

Part 3D

The Changing Face of Marriage

The shape of the American family has changed over the last several decades. Attitudes about marriage have changed, too—in some ways drastically. A 2010 survey conducted by the respected Pew Research Center (PRC) showed that 39% of Americans believe marriage is no longer necessary, an increase of 11% from a similar survey done in 1978. "If 4 in 10 are saying it's becoming obsolete, they're registering an awareness of a very important social change," says Paul Taylor of the PRC. But exactly how has marriage changed?

While about 72% of adults were married in 1970, the percentage had dropped to 54% by 2010. In 2010, it was barely a quarter. But the fall in marriage rates among Americans under the age of 30 believe that marriage is their 20s were married. Most still dream of tying the knot. Other Westerners, such as those in Germany and Japan, were tied with 60% of the managers having the same opinion. But

Examination of Possible Consequences of a New Test within the Context of University Entrance Exam Reform in Japan

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TEAP
Test of English for Academic Purposes

英検



University Entrance Examination in Japan

“A university entrance examinations in Japan is a high stakes test for which students, their parents, high school teachers and other stakeholders such as cram school instructors are all involved in which students spend months and years working industriously in school, at home, and in cram schools to prepare for these examinations.”

Brown and Yamashita (1995)

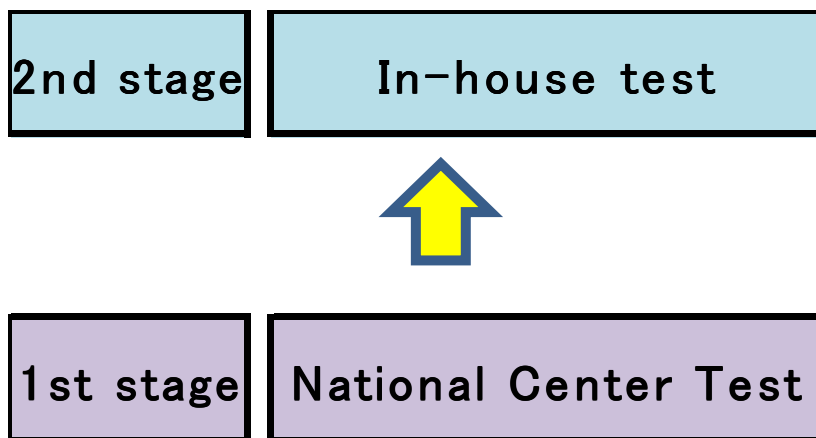
“About 50% of high school graduates now go to two-year or four-year college, while in total about 92% of high school graduates can be admitted to a university if they do not choose the school they want to go.”

Sasaki (2012)

University Entrance Examination in Japan

Of approximately **750** four-year-course universities, **20%** are national and local public and **80%** are private.

(Watanabe,2013)



500,000 test takers each year

- **Self-made** = Admission policy
- **Open** = Test fairness
- **No-pretesting** = Security for test fairness



Issues about University Entrance Examination in Japan

- i) Test specification is not open and could change from year to year
- ii) Level of English proficiency required for the test takers is not clear
- iii) Information of test reliability and validity is not open to public
- iv) Test feedback to test takers is no more than pass/ fail information
- v) Can take the exam only once a year

(English teacher's magazine 2010, Hamaoka 2010)



Studies about test washback

“Language test washback is the extent to which the introduction and use of a test influences language teachers and learners to do things they would not necessarily otherwise do.”

Messick (1996)

the direction (value) and the intensity

(Green 2007, Watanabe 2004)

“When faced with a high-stakes examination, learners are more likely to focus on test preparation by being guided mainly by the format of the test. “

(Zhan and Andrews, 2013)



Studies about University Entrance Examination in Japan

Despite the high stakes decisions that are made based on the results of university English language entrance examinations in Japan, **little information is made public** on the quality of the exams and **little research is conducted** for the purposes of improving the reliability and validity of the tests.

(Aline, 2008)

- Watanabe (1996)
- Brown and Yamashita (1995) and Kikuchi (2006)
- Aline (2008).

Test of English for Academic Purposes (TEAP)



TEAP administration starts from 2014 for the 2015 academic year.



Test of English for Academic Purposes (TEAP)

The characteristics of TEAP

Designed basically for third year high school students.

Used for university admissions purposes.

Designed to measure proficiency levels CEFR A2-B2.

Administered three times a year.

Target Language Use (TLU) Domain

TEAP is designed to measure the preparedness of Japanese high school students to enter into academic tasks at Japanese universities. The TLU domain for TEAP is defined as "language-use situations which Japanese students are likely to encounter on campus after entering university and which directly relate to the context of teaching and learning."



Test of English for Academic Purposes (TEAP)

Test Structure

Skill	Test format	Number of items	Time
Reading	Multiple Choice	60	70 min
Listening	Multiple Choice	50	50 min
Writing	Direct Response	2	70 min
Speaking	One to One Interview	4	10 min

Test of English for Academic Purposes (TEAP)

Test Tasks

Reading

Section	Skill focus
Part 1	Vocabulary and word usage
Part 2A	Reading graphs and charts
Part 2B	Reading advertisements and notices
Part 2C	Reading short texts
Part 3A	Reading extended texts
Part 3B	Reading extended texts (including graphs and charts)

Writing

Section	Skill focus
Task A	Summary
Task B	Essay

Listening

Section	Skill focus
Part 1A	Listening to short dialogues
Part 1B	Listening to short monologues
Part 1C	Listening to short monologues
Part 2A	Listening to long dialogues
Part 2B	Listening to long monologues (including graphs and charts)

Speaking

Section	Skill focus
Part 1	Short interview
Part 2	Role-play (test taker interviews interlocutor)
Part 3	Monologue
Part 4	Extended interview

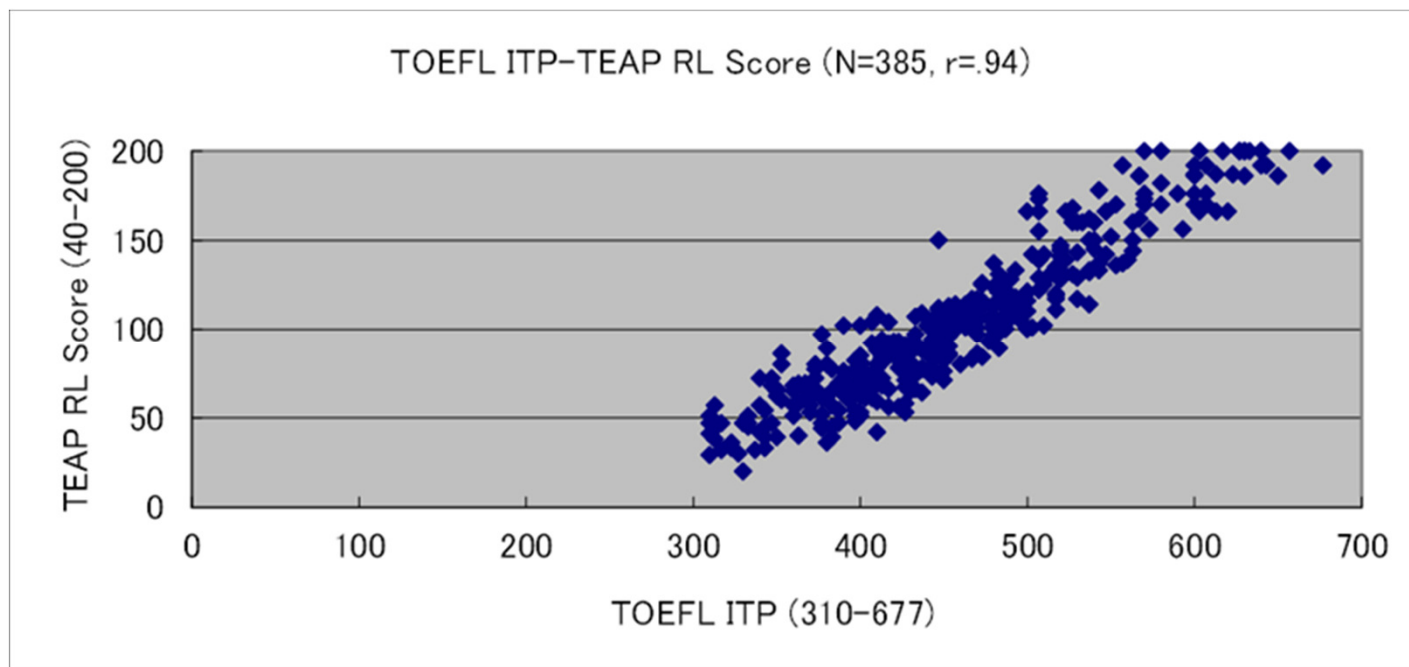


Test of English for Academic Purposes (TEAP)

- i) Test specification is not open and could change from year to year
→ Test Specification will be open and will be fixed
- ii) Level of English proficiency required for the test takers is not clear
→ Level of English proficiency required for test takers will be fixed
- iii) Information of test reliability and validity is not open to public
→ Information of test reliability and validity will be open to public
- iv) Test feedback to test takers is no more than pass/ fail information
→ Test feedback will contain useful information to test takers
- v) Can take the exam only once a year
→ Can take the exam three times a year

TEAP and its concurrent validity with other tests

TEAP RL & TOEFL ITP ® in 2009

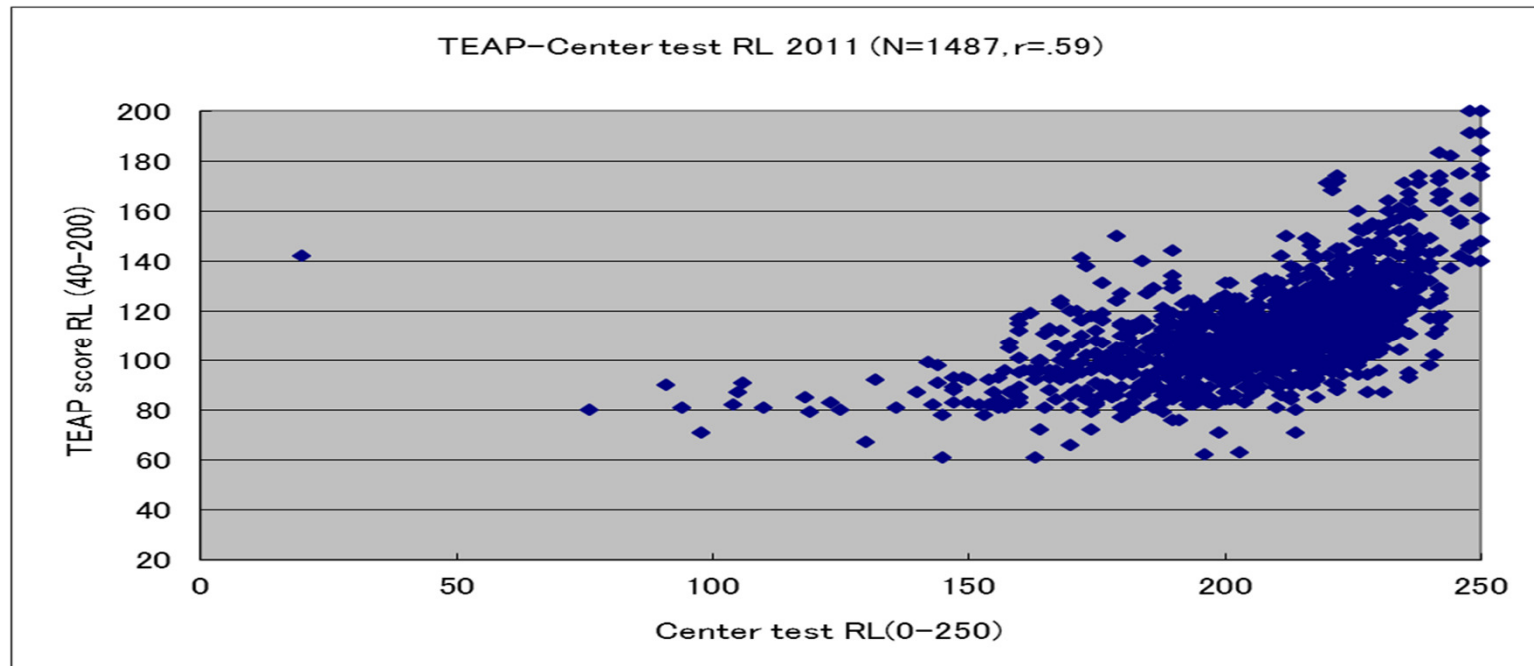


	N	Min	Max	Mean	S.D.
TEAP RL	385	20	200	102.32	42.9
TOEFLITP	385	310	677	455.68	79.24

Data from 385 3rd year high school students

TEAP and its concurrent validity with other tests

TEAP RL & National Center Test in 2011

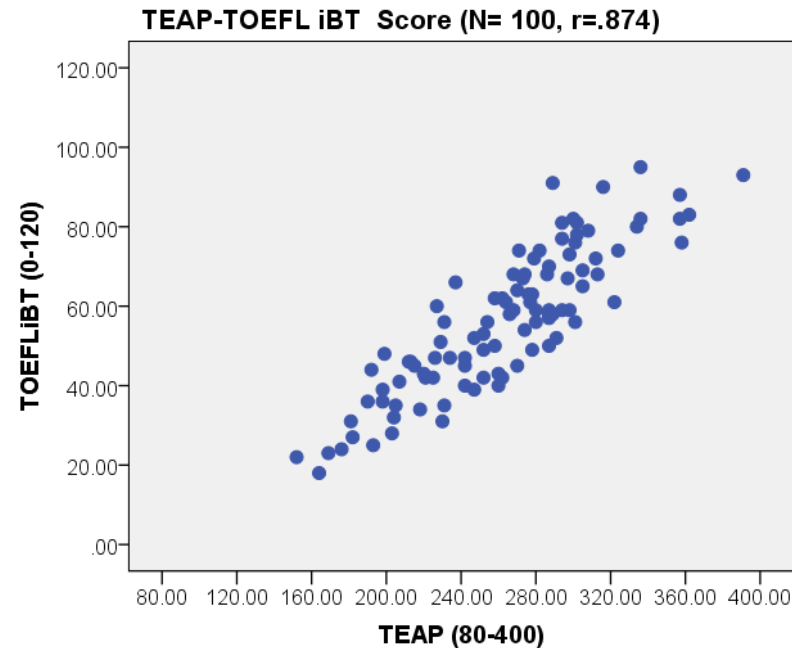


	N	Min	Max	Mean	S.D.
TEAP RL	1487	61	200	111.91	18.31
Center RL	1487	20	250	207.64	22.86

Data from 1487 University Freshman

TEAP and its concurrent validity with other tests

TEAP RLWS & TOEFL iBT in 2013



	N	Min	Max	Mean	S.D.
TEAP	100	152	391	263.1	48.15
TOEFL iBT	100	18	95	56.46	17.87

Data from 100 University Freshman and Sophomore



Rationale

“Test users and researchers alike see test developers as responsible for providing defensible and clear interpretations of test scores and encouraging their appropriate use.”

Chapelle et al (2008)

“It is becoming increasingly important, and in many cases, mandatory, for test developers and users to be accountable to stakeholders.”

Bachman and Palmer (2010)

“We must not take for granted unproven assertions about washback.”

Watanabe (1996)



Purpose

Collect essential information from the relevant stakeholders concerning their perceptions about university entrance examinations

A priori validation study before TEAP's official release in 2014

This paper will describe the questionnaire survey result from Green (2014) and also from the follow-up study for college students as stakeholders.



Method

Method: Anonymous questionnaire survey
(Yes/No and Likert scale of 1-6)

Period: September to October of 2012, **December of 2013**

Stakeholders :

- ① English lecturers at a university in Tokyo (N=19)
- ② 3rd year HS students at the affiliated schools (75)
of the university (N=3868)
- ③ English teachers of the high schools (N=423)
- ④ **1st year and 2nd year university students (N=119)**

Survey structures:

33 items in total

A 6-point Likert scale, with '1' indicating a strong disagreement, and '6' a strong agreement.

Question types:

1. Perceptions of university study and the English language skills required at university
2. Current practices in Japanese high school English classes
3. The washback effects of the current university entrance examinations
4. Effects of changes to the content of university entrance examinations
5. Perceptions of innovative features of TEAP



Method

Analysis:

Responses to the negative points on the Likert-scale, 1-3, were merged and responses to the positive points, 4-6, were merged.

The percentage of agreement (1-3) and disagreement (4-6) were calculated based on the number of responses.

HSS: High school student

HST: High school teacher

UT: University teacher

US: University student

Result

Perceptions of university study and the English language skills required at university

Q	HSS	US	HST	UT	Questionnaire Items
23	94.1	82.4	97.7	94.7	Do you think that knowledge of vocabulary and word usage is important when taking English classes at university?
25	90.0	79.8	96.0	100.0	Do you think that the ability to accurately comprehend the details of English reading texts is important when taking English classes at university?

Result

Current practices in Japanese high school English classes

Q		HSS	US	HST	UT	Questionnaire Items
2	R	84.6	94.7	98.2	–	(If you answered “yes” to No. 1, please respond to No. 2. You may circle more than one response to this question.) Which of the following four skills do the lessons or programs focus on?
	L	61.5	58.9	66.5	–	
	W	79.4	75.8	78.0	–	
	S	21.7	15.8	26.6	–	
3	R	67.2	97.5	91.0	–	(If you circled more than 1 response to No. 2, please respond to No. 3. Only circle ONE response to this question.) The greatest amount of time in the lessons or study programs is devoted to which of the following four skills?
	L	5.5	2.5	3.0	–	
	W	20.9	6.3	4.9	–	
	S	2.2	0.0	0.3	–	
4	R	69.5	84.6/22.2	87.4	–	In your school English classes, the greatest amount of time is devoted to which of the following four skills?
	L	4.5	1.7/16.2	3.1	–	
	W	20.2	6/15.4	6.7	–	
	S	3.9	7.7/46.2	2.8	–	
5	R	61.8	70.7/24.6	–	–	Which of the following four skills do you focus on the most in your English studies?
	L	5.0	6/12.7	–	–	
	W	27.5	12.9/22	–	–	
	S	6.0	10.3/40.7	–	–	

Result

The washback effects of the current university entrance examinations

Q	HSS	US	HST	UT	Questionnaire Items
21	78.6	60.5	88.4	78.9	Do you think that the English ability acquired through studying for entrance exams will be useful for taking English classes at university?

Result

Effects of changes to the content of university entrance examinations

Q	HSS	US	HST	UT	Questionnaire Items
8	89.9	93.2	95.7	78.9	Do you think that the inclusion of a speaking test in university English entrance exams would lead to an increase in speaking activities in high school English classes in Japan?
9	90.2	93.2	–	–	Do you think that the inclusion of a speaking test in the university English entrance exams you plan to take would lead to an increase in the amount of time you spend studying speaking?
10	92.8	95.8	98.2	78.9	Do you think that the inclusion of a writing test in university English entrance exams would lead to an increase in writing activities in high school English classes in Japan?
11	93.6	94.1	–	–	Do you think that the inclusion of a writing test in the university English entrance exams you plan to take would lead to an increase in the amount of time you spend studying writing?

Result

Perceptions of innovative features of TEAP

Q	HSS	US	HST	UT	Questionnaire Items
13	85.7	71.4	82.7	68.4	Do you think that universities should disclose information about the structure of their entrance exams
14	83.2	61.9	74.4	73.7	Do you think that universities should maintain the same structure of their entrance exams
15	90.4	64.7	79.3	78.9	Do you think it would be a good thing to have a system in which students could submit the results from a single
16	78.6	60.5	58.9	63.2	Do you think that administering university entrance exams several times a year would be a good thing?
17	91.7	8.5	88.6	89.5	Do you think that testing only reading is sufficient for university English entrance exams?
18	72.2	91.6	88.3	100.0	Do you think that university English entrance exams should include a listening test?
19	51.6	81.5	71.0	73.7	Do you think that university English entrance exams should include a speaking test?
20	75.6	89.8	92.0	94.7	Do you think that university English entrance exams should include a writing test?



Conclusion

Weight of time spent for each skill might change after TEAP is introduced.

Usefulness of the English skills acquired through university entrance examinations might change after TEAP is introduced.

Introduction of a four-skills test such as TEAP might change the way teaching and learning take place at high school, especially more focus would be put on productive skills.



Future studies

Interview study is planned to study stakeholders' current perception and assumption regarding university entrance examinations more deeply.

Pre-post study is planned to study the growth of students' academic English skills.

Study on the relationship between TEAP score and first-year GPA in English related classes.

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Thank you!

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