

שאלתה: Teaching English as a Foreign Language

1.

TI: On Reflective Teaching of EFL Teachers in Local Universities of China--A Case Study of Leshan Normal University, Sichuan

AU: Li, Zou; Ye, Zhou

SO: English Language Teaching, v9 n6 p154-161 2016

Presently, China plays a vital role in the world. Therefore, Chinese passion for English has reached an unprecedented level. Nevertheless, various problems occur in EFL teaching. Thus, EFL teachers must make the teaching qualities better by reflective teaching, an effective way to improving EFL teaching. The paper is to study the definitions, approaches and the characteristics of reflective teaching, so that teachers can clarify what reflection teaching is, how important it is, and how they can become reflective teachers. In addition, the paper also analyzes one case study of teacher reflection in Leshan Normal University in the perspective of improving EFL teachers' teaching. Finally, the paper draws a conclusion to trigger the further study.

2.

TI: Re-Entering My Space: A Narrative Inquiry into Teaching English as a Foreign Language in an Imagined Third Space

AU: Ai, Bin; Wang, Lifei

SO: Teachers and Teaching: Theory and Practice, v23 n2 p227-240
2017

The purpose of this study is to reflect on my experience of teaching English as a Foreign Language (EFL) in an inland Chinese university when I returned from Australia: I re-entered the space of EFL teaching, and experimented with a new model of teaching. In my experiment, I

applied the concepts of third space and hybrid identity as a theoretical framework for teaching EFL. A personal narrative form is chosen to report and reflect on the experiment, as this is the form that directly expresses experience, allows for reflection on it, and is appropriate for studies of identity. Using anecdotes and reflection, I relate the observed responses of a cohort of Chinese EFL learners to this new EFL teaching model. From this account, reflections are drawn on the challenges that reform of traditional teacher-centred EFL methods in the Chinese cultural context brings to the learners, and by implication, the teacher, from the perspective of an insider (teacher) returning home from an outsider's third space as a learner in another culture.

3.

TI: **Factors Affecting the Quality of English Language Teaching in Preparatory Year, University of Jeddah**

AU: Dakhiel, Maysoon A.

SO: English Language Teaching, v10 n7 p43-60 2017

Several Universities in Saudi Arabia have recently made it their priority to pursue excellence in effective EFL teaching-learning starting from the Preparatory Year Program (PYP). That is due to the rapid expansion of English as a lingua franca in tertiary education especially in science and technology, scientific and educational publication, technology, internet communication, etc. The present study will examine the current situation in EFL teaching and learning to identify the factors affecting the quality of English language teaching in the PYP at Jeddah University. When studying quality in EFL teaching, the concentration is usually put on the teacher where in fact the success of the operation is collaboration between three major constituents of the program triangle, the learners, the teachers and the institution.

Therefore, these three constituents were asked to first identify what they think is important in regards to the quality of the EFL program, and what impedes achieving its goals. In order to identify and analyze the factors, this study applied the following survey: Quality in Language Teaching for Adults developed by Grundtvig Learning Partnership (2009-2011), on teachers, learners, and administrators. Slight variations in wording of the survey statements was implemented in order to suit each group. For data analysis, SPSS software was used. Recommendations and further fields of study presented were based on the findings.

4.

TI: Looking beyond the ELT Approach in China's Higher Education from the Perspective of Bilingual Education: Immersion, Content-Based Instruction or Something Else?

AU: Wang, Ping

SO: International Journal of Bilingual Education and Bilingualism, v20 n1 p102-114 2017

This article starts with definitions of bilingualism with a focus on the analysis of bilingual competence. Then the aims and types of bilingual education in developing bilingual competence are introduced with focus on analyses of immersion and content-based instruction. Subsequently, the contextual settings of the study are briefly presented. Finally, the study suggests that modifications must be made to integrate some concepts and features of content-based instruction with those of immersion to meet the needs of English as a foreign language (EFL) teaching for non-English majors in China's higher education. The article concludes with the recommendation that a composite EFL teaching

approach should be implemented in China's EFL teaching in higher education.

5.

TI: **Understanding Bilingual Education: An Overview of Key Notions in the Literature and the Implications for Chinese University EFL Education**

AU: Ping, Wang

SO: Cambridge Journal of Education, v47 n1 p85-102 2017

This article starts with a review of definitions of bilingualism. It then discusses the definition of bilingual education with its focus on the analysis of bilingual competence. It is subsequently suggested that a theoretical hard nut to be cracked in today's bilingual research is to establish the scope of discussion of bilingualism models meeting the specific needs in a specific context instead of simple acceptance of the current EFL teaching models learned from other countries or regions.

6.

TI: **Teacher Candidates' Perceptions of Nonnative-English-Speaking Teacher Educators in a TESOL Program: "Is There a Language Barrier Compensation"?**

AU: Kang, Hyun-Sook

SO: TESOL Journal, v6 n2 p225-251 Jun 2015

A great deal of research has examined the status of nonnative-English-speaking (NNES) professionals in TESOL from multiple perspectives, including graduate students (Brutt-Griffler & Samimy, 2001; Liu, 1999; Park, 2012), program administrators (Clark & Paran, 2007; Nemtchinova, 2005), and ESL/EFL learners (Arva & Medgyes, 2000;

Butler, 2007; Ma, 2012a). Little research has addressed native-English-speaking (NES) teacher candidates' perspectives on the NNES-NES divide in TESOL. To fill this void, this study examined the perceptions of teacher candidates from mainstream U.S. backgrounds toward NNES teacher educators. Seventy-six students in a TESOL program completed a web-based self-administered questionnaire. The rating data show no statistically significant differences between NNES and NES teacher educators in personal qualities, teaching preparation, and feedback to students, whereas NNES teacher educators scored lower than their NES counterparts in material presentation, interaction with students, and cultural awareness. The narrative data suggest that, although the NNES teacher educators' English variety was viewed as a barrier in classroom communication, the teacher candidates perceived admirably the strategies to compensate for their lack of Standard English competence through preparation and various communication techniques. The NNES teacher educators' bilingual, multicultural experience was viewed as a form of cultural capital for teacher preparation.

7.

TI: **EFL Doctoral Students' Conceptions of Authorial Stance in Academic Research Writing: An Exploratory Study**

AU: Chang, Peichin

SO: RELC Journal: A Journal of Language Teaching and Research, v47 n2 p175-192 Aug 2016

English as foreign language (EFL) writers are often found to have weaker control of their academic writing, among which presenting an effective authorial stance has been reported as particularly challenging (Hyland, 1998a; Schleppegrell, 2004). In particular, student writers

tended to deploy a stronger stance and be less effective with tentative claims. The study investigated a small group of EFL doctoral students' conceptions, which, as hypothesized, may affect their presentation of stance in academic arguments. Twelve doctoral candidates were recruited from two disciplines, soft and hard sciences. They answered questions and made judgments related to authorial stance, adapted into two "extreme" versions, assertive and tentative, in academic texts taken from both domain-specific and domain-neutral journal articles. The results revealed that the doctoral participants' conceptions pertained to three dimensions, "Stance as linguistic construct," "as cognitive or behavioural entity" and "as institutional norm." Their conceptions generally lacked sophistication and depth and instead were reductive and polarized. Assertive claims obtained more favourable considerations than tentative claims, and students from both disciplines varied considerably in their views of language. The results can inform academic stance instruction to allow for more exposure to nuanced presentations of stance and engagement with explicit discussions of the nuances of stance-taking.

8.

TI: [Microteaching Experience in Distance English Language Teacher Training: A Case Study](#)

AU: Merc, Ali

SO: Journal of Educators Online, v12 n2 p1-34 Jul 2015

The purpose of this single-subject case study was to document the experiences of a teacher trainee during a 12-week microteaching process in the Distance English Language Teacher Training program (DELT). The student teacher subject responded to questionnaires, submitted online dialogue journals, and answered open-ended

questions before and after the practicum. An online interview was also conducted at the end of the practicum process. The analyses of the data suggested that distance EFL teacher trainees experienced a certain degree of foreign language teaching anxiety. It was also found that the microteaching practice in the program was useful for teacher candidates despite some problems. Assessment and evaluation via the e-portfolio system, on the other hand, was a satisfying system from the student teacher's eyes. The analyses yielded to a brief explanation of the challenges and concerns of teacher trainees in distance context. Implications for the present and future distance teacher training programs chiefly focus on more guidance and support for the student teachers. The role of mentors are also vital for more fruitful teaching practice opportunities for the teacher candidates.

9.

TI: **Unveiling Pre-Service Language Teachers' Conceptualizations of Teachers of English through Metaphors**

AU: Kavanoz, Suzan

SO: Journal of Education and Training Studies, v4 n10 p17-32 Oct 2016

The present research aimed at conducting an analysis of metaphors Turkish pre-service language teachers generated about English as a Foreign Language (EFL) teachers. This study also examined whether and how the metaphors created by teacher candidates at different phases of their education demonstrated variation. The data gathered from 94 participants were analyzed using the taxonomy of metaphors developed by Oxford and her colleagues (1998). The analysis revealed a gradual decline in participants' views of teacher as a professional responsible for social order and cultural transmission as they became

more acculturated into the profession. The few occurrences of learner-centered metaphors and the predominance of teacher-centered metaphors in the initial years were replaced with more learner-centered metaphors. The results supported the initial assumption about the impact of class level differences on prospective teachers' thinking about teaching and learning. The transformation in participants' perception is indicative of how their professional identity is perpetually constructed and reconstructed during teacher preparation.

10.

TI: Professional vision of prospective EFL teachers: How student teachers see videotaped classroom situations

AU: Minaříková, Eva

SO: Pedagogická Orientace; 2014, Vol. 24 Issue 5, p753-777, 25p

The presented study aims to describe professional vision of prospective teachers of English as a foreign language (EFL) and the changes that occur in this respect after working with a videocase-based e-learning environment (IRSE VideoWeb for EFL student teachers). The research sample comprised 37 students of the English department at the Faculty of Education, Masaryk University who participated in onese­mester course called VideoWeb. The data were collected using diagnostic modules of IRSE VideoWeb that consisted of video sequences of real classroom situations and tasks that aimed at eliciting students' comments. Their written answers were analysed using two coding schemes (to describe knowledge-based reasoning and the overall structure of the written comments). To illustrate student teachers' selective attention, statements concerning the way the teacher in one of the video sequences gave instructions were selected and inductively analysed. The results suggest that the student

teachers' comments on video sequences are mostly descriptive in nature; however, a number of interpretive and evaluative statements is present. The changes in professional vision after working with IRSE VideoWeb were evident in several areas. Firstly, after VideoWeb, the comments tended to be even more descriptive and less evaluative. Their structure changed - most of them were no longer organised around themes but rather followed the timeline of the video sequence. Moreover, the student teachers commented on more themes (observed phenomena). This suggests an overall change in their professional vision and in how they reason about videotaped classroom situations.

11.

TI: **Professional vision of future English language teachers: subject-specific noticing and knowledge-based reasoning.**

AU: Uličná, Klára

SO: E-Pedagogium; 2017, Issue 2, p38-49

The article focuses on future English language teachers' professional vision. Specifically, we explore what important subject-specific moments they notice in a lesson, i.e. noticing or selected attention; and how they reason about these moments, i.e. knowledge-based reasoning. We focus on important moments related to the subject of teaching English/English language teaching methodology at the end of their master studies. Students were asked to write an unstructured reflection based on an observation of videoed English language lesson. The reflections were analysed in comparison to expert analysis of the lesson. Students approximately commented two important moments (experts six) and most of their comment were of descriptive and evaluative nature. They did not show any deep ability to connect the

seen to some underlying theory, nor to provide some theory-based alterations or predictions

12.

TI: **Examining EFL Teacher Candidates' Conceptions of English Language Teachers through Metaphors.**

AU: YALÇIN ARSLAN, Fadime; ÇİNKARA, Emrah

SO: Gaziantep University Journal of Social Sciences. 2016, Vol. 15 Issue 4, p1095-1104

This study aims to investigate EFL teacher candidates' metaphors regarding English language teachers. The data was collected through 102 teacher candidates' essays written on their views of being an EFL teachers and teaching. The metaphors were qualitatively and quantitatively analyzed. Content analysis of the essays revealed a total of 134 metaphors categorized in four groups: people, objects, actions and animals. The verbs, adjectives and adverbs in the host statements of metaphors were also investigated and were categorized into two groups, namely focus on self-development and focus on other-development. Percentages were calculated and given for metaphors, verbs, adjectives and adverbs in each category

13

TI: **Learning by Teaching: Training EFL Pre-service Teachers through Inquiry-based Learning.**

AU: R., Luis Fernando Gomez

SO: Electronic Journal of Foreign Language Teaching; Jun2017, Vol. 14 Issue 1, p21-36

This research study examined how a group of EFL pre-service teachers were engaged in inquiry-based learning to do literary research in order to teach lessons on short story analysis in an EFL literature class. Inquiry-based learning was articulated with the theory on Learning by Teaching so that pre-service teachers were aware of the importance of subject matter knowledge and pedagogical knowledge in their professional development to teach English. Teacher candidates' opinions about their experience and their decision-making in the inquiry process to teach a class served as the main data collected through field notes of their teaching and a questionnaire. Findings show that pre-service teachers constructed literary knowledge supported by research, generated critical analysis on short story content, and implemented pedagogical strategies when teaching classes on short stories in the target language.

14.

TI: The Role of Opportunities to Learn in Teacher Preparation for EFL Teachers' Pedagogical Content Knowledge

AU: König, Johannes; Tachtsoglou, Sarantis; Lammerding, Sandra; Strauß, Sarah; Nold, Günter; Rohde, Andreas

SO: Modern Language Journal, v101 n1 p109-127 Spr 2017

The study examines the connection between domain-specific learning opportunities in English as a foreign language (EFL) teacher preparation and preservice EFL teachers' pedagogical content knowledge (PCK). Using a sample of 444 preservice EFL teachers for secondary schools, it contrasts groups at the end of the 2 phases required in German teacher preparation programs: a theoretical phase at university and a supervised professional internship at a school (practical phase). Specifically, it examines differences in learning

opportunities (self-reports) and PCK (paper-and-pencil test results). Findings from regression analysis show that learning opportunity measures substantially predict PCK test scores. The article discusses the effectiveness of EFL teacher preparation programs for preservice teachers' performance on PCK and concludes with possible interpretations and research suggestions.

15.

TI: **From Belief to Action: Omani EFL Teachers' Self-Efficacy in Relation to Their Teaching of English as a Foreign Language**

AU: Al-Shukri, Abdullah Khamis

SO: ProQuest LLC, Ph.D. Dissertation, University of Nevada, Las Vegas

Research has documented that teacher self-efficacy has positive impacts on different aspects of teaching and learning. Yet, research on teacher self-efficacy in the field of teaching English as a Foreign Language (EFL) is relatively limited. Considering the powerful impacts of teacher self-efficacy on teaching and learning, it is crucial to pursue this line of research into the field of teacher education. Examining EFL teachers' self-efficacy beliefs in teaching English seems to be particularly useful in the Omani teaching context, where English is increasingly used in schools. The present study examined Omani EFL teachers' self-efficacy beliefs, its sources and factors, and the relationship between EFL self-efficacy beliefs and teachers' practices. Through using an explanatory mixed methods design, the study explored the perceived levels of Omani EFL teachers' self-efficacy for (a) engaging students, (b) classroom management, and (c) instructional strategies. In addition, the study investigated the ability of the variables, years of teaching and training courses to predict Omani EFL

teachers' self-efficacy. The study also investigated the sources that composed Omani EFL teachers' self-efficacy and the factors that influenced these self-efficacy beliefs. Finally, the relationship between Omani EFL teachers' self-efficacy beliefs and their ability to effectively teach English as a foreign language was examined in this study. The study revealed several major results. First, the participants perceived their capabilities for instructional strategies as higher than their capabilities for classroom management and students' engagement, respectively. Second, both years of teaching and number of training courses were not significant predictors of teachers' self-efficacy beliefs. Third, the sources of information for Omani EFL teachers' self-efficacy included: enactive mastery experiences (including teacher's English knowledge, students' achievement, professional development, and years of experience), vicarious experiences, verbal persuasion, intrinsic motivation, and teacher dispositions. Fourth, Omani EFL teachers' self-efficacy were influenced by contextual factors (including school environment, work load, educational facilities and materials, society and culture, school curriculum, teacher's relationships, number of students and school system), extrinsic motivation, and demographic factors. Fifth, the study has confirmed that there is a relationship between EFL teachers' self-efficacy beliefs and their teaching practices in the classroom. In general, teachers' self-efficacy beliefs tended to be consistent with their capabilities of teaching English as a foreign language. This study adds to the literature that claims the importance of EFL teacher self-efficacy in teaching and learning. It also expands the theoretical foundation of the sources of the information for EFL teacher self-efficacy and the factors influence it. Additionally, the study suggests some practical implications for teacher development, teacher education programs, in-service teacher training, and research in EFL teacher self-efficacy.

16.

TI: The Effect of a Suggested Multisensory Phonics Program on Developing Kindergarten Pre-Service Teachers' EFL Reading Accuracy and Phonemic Awareness

AU: Ghoneim, Nahed Mohammed Mahmoud; Elghotmy, Heba Elsayed Abdelsalam

SO: English Language Teaching, v8 n12 p124-143 2015

The current study investigates the effect of a suggested multisensory phonics program on developing kindergarten pre-service teachers' EFL reading accuracy and phonemic awareness. A total of 40 fourth year kindergarten pre-service teachers, Faculty of Education, participated in the study that involved one group experimental design. Pre-post tests were administered to assess the participants' phonics skills. The results showed that the suggested multisensory phonics program was effective in developing kindergarten pre-service teachers' EFL reading accuracy and phonemic awareness

17.

TI: Professional Development Needs of Primary EFL Teachers: Perspectives of Teachers and Teacher Educators

AU: Zein, Mochamad Subhan

SO: Professional Development in Education, v43 n2 p293-313 2017

This study investigates the professional development (PD) needs of primary English as a foreign language (EFL) teachers whose professional field has received significant interest at the global level in the past two decades. The study takes a different stance from previous research that exclusively generated data from teachers because it

sought the perspectives of teacher educators as well. The decision to include teacher educators in this study has proven useful to generate ample data that suggest the inseparable relationships between primary EFL teachers' profiles, their needs and the specific typicality of their professional environment. The study proposes a model of needs-based PD for primary EFL teachers that exemplifies these aspects. The discussion in the study brings implications for future research into the PD needs of primary EFL teachers. It will also inform teacher educators and educational policy-makers to develop a framework of reference for the design of PD programmes that well attend to primary EFL teachers' needs.

18.

TI: **The Five Tier Model for Teaching English Academic Writing in EFL Contexts.**

AU: Al-Khatib, Hayat

SO: Arab World English Journal; Jun2017, Vol. 8 Issue 2, p74-86

Academic writing in English is at the heart of teaching and learning in English foreign language (EFL) contexts. However, despite the need to target and isolate the problems associated with writing academic English in EFL contexts, recent research has focused mostly on the psycholinguistic dimension of academic writing in English. The aim of this paper is to redirect interest in English academic writing and situate it back within linguistic enquiry. The study focuses on targeting and isolating the problems associated with English academic writing at the transitional stage from public high school to university. In contemporary research, educators are raising concerns on the level of proficiency in English academic writing, attained by the end of secondary schooling, specifically in the public education context. A case study, conducted on

470 final year secondary students in public schooling in Lebanon, reflected persistent phonemic orthographic errors, grammatical errors, structural and organizational errors, notwithstanding the fact that the participating students were instructed according to the official EFL programme. Errors were interpreted from contemporary linguistic perspectives and a five tier model was proposed for teaching English academic writing in EFL contexts

19.

TI: Teachers' Professional Knowledge for Teaching English as a Foreign Language: Assessing the Outcomes of Teacher Education

AU: König, Johannes; Lammerding, Sandra; Nold, Günter; Rohde, Andreas; Strauß, Sarah; Tachtsoglou, Sarantis

SU: Journal of Teacher Education, v67 n4 p320-337 Sep-Oct 2016

Despite an increasing research interest in subject-specific teacher knowledge, the scientific understanding regarding teachers' professional knowledge for teaching English as a foreign language (TEFL) is very limited. This study therefore applies standardized tests to directly assess content knowledge (CK), pedagogical content knowledge (PCK), and general pedagogical knowledge (GPK) of preservice teachers for TEFL in Germany from different programs and stages during initial teacher education (during their master's studies at university and at the end of their induction phase). Structural analysis provides evidence that teacher knowledge with respect to TEFL is a multidimensional construct and PCK is closely related to both CK and GPK. Test scores vary across preservice teachers from different programs and stages, which adequately reflects differences in the learning opportunities they had during teacher education

20.

TI: A Study of the Use of Narratives in Teaching English as a Foreign Language to Young Learners

AU: Fojkar, Mateja Dagarin; Skela, Janez; Kovac, Pija

SO: English Language Teaching, v6 n6 p21-28 2013

The article reports the findings of a survey, conducted among primary school English language teachers in Slovenia, aimed at revealing their attitudes towards the use of narratives in teaching English as a foreign language to children aged from eight to nine years (3rd and 4th grades respectively). The research results show that most teachers use narratives when teaching English, generally once or twice per month, and that teachers who do not use a course book in the classroom employ storytelling or story reading techniques more frequently than teachers who follow a course book in their teaching. Despite the fact that the teachers participating in the study are aware of the importance of narratives in teaching English as a foreign language to young learners, there is still a lot to be done concerning the selection of the narratives, the narrating techniques and the post-narration activities. Proper teacher training for teaching a foreign language to young learners could address most of these issues.

21.

TI: Identifying Pre-Service Teachers' Beliefs about Teaching EFL and Their Potential Changes

AU: Suárez Flórez, Sergio Andrés; Basto Basto, Edwin Arley

SO: PROFILE: Issues in Teachers' Professional Development, v19 n2 p167-184 Jul-Dec 2017

This study aims at identifying pre-service teachers' beliefs about teaching English as a foreign language and tracking their potential changes throughout the teaching practicum. Participants were two pre-service teachers in their fifth year of their Bachelor of Arts in Foreign Languages program in a public university in Colombia. Data were gathered through a modified version of Beliefs about Language Learning Inventory before the practicum, eight weekly journal entries administered during ten weeks, and two semi-structured interviews at the end of the teaching practicum. The findings revealed that most of the pre-service teachers' beliefs changed once they faced the reality of the classroom.

22.

TI: Introducing Translation-Based Activities in Teaching English as a Foreign Language: A Step towards the Improvement of Learners' Accurate Use of Words and Expressions in Writing

AU: Mbeudeu, Clovis Delor

SO: Research in Pedagogy, v7 n1 p76-89 2017

The teaching of English as a Foreign Language (EFL) in the world in general and in Cameroon in particular has witnessed, over the last three decades, heated debates on which methodologies to adopt in the classroom and which learning strategies to apply for effective teaching and learning so that learners do not only acquire a linguistic competence but also communicative and sociolinguistic competences. This study aims at bringing to the limelight the so-criticised Grammar Translation Method in teaching/learning EFL in Cameroon. More specifically, this work investigates the perception of Anglophone and Francophone teachers of EFL on how the introduction of translation-based activities could be a step towards achieving accuracy in learners'

written productions. For data collection, a sample of certified secondary and high school EFL teachers were interviewed on the introduction of translation-based activities in their classroom practices. These teachers are unanimous that translation strategies must be adopted in the classroom for many reasons. This could foster students' accuracy in writing; thus helping the achievement of another skill in learners namely, translation. But they all agree that the use of translation should be highly monitored by the classroom teacher; it should be mostly used at beginners' level and gradually discarded as the learners progress to the end of the secondary school. From this, it is high time specialists in language planning and teaching policies rethought how the teaching of English should be done in Cameroon and this will go a long way to improve on educational success and effective official bilingualism.

23.

TI: **How Can EFL Teachers Help EFL Learners Improve Their English Pronunciation?**

AU: Gilakjani, Abbas Pourhosein; Sabouri, Narjes Banou

SO: Journal of Language Teaching & Research; Sep2016, Vol. 7 Issue 5, p967-972

One of the important parts of foreign language teaching and learning is English pronunciation because it impacts learners' communicative competence and performance. Lack of pronunciation skills reduces learners' self-confidence and limit their social interactions. EFL teachers can help their learners obtain the necessary skills of pronunciation they need for effective communication. In this paper, the researchers define the term pronunciation, explain the importance of pronunciation, declare the goals of English pronunciation, state the aspects of English pronunciation, elaborate the reason of integrating

pronunciation in EFL classes, express techniques for teaching English pronunciation, and mention implications for the learning and teaching of English pronunciation. The review of literature indicates that EFL teachers play a vital role in improving the learners' pronunciation skill.

24.

TI: **Validation of a locally created and rated writing test used for placement in a higher education EFL program**

AU: Johnson, Robert C; Riazi, A. Mehdi

SO: Assessing Writing; Apr2017, Vol. 32, p85-104

This paper reports a study conducted to validate a locally created and rated writing test. The test was used to inform a higher education institution's decisions regarding placement of entering students into appropriate preparatory English program courses. An amalgam of two influential models – Kane's (1992, 1994) interpretive model and Bachman's (2005) and Bachman and Palmer's (2010) assessment use argument – was used to build a validation framework. A mixed methods approach incorporating a diverse array of quantitative and qualitative data from various stakeholders, including examinees, students, instructors, staff, and administrators, guided the collection and analysis of evidence informing the validation. Results established serious doubts about the writing test, not only in terms of interpreted score meaning, but also the impact of its use on various stakeholders, and on teaching and learning. The study reinforces the importance of comprehensive validation efforts, particularly by test users, for all instruments informing decisions about test-takers, including writing tests and other types of direct performance assessments. Results informed a number of suggested changes regarding the rubric and rater training, among others, thus demonstrating the potential of validation

studies as 'road maps' for immediate opportunities to improve both testing and decisions made based on testing

25.

TI: **Profiling Formative Assessment Culture in EFL Teacher Education Programs in the Middle East.**

AU: Elebyary, Khaled M.

SO: Theory & Practice in Language Studies; Dec2013, Vol. 3 Issue 12, p2169-2177

Although there is general agreement that there is a difference between assessment of learning (summative assessment), and assessment for learning (formative assessment), and that both forms of assessment have valuable roles to play, comparatively little attention is given to the latter in foreign language teacher education programs (FLTEPs) in the Middle East. The inclusion of formative assessment in foreign language teacher education curricula is meant to improve student teachers' learning and that is why it generally counts towards the final grades. However, little formative classroom assessment, as compared to summative, is currently provided and as a result, student teachers are unable to benefit from the positive effect this would have on their learning. There is in practice a gulf between the decision-takers' requirements that formative classroom assessment should be used and instructors' distrust in this form of assessment. This research paper assumes that this view is unconsciously inherent in FLTEPs, which is the major channel for training and recruiting teachers of foreign languages at pre-university levels in many Arab states. Therefore, the aim of this study is to provide a snapshot of the implicit/explicit formative classroom assessment culture in FLTEPs in the Middle East