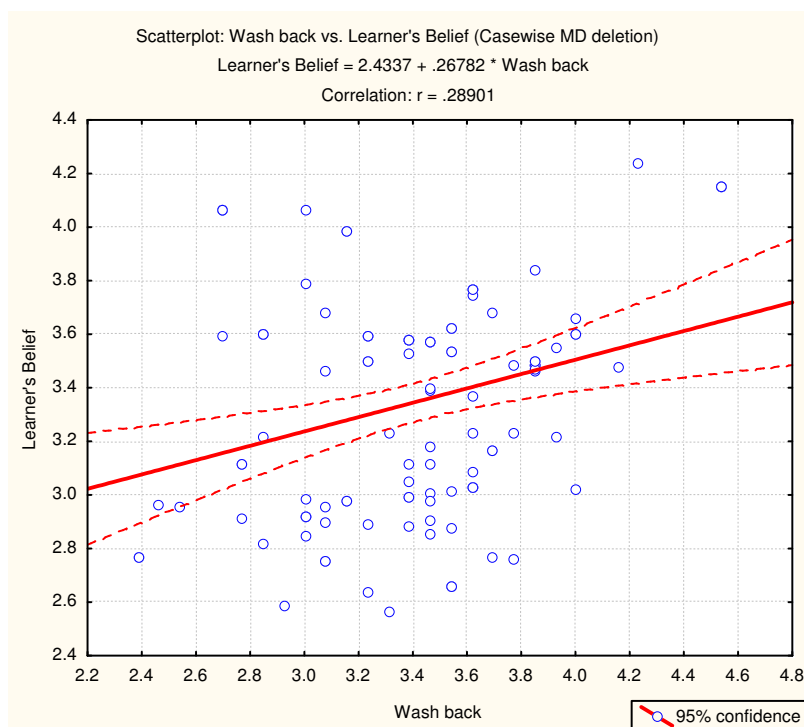


Figure 3: Scatter plot: Wash back VS. Learners' Beliefs

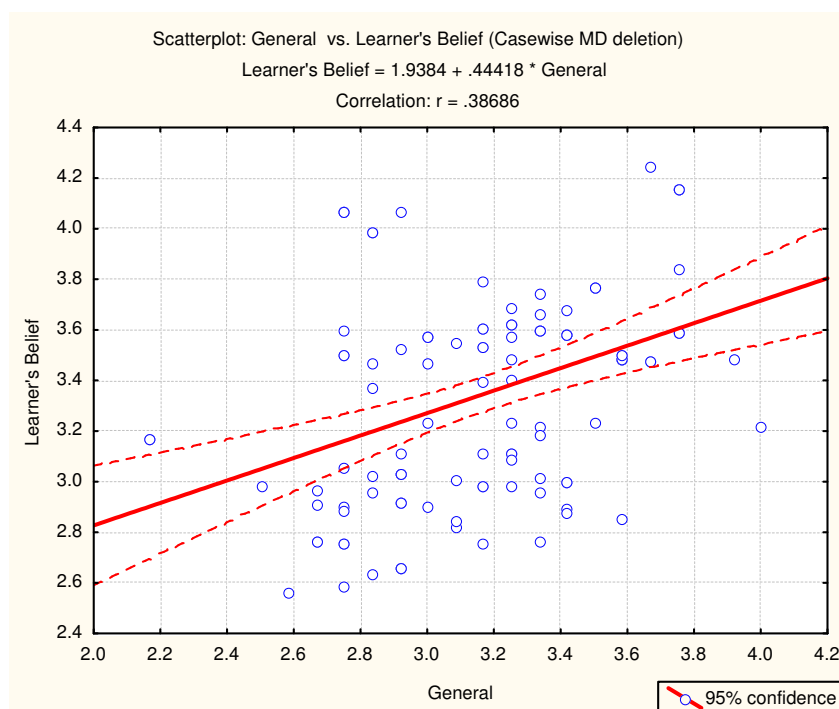


Figure 4: Scatter plot: General VS. Learners' Beliefs

Table 7 : Multiple Regressions

MULTIPLE REGRESSION RESULTS: Variables were entered in one block Dependent Variable: Learner's Belief	
Multiple R:	.4976
Multiple R-Square:	.2476
Adjusted R-Square:	.2282
Number of cases:	120
F ( 3, 116) = 12.729	p < .00
Standard Error of Estimate:	.3641
Intercept: 2.153	Std.Error: .3378
t ( 116) = 6.3749 p < .00	
<b>Summary Statistics; DV: Learner's Belief (NazariFin)</b>	
Statistic	Value
Multiple R	0.50
Multiple R <sup>2</sup>	0.247
Adjusted R <sup>2</sup>	0.228
F(3,116)	12.7
p	0.00
Std.Err. of Estima	0.36

Table 8: Regression Summary for Dependent Variables: Learners' Beliefs

Regression Summary for Dependent Variable: Learner's Belief R= .49766479 R <sup>2</sup> = .24767025 Adjusted R <sup>2</sup> = .22821344 F(3,116)=12.729 p<.00000 Std.Error of estimate: .36417							
N=120	Beta	Std.Err of Beta	B	Std.Err of B	t(116)	p-level	
	Intercept		2.15	0.34	6.37	0.00	
	Wash back	0.20	0.10	0.20	0.00	2.70	0.00
	General	0.30	0.09	0.30	0.10	3.50	0.00
	Test Conte	-0.30	0.08	-0.30	0.09	-3.60	0.00

Table 9: R.M.A. Analysis of Variance

Repeated Measures Analysis of Variance (NazariFinalData.s) Sigma-restricted parameterization Effective hypothesis decomposition					
Effect	SS	Degr. of Freedom	MS	F	p
Intercept	3604.46	1	3604.46	11300.82	0.00
Error	37.96	119	0.32		
R1	14.85	2	7.42	72.08	0.00
Error	24.52	238	0.10		





Table 10 : Approximate Probabilities for Post Hoc Tests

Tukey HSD test; variable DV_1 (NazariFinalData.sta) Approximate Probabilities for Post Hoc Tests Error: Within MS = .10301, df = 238.00				
Cell No.	R1	{1}	{2}	{3}
1	Wash back	3.4096	3.1708	2.9123
2	General	0.000022	0.000022	0.000022
3	Test Content	0.000022	0.000022	

Table 11 : R.M.A. Analysis of Variance

Repeated Measures Analysis of Variance (NazariFinalData.st Sigma-restricted parameterization Effective hypothesis decomposition					
Effect	SS	Degr. of Freedom	MS	F	p
Intercept	6720.85	1	6720.85	7822.28	0.00
Error	102.24	119	0.86		
R1	16.67	4	4.17	19.93	0.00
Error	99.52	476	0.21		

Table 12 : Approximate Probabilities for Post Hoc Tests

Tukey HSD test; variable DV_1 (NazariFinalData.sta) Approximate Probabilities for Post Hoc Tests Error: Within MS = .20908, df = 476.00						
Cell No.	R1	{1}	{2}	{3}	{4}	{5}
1	Self Efficacy	3.3065	3.5620	3.0643	3.4524	3.3486
2	Perceived Vocabulary	0.0	0.0	0.0	0.1	0.9
3	Language Aptitude	0.0	0.0	0.0	0.3	0.0
4	Formal Structural Skills	0.1	0.3	0.0	0.0	0.4
5	Other	0.9	0.0	0.0	0.4	

## Appendix B

بنام خدا

هدف از این پرسشنامه جمع آوری اطلاعات در مورد باورها و اعتقاداتی است که شما در زمینه یادگیری زبان انگلیسی دارید. پاسخهای خود را با یکی از گزینه ها به شرح زیر مشخص بفرمایید.

۱= هرگز      ۲= هر از گاهی      ۳= بعضی از مواقع      ۴= معمولاً      ۵= همیشه

پاسخهای شما صرفاً به منظور یک هدف پژوهشی مورد استفاده قرار می گیرد.

جنسیت: مونث  مذکر  سن: ..... مقطع تحصیلی: .....

رشته تحصیلی: ..... آخرین نمره درس زبان انگلیسی در دبیرستان: .....

ردیف	موضوع	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۱	یادگیری یک زبان خارجی برای بچه ها آسان تر از بزرگترهاست.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۲	برخی توانایی خاصی برای یادگیری زبانهای خارجی دارند.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۳	یاد گرفتن برخی زبانها آسان تر از بقیه است	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۴	انگلیسی	زبان خیلی سختی است	زبان سختی است	زبانی است با درجه دشواری متوسط	زبان آسانی است	زبان خیلی آسانی است
۵	من معتقدم که چگونه خوب صحبت کردن به زبان انگلیسی را یاد خواهیم گرفت.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۶	مردم کشورم توانایی خوبی در یادگیری زبانهای خارجی دارند.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۷	انگلیسی صحبت کردن با یک لهجه عالی خیلی مهم است.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۸	برای اینکه بتوان انگلیسی صحبت کرد، شناختن فرهنگ کشور های انگلیسی زبان لازم است.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۹	نباید چیزی را به انگلیسی گفت مگر اینکه بتوانی درست آنرا بیان کنی.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۱۰	کسی که در حال حاضر به یک زبان خارجی صحبت می کند، یادگیری زبان خارجی دیگر برایش راحت تر است.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۱۱	کسانی که در ریاضی یا علوم قوی اند در یادگیری زبانهای خارجی چندان موفق نیستند.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۱۲	بهتر است انگلیسی را در یک کشور انگلیسی زبان یاد گرفت.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۱۳	من از اینکه با توریست های آمریکایی زبان انگلیسی صحبت کنم لذت میبرم.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۱۴	اگر معنی لغتی را در انگلیسی نمی دانیم بهتر است که معنی آنرا حدس بزنیم.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه
۱۵	اگر کسی یک ساعت در روز را صرف یادگیری زبان کند، چقدر طول می کشد که آن زبان را خوب صحبت کند؟	بین یک تا دو سال	بین سه تا پنج سال	بین شش تا ده سال	بیشتر از ده سال	هیچ وقت یاد نمی گیرد
۱۶	من توانایی ویژه ای برای یادگیری زبان های خارجی دارم.	هرگز	هر از گاهی	بعضی از مواقع	معمولاً	همیشه

همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	مهم ترین بخش یادگیری یک زبان خارجی یادگیری لغات آن زبان است.	۱۷
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	تکرار و تمرین در یادگیری زبان خیلی مهم است.	۱۸
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	خانمها در یادگیری زبانهای خارجی موفق تر از آقایان هستند.	۱۹
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	مردم کشورم احساس میکنند که صحبت کردن به زبان انگلیسی اهمیت خاصی دارد.	۲۰
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	زمانی که با دیگران انگلیسی صحبت می کنم خجالت می کشم.	۲۱
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	اگر به دانش آموزان مقطع مقدماتی اجازه داده شود مرتکب اشتباهاتی شوند بدون اینکه اشتباهاتشان تصحیح شود، درست صحبت کردن به زبان انگلیسی در آینده برای آنها مشکل خواهد بود.	۲۲
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	مهم ترین بخش یادگیری یک زبان خارجی یادگیری گرامر است.	۲۳
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	دوست دارم انگلیسی را یاد بگیرم تا اینکه بتوانم آمریکاییها را بهتر بشناسم.	۲۴
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	صحبت کردن به زبان انگلیسی آسان تر از فهمیدن یا گوش دادن به آن است.	۲۵
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	تمرین زبان انگلیسی با کاست یا نوار اهمیت خاصی دارد.	۲۶
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	یاد گرفتن یک زبان خارجی با یاد گرفتن دیگر موضوعات آکادمیک متفاوت است.	۲۷
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	مهم ترین بخش یادگیری زبان انگلیسی این است که چگونه بتوانیم از زبان مادری ام متنی را به انگلیسی ترجمه کنیم.	۲۸
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	اگر من انگلیسی را خیلی خوب یاد بگیرم، فرصت های بهتری برای پیدا کردن یک شغل خوب خواهم داشت.	۲۹
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	افرادی که به بیش از یک زبان صحبت می کنند خیلی با هوش اند.	۳۰
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	می خاهم چگونه خوب صحبت کردن به زبان انگلیسی را یاد بگیرم.	۳۱
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	من مایلم که دوست های آمریکایی داشته باشم.	۳۲
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	هر کسی قادر به یادگیری صحبت کردن به یک زبان خارجی است.	۳۳
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	خواندن و نوشتن به زبان انگلیسی آسان تر از صحبت کردن و فهمیدن یا گوش دادن به آن است.	۳۴
همیشه	معمولا	بعضی از مواقع	هر از گاهی	هرگز	یادگیری زبان مستلزم حفظ کردن های فراوان است.	۳۵

### پرسشنامه میزان تاثیرگذاری آزمون زبان انگلیسی

اصولا آزمون یک تاثیرگذاری بر روی سیستم آموزش دارد. محققین معتقدند هر چقدر آزمون با اهمیت تر باشد، تاثیرگذاری آن بیشتر خواهد بود. بنابراین هر آزمون دارای تاثیرگذاری مثبت و منفی است. در این پرسشنامه سه واژه تاثیرگذاری، تاثیرپذیری و تاثیرسنجی به کار رفته اند. تاثیرسنجی همان اندازه گیری تاثیرگذاری آزمون است.

خواهشمند است با توجه به الگوی پاسخ گویی نظر خود را در مورد هر یک از موارد مطرح شده مشخص فرمایید.

الگوی پاسخ گویی:

بسیار موافقم	++	نظری ندارم	۰
موافقم	+	مخالقم	-
بسیار مخالفم			--

ردیف	موضوع	++	+	۰	-	--
۱	آزمونهای زبان انگلیسی دبیرستان تاثیر زیادی بر یادگیری زبان انگلیسی دارد.					
۲	مقایسه سطوح یادگیری دانش آموزان کمک زیادی به تاثیر سنجی آزمون می کند.					
۳	برای بررسی تاثیرگذاری آزمون زبان انگلیسی دبیرستان جمع آوری اطلاعات در زمینه زیرساخت فرهنگی جامعه ضروری است.					
۴	سابقه یادگیری زبان ارتباط مستقیم با میزان تاثیرپذیری دارد.					
۵	سطح توانش زبانی افراد نقشی در میزان تاثیرگذاری آزمون ندارد.					
۶	بهترین افراد قابل تحقیق برای سنجش میزان تاثیرگذاری آزمونهای زبان انگلیسی دبیرستان دانش آموزان هستند.					
۷	معلمین زبان می توانند نکات قابل توجهی را در مورد سنجش تاثیرگذاری ارائه دهند.					
۸	اهداف آزمون های زبان انگلیسی دبیرستان تعریف نشده اند.					
۹	یکی از نقاط ضعف آزمون ها عدم وجود اطلاعات کافی در مورد اهداف و محتوای آزمون زبان انگلیسی می باشد.					
۱۰	بهتر است آزمون زبان بعد از آزمون دروس دیگر انجام شود.					
۱۱	بررسی میزان تاثیرگذاری آزمون های زبان انگلیسی دبیرستان به حل مشکلات درس زبان کمک نمی کند.					
۱۲	میزان تاثیرگذاری آزمون های دبیرستان بررسی نمیشود.					
۱۳	افراد مورد پژوهش در بررسی تاثیر پذیری آزمون زبان انگلیسی دبیرستان گروه خاصی هستند.					
۱۴	روشهای پیگیری میزان تاثیرگذاری آزمون زبان انگلیسی دبیرستان به طور صحیح اجرا نمی شود.					
۱۵	میزان انگیزه دانش آموزان مورد بررسی قرار نمی گیرد.					
۱۶	آزمون های دبیرستان به طور مرتب و منظم توسط سازمان آموزش و پرورش بهینه سازی می شود.					
۱۷	محتوای آزمون های دبیرستان برای دانش آموزان مشخص است.					
۱۸	هدف آزمون های زبان انگلیسی دبیرستان در محتوا منعکس نشده است.					
۱۹	سطح دشواری آزمون های زبان انگلیسی دبیرستان مشخص نیست.					
۲۰	نمرات بدست آمده هر فرد با نمره واقعی شخص متفاوت است.					
۲۱	بررسی محتوای آزمون زبان انگلیسی به لحاظ سنجش واژگان و ... ضروری است.					
۲۲	آزمون زبان انگلیسی دبیرستان محک مناسبی برای سنجش زبان نیست.					
۲۳	آزمون زبان انگلیسی دبیرستان نقش تخریب گر در آموزش زبان دارد.					
۲۴	آزمون زبان انگلیسی دبیرستان بر روشهای تدریس معلمان زبان تاثیر می گذارد.					
۲۵	آزمون زبان انگلیسی دبیرستان بر روشهای یادگیری دانش آموزان تاثیر می گذارد.					

				معیار مشخص و تعریف شده ای برای آزمون نویسی وجود ندارد.	۲۶
				مراحل تنظیم و انطباق آزمون با سر فصل دروس معلوم نیست.	۲۷
				نحوه انطباق آزمون با سر فصل دروس کاملا مشخص است.	۲۸
				روشهای آماری بررسی و سنجش عملکرد آزمون های زبان انگلیسی دبیرستان مشخص نیست.	۲۹
				مقایسه محتوای آزمون با سر فصل دروس الزامی است.	۳۰
				این مقایسه باید بر اساس یکسری ویژگیهای خاص باشد.	۳۱
				این ویژگیها باید بر اساس سر فصل دروس تعیین شوند و نه آزمون.	۳۲
				نظر دانش آموزان پس از شرکت در آزمون مهمتر از نظر ایشان قبل از شرکت در آزمون است.	۳۳
				مقایسه نتایج آزمون با متغیرهای شخصیتی دانش آموزان لازم است.	۳۴
				تکنولوژی های جدید آموزشی کمکی به بررسی میزان تاثیرگذاری آزمونهای زبان انگلیسی دبیرستان نمی کند.	۳۵
				آزمون زبان دبیرستان یادگیری صحیح زبان انگلیسی را تشویق می کند.	۳۶
				سوالات آزمون زبان انگلیسی قابل پیش بینی است.	۳۷
				معلمین زبان با آزمونهای زبان آشنایی دارند.	۳۸
				تغییر آزمون زبان دبیرستان تغییر روش تدریس معلمین را به دنبال خواهد داشت.	۳۹
				آزمون زبان انگلیسی همان سنجش مطالب آموخته شده است.	۴۰
				سوالات آزمون زبان انگلیسی دبیرستان از ساده به دشوار تنظیم شده اند.	۴۱
				آزمون زبان انگلیسی دبیرستان خلاقیت و نوآوری دانش آموزان را افزایش می دهد.	۴۲

Adapted &amp; translated from Nikoopour (2005)