The Test of English for Academic Purposes (TEAP) Impact Study: Report 1 - Preliminary Questionnaires to Japanese High School Students and Teachers

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Contents

論文要旨

この報告書は、日本における大学入学試験のための、英語４技能を測る新たな試験 TEAP(the Test of English for Academic Purposes)の導入に関連するものである。

TEAP の主要な目的は、書き言葉と同様に話し言葉も重視し、学習指導要領を踏まえながら英語の指導と学習に望ましい実践を促すことである。しかし、教育実践において想定される変化をもたらすには、テスト設計がよいというだけでは十分ではないと言われている。テストの利害関係者に情報を提供し、広く認知してもらうためにアクションを起こさなければならない。

好ましい影響を促進するということは、TEAP の設計や開発過程の中に当初から組み込まれている。そこで TEAP が与える影響と教育実践において想定される変化がどの程度のものになるのかということについての調査が計画されてきた。

TEAP の影響（テストの妥当性を考える上での社会的・認知的枠組みの一つ）についての研究計画には、関連性のある４つのプロジェクトが含まれる（プロジェクト１：テスト設計、プロジェクト２：テストの利害関係者の認識、プロジェクト３：授業観察、プロジェクト４：結果）。　この報告書では、プロジェクト１・２の結果に焦点を当て、プロジェクト３・４についての提案を行う。

プロジェクト１は TEAP の開発チームによって行われ、同チームが期待する TEAP の影響についての見解とその影響をもたらすための手法が含まれている。プロジェクト１の結果は、この報告書の付録１“Impact Statement for the TEAP: Intended positive impact of the test” に記載されている通りである。

プロジェクト２では、高校教員 423 名、高校生 3,868 名を対象に大規模なアンケート調査を行い、高校における英語教育の現状と、TEAP が関係する英語教育への変化についての認識調査を行った。さらに、ある私立大学の英語教員数人に対してもアンケートによる回答を求め、これらの点について学生を受け入れる側としての見方を尋ねた。この報告書では、主要な調査結果として以下の点を取り上げる。

・現状として、高校の英語の授業ではリーディングが他の技能よりも優先されている。

・高校教員、高校生ともに、大学での英語使用には、大学入試で問われるよりも幅広い英語スキルが必要とされることを理解している。（大学の授業では、リスニング、スピーキング、ライティングのスキルが求められる。）

・高校教員、高校生ともに、大学入試が高校での英語の指導や学習に影響を及ぼすと考えており、大学入学試験が変化することで、教育現場にも変化が起こると考えられている。

・高校教員、高校生は全般的に、TEAP がもたらす新たな取組み（４技能を重視すること、テスト問題の標準化、試験結果について受験者へのフィードバックの提供など）を望ましいことだと考えている。

・TEAP における新たな特徴、特にスピーキングの測定に対して不安を抱いていると考えられる。これは、TEAP という新たなテストに対して何らかの抵抗感を抱く人がいるという可能性を示している。

また、この報告書では以下の点についての提案を行う。

・高校教員や高校生へのインタビューを行い、プロジェクト２のアンケート結果の精査

・プロジェクト３・４（調査、授業観察、評価）に向けた研究目的とその調査方法

・アクションプランの進展

Executive Summary

This report relates to the introduction of the Test of English for Academic Purposes (TEAP), an innovative four-skills test of English for use as a university entrance exam in Japan.

A key objective of the TEAP is to encourage good practice in the teaching and learning of English in line with the national course of study, giving due weight to spoken as well as written language. However, research suggests that good test design alone is not sufficient to bring about intended changes in educational practices. Action must also be taken to inform and educate stakeholders.

Advancing positive impact has been a part of the TEAP design and development process from the first. A program of research has been planned to investigate the impact of the TEAP and how far the test helps to bring about the intended changes in practice.

The planned research into impact–one aspect of the sociocognitive framework for the validation of the test–involves four linked projects: Project 1 - test design; Project 2 - stakeholder perceptions; Project 3 - observation; Project 4 - outcomes. This report focuses on the outcomes of Projects 1 and 2 and makes recommendations for Projects 3 and 4.

Project 1, carried out by the test development team, involved consideration of the kinds of impact that the test developers wished to achieve and the steps they should take to encourage such impact. This project led to the *Impact Statement for the TEAP: Intended positive impact of the test* presented as Appendix 1 to this report.

Project 2 involved a large-scale questionnaire survey of 423 high school teachers and 3,868 high school students into the current state of high school English education and perceptions of the changes associated with the TEAP. In addition, a small group of university English teachers, all from the same private university, responded to a third version of the questionnaire and provided a receiving institution's perspective on the issues. This report presents the key findings:

- Current practices in high school English classes prioritise reading above other language skills.
- Use of English at university is understood by high school teachers and students to include a wider range of language skills than is covered on entrance exams (university study requires listening, spoken interaction, and written production).
- University entrance exams are believed by teachers and students to exert real influence on high school teaching and learning. It is believed that changes to the test will encourage changes in practice.
- Teachers and students are generally positive about proposed innovations in the TEAP including the four skills focus, the standardisation of content, and the provision of feedback on results.
- There is evidence of anxieties about some of the innovative features of the TEAP, particularly surrounding the testing of speaking skills. This implies the likelihood of some resistance to the new test.

Recommendations are made for

- Further exploration of the questionnaire results through focus group interviews.
- Research objectives and methods for Projects 3 and 4 (surveys, observation, assessments).
- Further development of the action plan.

1. Introduction: The Test of English for Academic Purposes

The development of the *Test of English for Academic Purposes* (TEAP) is a collaborative project being undertaken by the Eiken Foundation of Japan, which administers the *EIKEN Test in Practical English Proficiency* to over two million test takers a year, and Sophia University, one of the leading private universities in Japan. Researchers at the Centre for Research in English Language Learning and Assessment (CRELLA) at the University of Bedfordshire in the UK have provided consultancy assistance to the TEAP project.

The TEAP includes separate papers on four skills (reading, listening, writing, and speaking)[1]. It is intended to evaluate the preparedness of high school students to understand and use English when taking part in typical learning activities at Japanese universities. While taking into account the specific needs of students applying to study at Sophia University, the test has been intended from the outset for wider application beyond one institution. A longer-term aim of the TEAP is to have a positive impact on English education in Japan by revising and improving the widely varying approaches to English tests used in university admissions and by serving as a model of the English skills needed by Japanese university students to study at the university level in the English as a foreign language (EFL) context of Japan.

In language testing theory, test content should be derived from what Bachman and Palmer (1996) refer to as a target language use (TLU) domain: a 'set of specific language use tasks that the test taker is likely to encounter outside of the test itself, and to which we want our inferences about language ability to generalize' (p.44). The TLU tasks relevant to the TEAP are those arising in academic activities conducted in English on Japanese university campuses. The TEAP therefore covers academic contexts relevant to studying at university in the EFL context of Japan. It is related directly to studying and learning, rather than general, everyday activities or interactions that fall in the personal/private domain.

As a test of academic English proficiency intended for use in university admissions, the TEAP must be able to discriminate between an appropriate range of student ability levels. At the same time, the program is intended to make a positive contribution to English-language learning and teaching in Japan by providing useful feedback to test takers beyond the usual pass/fail decisions associated with Japanese university entrance exams. Following consultation with the main stakeholders and in light of guidelines published by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2002), it was decided that for the TEAP the main focus should be on whether or not students attain, in the relevant areas of language use, at least a B1 level of proficiency as defined in the *Common European Framework of Reference* (CEFR) (Council of Europe, 2001).

The CEFR played a central role in the TEAP project as a means for identifying criterial features of the ability levels to be targeted by the different test tasks. The CEFR 'Can Do' statements offered a useful starting point in developing the more specific descriptors needed for use in the test's rating scales. It was felt that bringing the CEFR into the test design from the beginning would facilitate stakeholders' understanding of the test scores and task requirements. It is also useful in helping the test developers to report scores not only in relation to a scale, but in the descriptive language of an external, internationally recognised framework.

[1] The reading and listening tests are offered as a combined test which provides separate scale scores for each skill. The writing and speaking tests are optional components of the testing program.

1.1 The socio-cognitive framework in the design and validation of the TEAP

In addition to having a sound theoretical model to underpin the design of a test, there is growing awareness of the value of having a model that is also capable of generating adequate evidence on how testing constructs are operationalised and interpreted in practice. In particular, test developers recognize the need to create tests targeted at specific populations or domains of use. It is also important to know how best to determine and control criterial distinctions between tests offered at different levels on the proficiency continuum, or how to establish cut scores that differentiate between levels.

The CRELLA socio-cognitive framework, first set out in Weir's (2005) book *Language Testing and Validation: An Evidence-Based Approach* and subsequently refined by Weir and his colleagues (Khalifa and Weir 2009, Shaw and Weir 2007, O'Sullivan and Weir 2011, Taylor 2011, Wu 2012), offers precisely this sort of theoretically sound yet practically serviceable model for test design and development. It supplies a practical and achievable methodology for generating the evidence needed to support claims about a test's real world usefulness.

1.2 The key components of the socio-cognitive framework

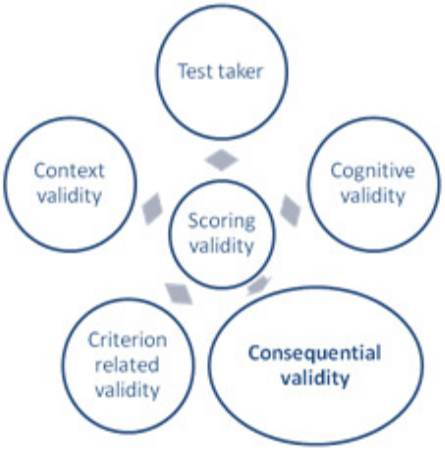

Figure 1 The socio-cognitive framework

The framework (Figure 1) comprises a number of components each of which must be attended to in the test development, implementation, and validation cycle. Components relating to the *Test taker* and to *Cognitive validity* represent the candidate in the test event. They concern the individual language user and their cognitive or mental processing abilities (since individual characteristics will directly impact on the way an individual processes the test task). The component of *Context validity* concerns the contextual parameters of a task, which are often socially or externally determined in terms of the demands of the task setting, with its specified input and expected output. *Scoring validity*, i.e. how the task performance is evaluated, is the component which combines with Cognitive and Context validity in an interactive, symbiotic relationship to constitute the overall construct validity of any test.

Two additional components in the model are *Criterion-related validity* and *Consequential validity*, which derive their value from the successful realisation by the test developer of construct validity. While these multiple components are presented as being independent of one another for purposes of transparency and focus, they offer a comprehensive and coherent perspective on the process of test development and validation activity which looks both *inwards*, at the internal nature and quality of the

test, and *outwards*, at the immediate world in which the test is located with all its implications for appropriate score interpretation and ethical test use.

The second of these components, *Consequential validity*, is the focus of this report. It involves the impact of testing on those involved (most notably teachers and learners) and on society more generally. Tests exert a powerful influence over teaching and learning. This is particularly true of test preparation programs directed at important national or international public examinations (like the TEAP) where success matters a great deal to test takers and where the short-term goal of passing the test may come to overshadow the longer term aim of developing the language abilities that are being tested.

Of course, in an ideal world, success on the test would only come about if test takers have developed the abilities that the test is intended to tap. Working on the principle that you get what you measure, better alignment between a test, the curriculum, and the communicative needs of language learners (Context and Cognitive validity) should lead to teaching and learning in schools that more closely reflect what is intended. On the other hand, if teachers and learners do not understand changes made to a test, feel incapable of meeting the new demands, or feel hostile towards them, beneficial changes may not come about. Action must therefore be taken to promote the intended impact of the changes and to counter any unintended effects that can be anticipated.

The improvement of high school English language classes has been a fundamental motivation for developing the TEAP. Building an argument for the usefulness of TEAP must therefore include an evaluation of its effects on teaching and learning: its *washback*.

Many of the features of the TEAP itself are innovative and are intended not only to enhance the qualities of the test itself, but also to promote beneficial washback effects in language education in Japan. Specifically, the test features:

- A clearly defined (TLU) Domain
- Internationally recognised standards (CEFR) as an element of test design
- Inclusion of components targeting all four skills (Reading, Listening, Speaking, Writing)
- Integrated test tasks focused on critical thinking, making inferences, and synthesizing information from multiple sources.
- Explicit use of vocabulary associated with English for academic purposes
- Standardized format leading to comparable results across administrations

In addition, innovations in the administration of the test and the reporting of results are intended to support more effective preparation, enhancing learning:

- Published test specifications
- Increased opportunities to take the test
- Provision of a certified test score that can be recognized by multiple institutions
- Provision of feedback in the form of Can-Do statements describing language-use tasks which typical TEAP test takers at different score bands are confident of performing, and in the form of advice on studying and learning English for test takers.

Washback research indicates that changes in the design or administration of a test cannot be assumed to lead automatically or inevitably to changes in teaching and learning. Test providers need to act to encourage positive washback and to investigate the extent to which the intended washback has occurred.

2. The washback effects of the TEAP: a research agenda

To assist in embedding positive washback in the test development, in 2011 the TEAP partners invited Professor Anthony Green, a member of CRELLA with recognised expertise in washback research, to carry out a literature review on this topic. He was subsequently contracted to assist in embedding impact into the test development process, to design a research agenda for the investigation of washback from the TEAP program, and to advise on its implementation.

Green's proposals (Green, 2011), based on his (2007) model of washback, included four interlinked projects. These addressed issues of test design, relating these to classroom practices and test score outcomes. The projects would be carried out in sequence. Project 1 was identified with the design phase of the test, before it came into operation. Project 2 was to be informed by the results from Project 1 and would take account of the emerging plans for implementation of the TEAP. Projects 3 and 4 would involve a focus on TEAP preparation practices (comparing these with alternatives).

Washback research often includes baseline studies that enable comparisons to be made between the situation before and after the introduction of a test. However, the TEAP will not be taken up immediately across all parts of Japan. Its use is expected to spread more gradually across the sector. Concurrent comparisons between preparation for the TEAP and other routes to university entrance may therefore be of greater relevance in this context. Ideally, these projects (or elements of them) can be repeated over time to provide a longitudinal perspective as the TEAP becomes increasingly established in the Japanese education system.

Projects 1 and 2 were implemented in 2012. This report, outlining results from Projects 1 and 2, will inform future activities, mainly in Projects 3 and 4. The feasibility of continuing on to Project3 and 4 will be reviewed as TEAP becomes operational.

2.1 Project 1. Evaluating overlap and anticipating washback

The use of TEAP is intended to encourage changes in the ways in which English is taught in Japan. This indicates the need for an explicit washback strategy on the part of the test developers. As is well documented in the research literature, testing projects often declare a vaguely worded intention to promote 'good practice in teaching and learning' without detailing what this actually entails or how the testing system is expected to bring it about.

The TEAP, it was suggested, should offer a detailed statement of intended impact including the teaching and learning behaviours that the developers wish to promote, the strategies used to promote them, and any challenges to positive washback that are anticipated.

Green recommended a systematic evaluation of the intended and likely effects of the TEAP based on: 1) the relationship between what is tested and what, considering the purpose of the test, should be taught (*Context validity*) and 2) what is known about the stakeholders involved and how they might react to the innovative features of the TEAP. With ongoing guidance from the consultant, this project was carried out by the TEAP project team in 2012-13.

Because they have been found to be mediating factors that can promote or impede washback effects, participant knowledge of test demands, beliefs regarding the value of success, and assessments of the level of challenge posed by the test needed to be taken into account. Evidence about these factors would inform insights into the potential role of the TEAP in Japanese high schools.

Issues of particular relevance included:

- Setting: who are the key participants in the context where the test will be used? What investment do they have in the decisions associated with the test?
- Test use: is the test equally valued by participants? What stakes are associated with test success? How difficult is the test perceived to be? Are alternatives available to test takers?
- Beliefs about teaching and learning: what do teachers and learners believe to be effective strategies for learning a language? Are these beliefs seen to be compatible with the demands of the test? What pressures exist to encourage test preparation practices? What local precedents exist for approaches to test preparation?
- Knowledge of the test: how much do the participants actually know about the test? What misconceptions do they have?
- Resources: what resources do participants have to prepare for the test? What resources are they prepared to commit to bring about success?
- Beliefs about testing: what other tests and assessments are participants familiar with? How do they respond to the use of tests? What part have tests played in their lives?
- Interactions between participants: how do participants learn about the test? What information do they pass on to other participants? How do other participants encourage them to prepare for the test?

Evidence relating to these issues was accessed introspectively, drawing on the experience of the team, as well as from documentary sources and through discussion with informants. This helped the test developers to build their understanding of how the test might be perceived, to articulate the kinds of washback that they intended to promote and to build up a picture of the kinds of response to the TEAP program that might be expected, including negative reactions towards the test and probable sources of variability in the washback experienced by participants. What test preparation behaviours should be encouraged or discouraged? What steps would the test development team take to help teachers and learners?

The key outcome of Project 1, based on the analysis of the test and knowledge of the participants, was a statement of expected washback, including an action plan setting out strategies for achieving the intended positive impacts. The statement and action plan is presented here as Appendix 1 (*Impact Statement for the TEAP: Intended positive impact of the test*).

2.2 Project 2: Context validity and washback direction

Having developed a washback action plan through Project 1, it was suggested that the developers should gather evidence of the views of key participants both of the test itself and of the test developers' strategies for promoting beneficial effects. The key objective of Project 2 would be to test the TEAP's washback intentions against the perceptions of key stakeholders: particularly teachers and students.

It was recommended that Project 1 be followed up by a consultation project investigating the ways in which key participants interpret test demands and their responses to the strategies proposed for promoting beneficial washback. Discrepancies between the perceptions of different stakeholders

would help to inform the ongoing development of the TEAP and procedures for improving its effects on the education system.

2.3 Project 3: Investigating washback in context

Although questionnaires can certainly provide insights into how participants *believe* they have been affected by a test, direct observation of behaviour in the classroom is needed to confirm claims and to expand and contextualise otherwise incomprehensible responses. How does the TEAP affect what teachers and learners actually do in the classroom? Simple descriptions and comparisons of documents used on different courses (such as textbooks, teacher devised materials, assessment records, and student diaries) can also provide evidence of teaching and learning practices. These approaches were recommended for a future phase of research – Project 3— which will compare TEAP preparation with programs that do not involve any training for the TEAP.

Project 3 will provide evidence for the effectiveness of the TEAP in promoting intended practices among teachers and learners. This project will have implications for the ongoing development of the TEAP itself as well as improvements to the procedures in place for communicating with stakeholders about the test. A good understanding of the ways in which teachers and learners approach the test should help both in improving quality and in effective marketing to potential users.

2.4 Project 4: Accessing outcomes

Hughes (1993) argues that the 'ultimate washback objective' of an English language test will be 'the English skills that candidates develop' (p.5). The measure of washback that is generally of greatest interest must be the extent to which criterion abilities improve as a result of test preparation. Given the aim of improving the communicative abilities of Japanese learners, washback to outcomes will be a key concern for the TEAP partners. To what extent does the use of the TEAP lead to improvements in English language skills among Japanese learners?

In addition to the beliefs and behaviors investigated through the other projects, performance on the test will be an important variable to include in the TEAP washback research program. If practicable, it will be useful to include performance on alternative measures of the tested skills. Ultimately, one would hope to establish whether, as intended, the introduction of the TEAP leads to more attention on the tested skills in the classroom (Project 3) and that this leads to better test scores and better language abilities as judged by teachers or as measured by other (non-TEAP) measures (Project 4).

The priority in Project 4 is to establish whether improvements in abilities do occur. The overall research design, incorporating the other elements in the program, helps to explain *why* the observed outcomes have come about. Where Project 4 findings can be combined with data from Project 3 on the practices followed in TEAP preparation and with Project 1 and 2 findings on beliefs and attitudes, a robust evidential trail can be traced from test design considerations through to learner performance.

3. A questionnaire survey of key participants

Project 2 called for research into the current state of high school English education and of the perceptions among key stakeholders of the intended changes. With this in mind and before TEAP has become widely known and established, a questionnaire was sent to three groups—high school students, high school teachers, and university teachers. Responses were anonymous, and no names of

schools are given in this report. For practical reasons, the questionnaire would have to be straightforward for high school students and teachers to answer within about 10 minutes. The questions mainly called for *Yes/No/Don't know* responses or took the form of statements with which respondents indicated a level of agreement on a Likert scale ranging from 1 (*Definitely not*) to 6 (*Definitely*).

The issues covered by the questionnaire included:

1. Target Language Use: Perceptions of university study and the English language skills required at university
2. Current practices in Japanese high school English classes, including in special programs designed to prepare students for university entrance exams
3. The washback effects of the current university entrance exams
4. Effects of changes to the content of university entrance exams
5. Perceptions of the innovative features of TEAP
6. Awareness of TEAP and TEAP preparation courses

3.1 Participants

With the help of one Japanese private university, the TEAP washback team sent questionnaires to 75 schools throughout Japan. Following screening for missing data and after removing responses from students not intending to apply for universities, data from a total of 3,868 students and 423 high school teachers was collected for analysis. There were some differences between the questionnaire distributed to teachers and the version given to students. These differences are indicated in the report and in Appendix 3. In addition, 19 university English teachers, all from the same private university, responded to a third version of the questionnaire and provided a receiving institution's perspective on the issues.

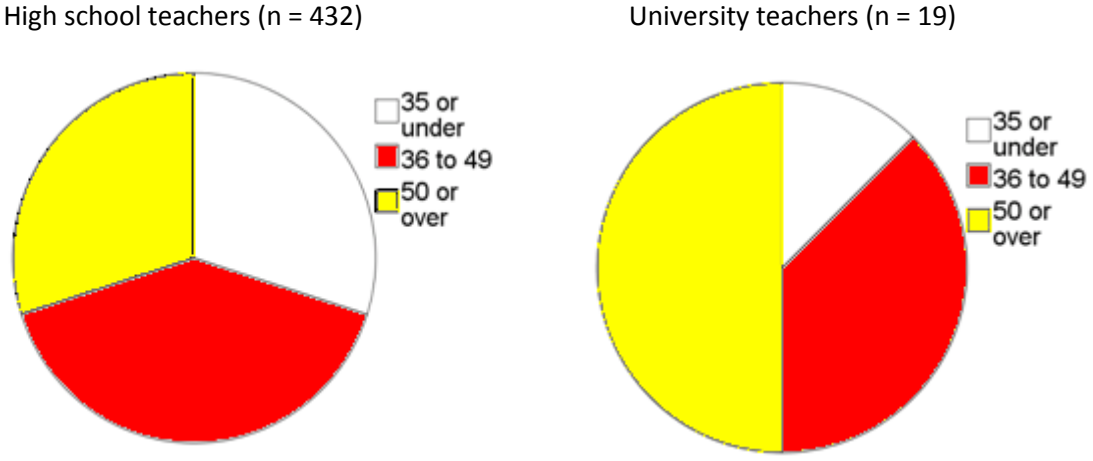

Figure 2 High school teachers and university teachers: age profile of respondents

All of the high school students responding to the questionnaire were in their final year of high school and were therefore all of a very similar age. Of the high school teachers, 117 were 35 or under, 157 between 36 and 49, 117 were 50 or over, and 32 gave no response (Figure 2). The university teachers tended to be a little older: 2 were 35 or under, 6 were between 36 and 49, and 8 were 50 or over. Three did not give their ages.

The high school students were predominantly female (3,062 or 79%); 799 (21%) were male and 7 gave no response. The majority of the teachers were also female (232 or 55%) compared with 180 males. 11 high school teachers did not give their gender. 12 of the 19 university teachers were female and seven male.

High school teachers and university teachers were asked to state their first language (L1). 37 high school teachers gave their L1 as English and (with the exception of 26 who did not answer and 6 who stated that they had other L1s) the rest all reported that they were L1 speakers of Japanese. 5 of the 19 university teachers reported English as L1, 13 reported Japanese, and one had another L1 (respondents were not asked to specify which language). While 13 of the university teachers reported previous experience as high school teachers, the remaining 6 (all L1 Japanese speakers) answered that they had no high school teaching experience.

4. Findings of the questionnaire survey

The following sections of the report present the findings of the questionnaire survey. Although many of the questions were shared across versions of the questionnaire so that responses from teacher and student questionnaires could be compared, there were some questions that were not relevant to all three groups. Appendix 3 lists all of the questions and shows where these were shared and where they were unique to one version.

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

Q23 Do you think that knowledge of vocabulary and word usage is important when taking English classes at university?

Q24 Do you think that the ability to comprehend the main ideas of English reading texts is important when taking English classes at university?

Q25 Do you think that the ability to accurately comprehend the details of English reading texts is important when taking English classes at university?

Q26 Do think that the ability to comprehend graphs and charts, etc., in English is important when taking English classes at university?

Q27 Do you think that the ability to understand the main ideas in conversations or lectures in which English is used is important when taking English classes at university?

Q28 Do you think that the ability to comprehend accurately the details of conversations and lectures in English is important when taking English classes at university?

Q29 Do you think that the ability to ask questions and take part in discussions in English is important when taking English classes at university?

Q30 Do you think the ability to express your own opinions in English about social issues is important when taking English classes at university?

Q31 Do you think that the ability to write a summary in English of the main ideas in an English text is important when taking English classes at university?

Q32 Do you think that the ability to write an essay in English by integrating information from multiple English texts is important when taking English classes at university?

Q33 Do you think that English ability is useful when taking classes for subjects other than English at university?

Answer options

Negative: 1. *Definitely not*, 2. *Probably not*, 3. *If I had to choose, no*

Positive: 4. *If I had to choose, yes*, 5. *Probably*, 6. *Definitely*

A series of questions addressed elements of the TLU domain (English language use at university) identified in the TEAP development. An overwhelming majority of all three groups endorsed the importance of the full range of language skills to university study and the importance of English in studying other subjects. Over 75% of high school students, over 90% of high school teachers, and 17 or more of 19 university teachers responding to the questionnaire gave a positive rating (‘*If I had to choose, yes’; ‘Probably’;* or *‘Definitely’*) to the importance of each of the listed competences. This suggests general accordance with the test developers’ interpretation of the TLU domain as one that engages the full range of language skills.

The highest rated items covered receptive, productive, and interactive language use and covered both spoken and written modalities. All groups agreed that university study would involve reading to gain an understanding of English texts, listening to English in lectures and in interaction with others, asking questions and participating in discussion, and writing summaries of input material as well as knowledge of grammar and vocabulary. In short, respondents generally agreed that university study requires reading, listening, speaking, and writing and active participation in spoken interaction. Although high school teachers’ mean ratings for items in this section were consistently a little higher than students’, the two groups were broadly in agreement in their judgements. Items Q24, Q27, Q23, and Q29 were rated the highest (and ranked in the same order) by both groups.

The item in this section with the lowest mean rating among both high school students and teachers was Q32 *Do you think that the ability to write an essay in English by integrating information from multiple English texts is important when taking English classes at university?* Even so, 48.4% of students and 72.7% of high school teachers either ‘*Probably*’ (25.9%, 33.3%) or *Definitely*’ (22.5%, 39.5%) agreed with this statement. The most frequent response given by teachers to each of the items in the section was ‘*Definitely*’ with the sole exception of Q28 *Do you think that the ability to comprehend accurately the details of conversations and lectures in English is important when taking English classes at university?* In this case, teachers were evenly divided between ‘*Probably*’ (39.7%) and ‘*Definitely*’ (38.1%) responses.

All of the university teachers agreed with the majority of the statements. There were four items which one or more university teachers did not endorse. These were Q23 *vocabulary and word usage* – to which one responded ‘If I have to choose, no’; Q26 *comprehend graphs and charts* – to which one responded ‘If I have to choose, no’ and one other, ‘*Probably not*’; Q30 *express your own opinions in English about social issues* – to which there was one ‘If I have to choose, no’ response – and Q32 *write an essay in English by integrating information from multiple English texts* – one ‘If I have to choose, no’.

These negative responses are compatible with variations in language use across different disciplines at university and so might result from the teachers' individual experiences.

The following paragraphs summarise the responses to each item in turn.

Q23 *Do you think that knowledge of vocabulary and word usage is important when taking English classes at university?*

94.1% of students, 97.7% of teachers, and 18 of the 19 university teachers responded positively to this item which had the third highest mean ratings for both students (5.13) and teachers (5.44). 11 of the 19 university teachers rated it as '*Definitely*' important.

Q24 *Do you think that the ability to comprehend the main ideas of English reading texts is important when taking English classes at university?*

96.7% of students (51.6% '*Definitely*'), 99.0% of high school teachers (71.9% '*Definitely*'), and all 19 university teachers (15 '*Definitely*') thought that the ability to comprehend the main ideas of English reading texts would be important when taking English classes at university. This item received the highest mean ranking from both high school students (5.32) and teachers (5.79).

Q25 *Do you think that the ability to accurately comprehend the details of English reading texts is important when taking English classes at university?*

90% of students, 96% of teachers, and all 19 university teachers agreed with this statement. 33.5% of students and 42.1% of teachers indicated that they '*Definitely*' agreed.

Q26 *Do you think that the ability to comprehend graphs and charts, etc., in English is important when taking English classes at university?*

Rates of agreement were 92.0% of high school students (35.0% '*Definitely*' and 32.7% '*Probably*'), 96.0% of high school teachers (41.5% '*Definitely*' and 40.2% '*Probably*'), and 17 of the 19 university teachers. This was the only item that attracted a negative response from more than one university teacher. However, 10 of the 19 '*Definitely*' agreed.

Q27 *Do you think that the ability to understand the main ideas in conversations or lectures in which English is used is important when taking English classes at university?*

96.4% of students (51.7% '*Definitely*'), 98.4% of high school teachers (66.7% '*Definitely*'), and all 19 university teachers (14 '*Definitely*') agreed that this is important at university. Following Q24, this item attracted the second highest mean rankings from teachers (5.31) and students (5.68) at high schools.

Q28 *Do you think that the ability to comprehend accurately the details of conversations and lectures in English is important when taking English classes at university?*

92.9% of high school students, 96.7% of high school teachers, and all 19 university teachers agreed with this statement. On this item, unusually in this section, '*Probably*' responses were more frequent than '*Definitely*' for both high school and university teachers. Eight university teachers and 39.7% of high school teachers responded '*Probably*' compared with seven of 19 and 38.1% respectively responding '*Definitely*'. The figures for students were 33.5% '*Probably*' and 37.5% '*Definitely*'.

Q29 *Do you think that the ability to ask questions and take part in discussions in English is important when taking English classes at university?*

92.8% of students (46.5% '*Definitely*'), 98.1% of teachers (56.7% '*Definitely*'), and all 19 university teachers agreed that this is important. This item attracted the fourth highest mean ratings from both students (5.10) and teachers (5.43) at high schools.

Q30 *Do you think the ability to express your own opinions in English about social issues is important when taking English classes at university?*

91.5% of students (44.4% '*Definitely*'), 96.2% of teachers (53.9% '*Definitely*'), and 18 of the 19 university teachers endorsed this item.

Q31 *Do you think that the ability to write a summary in English of the main ideas in an English text is important when taking English classes at university?*

89.5% of students (35.5 '*Definitely*'), 97.9% of high school teachers (47.3% '*Definitely*'), all 19 university teachers agreed with the statement.

Q32 *Do you think that the ability to write an essay in English by integrating information from multiple English texts is important when taking English classes at university?*

77.6% of students (the highest number of respondents - 29.2% - selecting '*If I had to choose, yes*'), 94.8% of high school teachers (39.5% '*Definitely*'), and 18 of the 19 university teachers (7 '*Definitely*, 7 '*Probably*') agreed that this was important. Although endorsed by almost 95% of teachers, this item was rated the lowest in this section by both teachers and students at high schools.

Q33 *Do you think that English ability is useful when taking classes for subjects other than English at university?*

90.8% (41.7% '*Definitely*') of students, 97.6% (52.2% '*Definitely*') 'of teachers, and all 19 university teachers (11 '*Definitely*') agreed with this proposition.

4.2 Current practices in Japanese high school English classes

Q1 Does your school have special lessons or study programs designed to prepare students for university entrance exams?

Q2 Which of the following four skills do the lessons or programs focus on?

a) Reading
b) Listening
c) Speaking
d) Writing

Answer options: *Yes/ No*

Q3 In the lessons or programs, the greatest amount of time is devoted to which of the following four skills?

Q4 In your school English classes, the greatest amount of time is devoted to which of the following four skills?

Q5 Which of the following four skills do you focus on the most in your English studies?

Answer options: *Reading/ Listening/ Speaking/ Writing*

Q1 *Does your school have special lessons or study programs designed to prepare students for university entrance exams?*

It is apparent that most schools do have programs for entrance exams: 83.4% of students and 92.4% of teachers responded 'Yes' to this question. The pattern of responses generally - that most high school students responding 'No' were studying at schools where the majority of teachers and other students responded 'Yes' – suggests that some students were either unaware of the existence of their school's program or had misunderstood the question.

There was only one school (School 23) where a majority of both teachers and students believed there were no special preparation programs. However, even in this case, 7 of 62 students and 4 of 10 teachers believed programs were offered. In three other cases, a majority of students reported that there were no special preparation programs, but all their teachers (or all but 1 of 7 at one school) reported that such courses were offered. In another case, only 2 of 10 teachers reported special preparation programs, but 60 of 65 students at the same school believed these were offered. It may be that the question was not explicit enough, or that information about programs is not always universally available or known.

Q2 *Which of the following four skills do the lessons or programs focus on? Reading, Listening, Speaking, Writing*

In the picture emerging from this and the following question (put to high school teachers and students, but not university teachers) the majority of classes seemed to be dedicated to the study of written rather than spoken English, but with attention given to listening skills in around two thirds of cases and with a minority of between a fifth and a quarter finding space for a focus on speaking. The responses from teachers and students were consistent with each other. Although teachers selected all four skills with greater relative frequency, the order in which the skills were selected was the same across the two groups.

84.6% of students and 98.2% teachers in high schools reported that their classes included a focus on Reading. 79.4% students and 78.0% of teachers reported Writing as a focus (although of course this does not necessarily imply extended writing or composition). Listening was selected less often (61.5% of students and 66.5% teachers identified this as a focus). Relatively few students and teachers identified Speaking as a focus (21.7% students, 26.6% teachers). Given that entrance exams do not include tests of speaking skills, it is interesting that one in four teachers *do* include speaking in their preparation programs and suggests that test content is not the only factor in deciding on the content of preparation classes.

Q3 *The greatest amount of time in the lessons or study programs is devoted to which of the following four skills?*

Among those responding to this question (2,784 students, 332 teachers), 67.2% of the students and 91.0% of the teachers identified Reading as the skill taking up the greatest proportion of time in their classes. 20.9% of the students and 4.9% of the teachers picked out Writing as taking up the most time. Presumably many traditional *yakudoku* activities could be classified as either Writing or Reading. Listening was chosen by 5.5% of students and 3.0% of teachers. Speaking was selected by 2.2% of students and by just one teacher among the 332 who responded to this question. Again, it would be interesting to discover why some teachers choose to concentrate on speaking or listening when these play such a limited part in the entrance exams.

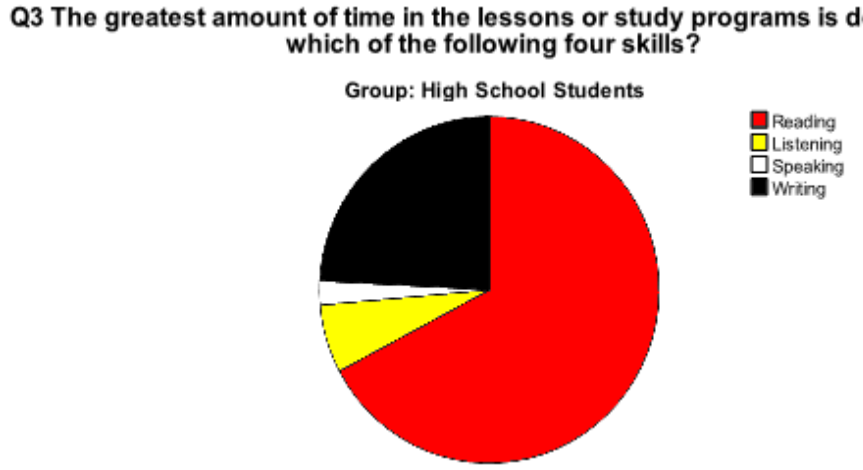

Figure 3 Q3 The greatest amount of time in the lessons or study programs is devoted to which of the following four skills? High school student responses

Figure 4 Q3 The greatest amount of time in the lessons or study programs is devoted to which of the following four skills? High school teacher responses

Q4 *In your school English classes, the greatest amount of time is devoted to which of the following four skills?*

In school English classes a similar picture emerges of a heavy emphasis on the written language and specifically on reading. 3,766 students and 390 teachers responded. 69.5% of the high school students and 87.4% of teachers identified Reading as the skill taking the greatest amount of their time. Although this is lower than for the preparation classes, it again suggests a dominant role for Reading. Writing again emerged as the second most popular choice (20.2% of students, 6.7% of teachers). In this case, Speaking did attract a slightly higher proportion of responses (3.9% of students and 2.8% of teachers: 11 of the 390 teachers responding to the question) than it had for the test preparation lessons or study programs. Nonetheless, it remained the least popular choice while Listening was selected by 4.5% of students and 3.1% of teachers.

It would be interesting to learn from teachers how far the focus on Reading reflects the nature of the entrance exams and how far it is a matter of interpreting curriculum guidelines, following established practice, beliefs about the nature of English language learning, or other factors.

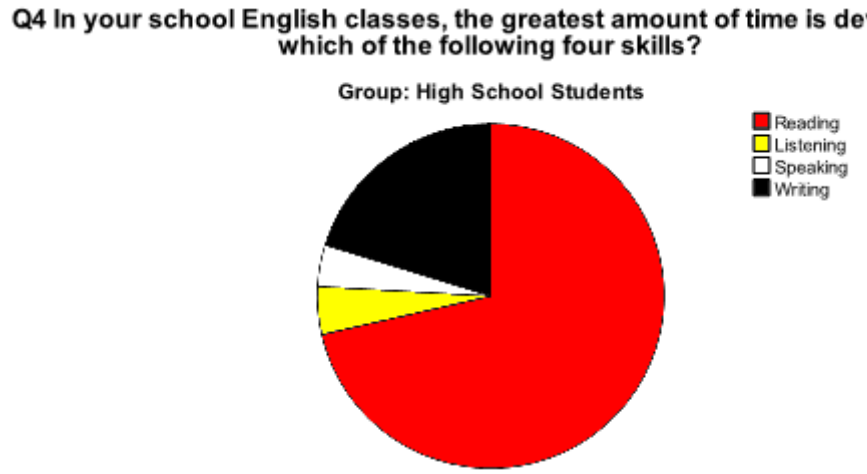

Figure 5 Q4 In your school English classes, the greatest amount of time is devoted to which of the following four skills? High school student responses

Figure 6 Q4 In your school English classes, the greatest amount of time is devoted to which of the following four skills? High school teacher responses

Q5 *Which of the following four skills do you focus on the most in your English studies?*

This item was addressed only to high school students. The focus on Reading and Writing was carried over into students' own English studies with 61.8% reporting a focus on Reading and 27.5% a focus on Writing. A higher proportion (6%) reported a Speaking focus than a Listening focus (5%), and the proportions for both were higher than for entrance exam preparation and school English classes.

4.3 The washback effects of the current university entrance exams

Q6	In general do you think that the kind of test items used in university English entrance exams has an influence on high school English classes in Japan?
Q7	Do you think the kind of test items used in the University English entrance exams you plan to take influence the way you study English?

Q12 Do you think that the perceived value of a high school in Japanese society is influenced by the number of its graduates who enter university?

Q21 Do you think that the English ability acquired through studying for entrance exams will be useful for taking English classes at university?

Answer options

Negative: 1. *Definitely not*, 2. *Probably not*, 3. *If I had to choose, no*

Positive: 4. *If I had to choose, yes*, 5. *Probably*, 6. *Definitely*

Responses in this section seem to reflect a pervasive belief among most of those involved that entrance exams do influence both English language classes in Japanese high schools and English language study outside school.

Q6 *In general do you think that the kind of test items used in university English entrance exams has an influence on high school English classes in Japan?*

Most respondents agreed that this was the case, including almost all high school teachers. Those choosing a positive response to this item included 83% of high school students (23.3% '*Definitely*', 34.6% '*Probably*'), 97% of high school teachers (59.3% '*Definitely*', 29.8% '*Probably*'), and 15 of the 19 university teachers responding (one answered '*Don't know*').

Q7 *Do you think the kind of test items used in the university English entrance exams you plan to take influence the way you study English?*

This item was only presented to high school students. Responses again suggested a strong belief in the influence of the tests. 84.6% of high school students (30.9% '*Probably*' and 30.8% '*Definitely*') felt that the kind of test items used in the university English entrance exams they planned to take influenced the way they studied English.

Given this widespread belief in the influence of the entrance exams, it might be expected that changes to the tests might bring about changes in instruction.

Q12 *Do you think that the perceived value of a high school in Japanese society is influenced by the number of its graduates who enter university?*

This item, suggestive of the stakes involved in entrance exams for high school teachers, also attracted a high proportion of positive responses from all three groups. 89.0% (32.8% '*Definitely*') of students, 98.9% (46.3% '*Definitely*') of high school teachers (all but four of the 422 responding), and all but one of the university teachers (the one other response being '*Don't know*') agreed that the perceived value of a high school in Japanese society is influenced by the number of its graduates who enter university.

Green's (2007) washback model suggests that a test's potential for washback will be increased if the stakes associated with the results are perceived by teachers, learners, and society more generally to be high. The responses to this item suggest that the stakes associated with the TEAP are likely to satisfy this condition for both teachers and students.

One question touched on the connection between the current university entrance exams and university study:

Q21 *Do you think that the English ability acquired through studying for entrance exams will be useful for taking English classes at university?*

The responses suggested that the language required by the current exams is seen to be useful for university study. However, the proportions selecting '*Probably*' or '*If I had to choose, yes*' rather than '*Definitely*' suggests that many respondents see scope for improvement over the current system. Those agreeing with the statement included 78.6% of high school students (the most popular selection being '*If I had to choose, yes*' - 28.2%); 88.4% of high school teachers (39.0% selecting '*Probably*'); and 15 of 19 university teachers (8 '*Definitely*').

4.4 Effects of changes to the content of university entrance exams

Q8 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?

Q9 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?

Q10 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?

Q11 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?

Answer options

Negative: 1. *Definitely not*, 2. *Probably not*, 3. *If I had to choose, no*

Positive: 4. *If I had to choose, yes*, 5. *Probably*, 6. *Definitely*

Reflecting the belief that tests affect behaviour, most respondents agreed that the introduction of tests of productive skills would encourage teachers and learners to give these more attention. In other words, the TEAP is seen to have strong potential for washback.

Q8 *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?*

Given the pervasive belief in the influence of the entrance exams on high school English study, it is unsurprising that 89.9% of high school students (42.3% '*Definitely*'), 95.7% (47.0% '*Definitely*') of high school teachers, and 15 of the 19 (6 '*Definitely*') university teachers believed that the introduction of a speaking test component would encourage more speaking activities in high school classes.

Q9 *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?*

Responses to this item, presented only to high school students, suggested that most (90.2% positive, 43.5% '*Definitely*') believed that the introduction of a speaking test would persuade them to spend more time studying speaking.

Q10 *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?*

As with speaking, respondents generally believed that a writing test would encourage more writing in high school English classes. 92.8% of students (41.0% '*Definitely*'), 98.2% of high school teachers (43.3% '*Definitely*'), and 15 of 19 university teachers agreed that the inclusion of a writing test in the entrance exams would lead to an increase in writing activities in high school English classes in Japan.

Q11 *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?*

This question was only presented to high school students. 93.6% of students (45.2% '*Definitely*') agreed that the inclusion of a writing test in the university English entrance exams they planned to take would lead to an increase in the amount of time they spent studying Writing.

4.5 Perceptions of innovative features of TEAP

Q13 Do you think that universities should disclose information about the structure of their entrance exams (e.g. test item formats, number of items, etc.) prior to administration?

Q14 Do you think that universities should maintain the same structure of their entrance exams (e.g. test item formats, number of items, etc.) from year to year?

Q15 Do you think it would be a good thing to have a system in which students could submit the results from a single entrance exam to multiple universities?

Q16 Do you think that administering university entrance exams several times a year would be a good thing?

Q17 Do you think that testing only reading is sufficient for university English entrance exams?

Q18 Do you think that university English entrance exams should include a listening test?

Q19 Do you think that university English entrance exams should include a speaking test?

Q20 Do you think that university English entrance exams should include a writing test?

Q22 Do you think it would be a good thing for university English entrance exams to provide some kind of feedback to individual test takers regarding their English ability (e.g. a test score or advice for improving learning)?

Answer options

Negative: 1. *Definitely not*, 2. *Probably not*, 3. *If I had to choose, no*

Positive: 4. *If I had to choose, yes*, 5. *Probably*, 6. *Definitely*

Q13 *Do you think that universities should disclose information about the structure of their entrance exams (e.g. test item formats, number of items, etc.) prior to administration?*

85.7% of high school students (40.1% '*Definitely*'), 82.7% of high school teachers (29.3% '*Definitely*'), and 13 of the 19 university teachers (6 'Probably') supported disclosure of the exam structure.

Q14 *Do you think that universities should maintain the same structure of their entrance exams (e.g. test item formats, number of items, etc.) from year to year?*

This idea was very popular with high school students – 83.2% of students agreed (33.9% '*Definitely*'). It was also approved by a majority of high school teachers – 74.4% of teachers agreed (35.5% '*If I had to choose, yes*') – and by 14 of the 19 university teachers (7 '*Probably*'). Although these figures seem to reflect widespread support for the introduction of more standardised entrance exams, it may be important to investigate why a quarter of high school teachers oppose the suggestion. The number of negative responses reflects a degree of resistance to the change from a minority of high school teachers.

Q15 *Do you think it would be a good thing to have a system in which students could submit the results from a single entrance exam to multiple universities?*

This suggestion was supported by 90.4% of high school students (46.2% responded '*Definitely*'). High school teachers generally gave it a more cautious welcome (79.3% teachers responded positively, with the largest numbers - 29.3% - selecting '*If I had to choose, yes*'). 15 of 19 university teachers were positive, seven responding '*Definitely*'. As with the previous item there is a suggestion that a minority of teachers may react against the innovation, although it clearly appeals to students. The test developers will have to be careful to explain the advantages to teachers.

Q16 *Do you think that administering university entrance exams several times a year would be a good thing?*

Offering multiple administrations of entrance exams each year also won broad support from high school students. 78.6% of students supported the idea with 34.4% responding '*Definitely*'. High school teachers were again more cautious than the students in their responses with 41.4% opposed to the idea compared with 58.9% in favour (23.4% selected '*If I had to choose, yes*'; 21.3% '*If I had to choose, no*'). As with Q14, the number of teachers opposing the idea suggests that some might resist the change. University teachers also tended to support the idea of multiple administrations, but 7 of the 19 chose negative response, including three selecting '*Definitely not*'. Of those responding positively, five selected '*Definitely*' and five '*Probably*'. If the reasons for teachers to oppose the changes can be identified, this should help the test developers to present the changes in a way designed to alleviate their concerns.

Q17 *Do you think that testing only reading is sufficient for university English entrance exams?*

91.7% of high school teachers felt that testing only reading was not sufficient (46.6% '*Definitely not*'). 17 of the 19 university teachers felt the same way (13 '*Definitely not*'). High school students were less likely to give negative responses to this question, but a clear majority of 59.8% of students (28.2% '*If I had to choose, no*') rejected the idea that entrance exams could rely on reading alone. The cautious response from students may be explained by their experience of learning English so far. If their classes have always prioritised reading, they may feel more confident about taking tests that have the same focus.

Q18 *Do you think that university English entrance exams should include a listening test?*

72.2% of students (32.7 '*If I had to choose, yes*'), 88.3% of teachers (42.7% '*Definitely*'), and all 19 university teachers (14 '*Definitely*') agreed that university English entrance exams should include a listening test. These figures suggest that the inclusion of a listening component in TEAP will be welcomed by most teachers and students.

Q19 *Do you think that university English entrance exams should include a speaking test?*

Just over half of students (51.6% - 27.1% '*If I had to choose, yes*'), 71% of high school teachers (30.7 '*If I had to choose, yes*'), and 14 of the university teachers (7 '*Probably*') agreed that university English entrance exams should include a speaking test. However, there was some strongly expressed opposition to the idea from students: 12.4% of students '*Definitely* no' against 10.8% '*Definitely*'. Again, this may be an expression of communication anxiety. Students may feel more comfortable with the written language than with the prospect of having to speak in a test situation. This suggests that the test developers will need to offer reassurance on the feasibility of testing speaking fairly and consistently and offer help for students in preparing themselves for unfamiliar test formats.

Q20 *Do you think that university English entrance exams should include a writing test?*

Again, most respondents supported this suggestion: 75.6% of students (37.1% '*If I had to choose, yes*'), 92% of teachers (36.4% '*Probably*'), and 18 of 19 university teachers (9 '*Probably*'). As with other items in this section, the agreement was more often cautious than definite. This again suggests that respondents have reservations that will need to be considered by the test developers.

Q22 *Do you think it would be a good thing for university English entrance exams to provide some kind of feedback to individual test takers regarding their English ability (e.g. a test score or advice for improving learning)?*

84.3% of students (32.0% '*Definitely*'), 82.4% of high school teachers (29.6% '*Definitely*'), and 15 of the 19 university teachers agreed that it would be a good thing for university English entrance exams to provide some kind of feedback to individual test takers regarding their English ability. As with innovative features in the test's content, this idea was supported by most teachers and students, suggesting that it will be a popular initiative.

Experience suggests that such feedback is not always used by teachers and learners, and the test developers might consider researching the take-up and uses made of this feedback so that it can be made increasingly supportive of learning.

Given the general agreement that a full range of skills is important in university study, the somewhat cautious response to the suggested changes needed further investigation. As a first step, a series of *t*-tests was carried out to identify any differences in responses to items in this section associated with the gender of the high school students or high school teachers. As the high school teachers were divided into three age groups, one-way between subjects ANOVA was also conducted to compare the effect of teacher age group on the items in this section.

The *t*-tests revealed no significant ($p<.05$) differences by gender for either high school students or teachers. However, there were significant effects for age group at the $p<.05$ level on Q17 (reading) [$F2,387) = 5.22$, $p = .006$] and Q19 (speaking) [$F2,388) = 5.06$, $p = .007$].

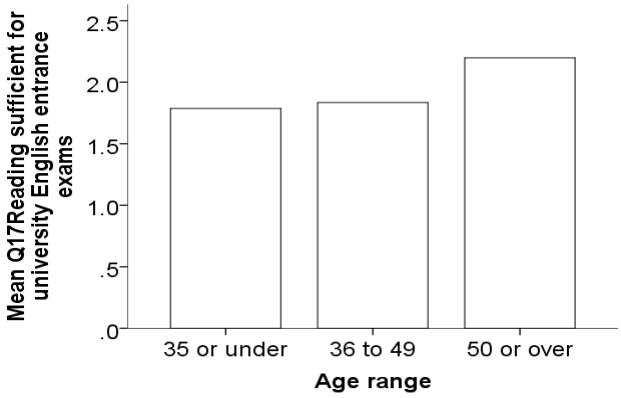

Figure 7 Q17 Do you think that testing only reading is sufficient for university English entrance exams?

Post hoc comparisons using the Tukey HSD test indicated that in the case of Q17 (*Do you think that testing only reading is sufficient for university English entrance exams?*) the youngest (35 and under) group (Mean = 1.79, SD = 1.03) and the 36 to 49 age group (Mean = 1.83, SD = 1.57) were both significantly less likely to consider testing only reading to be sufficient than the 50 and over age group (Mean = 2.20, SD = 1.20). However, the difference between the two younger groups was not significant (Figure 7).

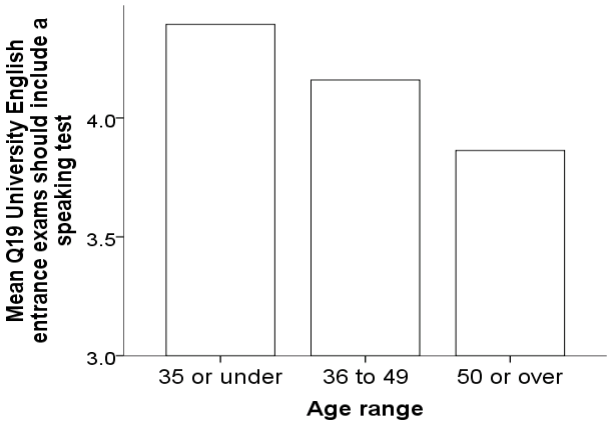

Figure 8 Q19 Do you think that university English entrance exams should include a speaking test?

For Q19 (*Do you think that university English entrance exams should include a speaking test?*) the youngest (35 and under) group (Mean = 4.39, SD = 1.22) was significantly more likely to favour the inclusion of speaking tests than the 50 and over age group (Mean = 3.86, SD = 1.36). Differences between the 35 and under and 36 to 49 group (Mean = 4.16, SD = 1.25) and between this group and the 50 and over group were not significant (Figure 8).

5. Conclusions

The Project 2 questionnaire has provided a general picture of practices at Japanese high schools. It points to a widespread belief in the power of the university entrance exams regime to influence teaching and learning, to a recognition that a range of language skills is relevant to university study,

and to common acceptance of the suggestion that changes in the content of the examinations should lead to changes in the content of lessons.

The questionnaire confirms that English classes at Japanese high schools remain heavily weighted towards the written language. This runs counter to the balanced 'four skills' teaching favoured by MEXT. The emphasis on reading skills in the current entrance exams may contribute to this situation. Certainly, the preparation courses for the entrance exams appear to give even more attention to reading skills than regular high school classes.

Although the questionnaire could not provide details of the activities involved (an issue that can be taken up in later phases), the evidence is consistent with a *yakudoku* or grammar/translation methodology. However, it is less clear that this flows from the entrance exams. It may be that the entrance exams simply reflect a generally conservative tendency in language education in Japan.

Although the language skills learned in preparation for the entrance exams were generally agreed to be useful for university English classes, it was clear that the range of language skills felt by teachers and students to be important at university was not limited to the reading included in the entrance exams. The language skills judged to be important at university included all four skills and covered productive and interactive language use as well as comprehension.

The questionnaire responses indicate a widespread belief that the entrance exams do exert a strong influence on what is taught and studied. The overwhelming majority of teachers and students agreed that relevant changes to the test would lead them to spend more time on skills other than reading.

Given that a) the entrance exams were considered to under-represent the important skills required for university study and b) the belief that changes to the tests would encourage changes in the focus of teaching and learning, it might be expected that teachers and students would strongly endorse moves to introduce tests of speaking, listening, and writing.

In fact, although a majority of both teachers and students favoured the introduction of tests of additional skills, a substantial minority did not. Positive responses, particularly among students, were more likely to be *'Probably'* or '*If I had to choose, yes'* than '*Definitely*'. A large proportion of both teachers and students appeared reluctant for speaking tests to be introduced (even though speaking was regarded as a key skill for university study). This may reflect a natural caution towards change in an established system and particular nervousness about spoken language skills, but the reasons for such cautious responses will need to be further explored so that appropriate strategies can be developed to promote the teaching and learning of speaking skills in ways that benefit both student performance on the TEAP and in subsequent university study.

Other innovative features of the TEAP such as standardising and publicising the structure of the test, the recognition of the results by multiple universities, more frequent administration, and the provision of feedback on performance were all welcomed by a majority of both students and teachers. However, there was evidence that a minority of teachers might have reservations about wider recognition of test results and that some might be opposed to more frequent opportunities to take the test. Reasons for these views should be further investigated.

6. Recommendations

6.1 Follow-up Project 2 research

The questionnaire has provided a broad picture of teacher and student beliefs and practices. This is helpful, but it also raises interesting questions that need to be explored in greater detail. Some questions that still need to be answered include the following:

- What do teachers believe to be the most effective ways of preparing students for the English language demands of university study?
- What do teachers and students see as the key challenges involved in passing university entrance exams and how do they address these?
- What are the 'Reading' activities that receive so much teacher and student attention? Why are these activities selected in regular English classes and in test preparation classes? Why is so little attention given to speaking (and other skills)?
- How do teachers and learners believe that the entrance exams influence their behaviour? What do they think they would they do differently if the entrance exams did not exist?
- Why are some teachers and students reluctant to see certain changes (such as the introduction of speaking tests) in entrance exams?
- Why are some teachers reluctant to see tests recognised by multiple universities and administrations offered more frequently?

It is not possible to probe issues like these in a brief questionnaire with selected response alternatives. This suggests that it would be very helpful to introduce the TEAP and its associated procedures and practices to focus groups of teachers and students. This would help the test developers to gauge their reactions, explore their reasoning, and identify and address potential causes of resistance on the part of these groups. The team should also consider focus groups involving other stakeholders (such as policy-makers and parents) that have not been involved in the questionnaire.

Although focus groups are small and therefore potentially unrepresentative, they offer a powerful means for better understanding the broad but relatively superficial evidence provided by the large-scale questionnaire. Such in-depth exploration is needed to flesh out the implications of the questionnaire survey. This aspect of Project 2 can be addressed at the same time – as part of the same interviews – as the issues of practice to be addressed in Project 3 below.

6.2 Project 3 observational research

The overview provided by the questionnaire suggests that the current system places a strong emphasis on the written language and particularly on reading skills. However, it reveals relatively little about what actually happens in the classroom – teaching methods and common learning activities. More detail can be obtained through the interviews or questionnaire surveys or both. However, these are limited to capturing assertions about what happens in the classroom. Direct evidence of behaviour is also needed.

Observation of the practices of selected teachers will substantially enrich our understanding of how English is taught in high schools.

An initial study in Project 3 should involve case studies of three or four schools to include observation of the selected teachers giving different classes. A range of class types (given by the same teachers)

should be observed including regular high school English classes, other test preparation classes, and, where offered, TEAP preparation classes.

Attention must also be given to when the classes occur in the teaching-testing cycle (washback tends to be greatest when the examination day draws near). The purpose of these observations is to establish how far English is used, and the nature and balance of activities in class and their connection to entrance exams. Given the purpose of the observations, a 'light touch' approach is preferred. It is not necessary to transcribe and analyse classroom interaction in detail. The data can therefore be collected by video recording classes and using a simple observation schedule to capture the features of interest in real time. Video recording is useful as it allows for the option of revisiting the data and carrying out more detailed analysis if follow-up studies are needed.

Collecting the materials used in English classes will also help to build the picture of how the language is taught. Analysis should include the most popular course books used in high school classes, materials used for preparation for other entrance exams, and those used in preparing for the TEAP. In case study schools, information should be sought from teachers and course leaders on whether all material is taught or whether only a selection is used. Again, a simple form of analysis is all that is required: a categorisation of task and text types and indications of how these relate to entrance exams.

Useful instruments for observation and materials categorisation can be found in the appendices to Green (2007).

The following research questions should be addressed in Project 3:

Research question:

1. What happens in actual teaching and learning where TEAP success is an objective?
2. What are the alternatives to TEAP and how do teachers and learners behave when confronted with these?

Participants:

1. Target group: teachers and learners from schools which have special lessons or study programs designed to prepare students for TEAP
2. Target group: teachers and learners from schools which have special lessons or study programs designed to prepare students for other college entrance exams

Methods:

1. Questionnaire/Interview analysis
    - Elucidate the difference between the target and reference groups in terms of their beliefs and teaching and learning practices.
    - Identify the textbooks and other teaching and learning materials used by teachers in special lessons and study programs designed to prepare students for TEAP.
    - Identify the textbooks and other teaching and learning materials used by teachers in special lessons and study programs designed to prepare students for other university entrance exams.

2. Classroom observations

    - Record selected classes in schools involved in the study. Use a simple observation schedule to record use of English, and to record the focus of teaching and learning and the balance of these in different types of class.

3. Textbooks/Material analysis

    - Classify the teaching and learning materials that are widely used in high schools for general English classes or for preparation for entrance exams in terms of source/authenticity and function.

6.3 Project 4 alternative measures of student abilities

At this point, the project team should begin work on selecting or developing alternative measures of student abilities for Project 4. It is recommended that three alternative indicators should be considered:

a) A student self-assessment form, presented in Japanese and assessing in 'Can-Do' form students' confidence in carrying out relevant academic activities in English.

b) A teacher assessment form for teachers to employ in judging their students' abilities. This could cover the same range of activities as the student self-assessment form above.

c) An alternative external measure of students' English language abilities. This should be unrelated to the TEAP but offer an objective assessment of students' English language abilities (in all skill areas, or in the currently neglected area of spoken language). For this purpose, an existing test would be ideal.

6.4 Action plan

The questionnaire has shown that although the TEAP is not yet well-known, the changes it would bring to the entrance exam system are generally well regarded by high school students and teachers. The direction taken by the TEAP is supported by the teacher and student perspectives on university study and English language learning needs. Teachers and students understand that university study involves all language skills (not only reading). Innovations such as more frequent administration, wider recognition of results, and provision of feedback also found favour. From this point of view, the TEAP might find ready acceptance from teachers and students.

On the other hand, there is evidence to suggest that both teachers and students will need to be persuaded of the imperative to test speaking in particular. Further insights will be gained from the focus group studies, but it appears likely that some form of training will be needed for teachers, and those developing preparation materials, to help them to accommodate to the very different demands that the TEAP will make on test takers.

There is clearly a need not only to inform but also to *persuade* stakeholders of the value of the innovative features of the TEAP and how these encourage a different approach to test preparation. The *Action Plan*, as currently conceived, will provide a level of information about the test that is unprecedented in this context. What is still lacking at this point is a strategy for explaining the thinking and reasoning behind the test. If TEAP is to succeed in its ambitious aims, stakeholders will need to understand why innovations are needed, how these will help them in realising their goals, and why the introduction of the TEAP represents a shared opportunity to improve English language education in

Japan. The development team needs to be clearer about the materials, events, or training programs that they believe would best support and promote the innovative character of the test.

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Appendix 1. Impact Statement for the Test of English for Academic Purposes (TEAP): Intended positive impact of the test

A major aim of the TEAP is to have a positive impact on English education in Japan. English tests used in university admissions are currently highly variable. The TEAP will improve on current practices and bring greater coherence across institutions.

In line with current best practice and with language testing validation theory, the relationship between the test and teaching and learning has been addressed explicitly throughout the design and development of the test. Consideration has also been given to the impact of the test on the wider social context in which it will be used.

As impact is an essential part of the research agenda for the TEAP, following the recommendations of Green (2011) this action plan provides an explicit statement of the intentions of the test developers in relation to positive impact.

This action plan will guide us in implementing and assessing the intended positive impacts of the TEAP. The tables below describe the intended positive impact of the test at three different levels:

1. The *social impact* of the test on the broader social context in which it will be administered and used
2. *General washback* from the test design as a whole on EFL education in Japan
3. *Task-specific washback* on teaching and learning practices, addressing how each of the various task types included in the components of the test are intended to contribute to improved teaching and learning.

1. Social Impact			
1.1 On the University Entrance Exam System			
Intended Impact		**Features of test design/ procedures**	**Action Plan**
Improving fairness	Comparability of results obtained on different forms of the test and across different years.	• Standardized format. • All test takers will be faced with a comparable challenge. • Standard procedures and explicit specifications are used as a basis for writing all test materials. • There is a program of pretesting and equating with the Rasch model for reading and listening, and small-scale trialling for speaking and writing. • Rigorous rater training and standardized scoring rubrics for speaking and writing are used to ensure comparability.	• Test results will be analysed for evidence of reliability and absence of bias. • Information on reliability of scores will be published and explained to users.
	Public awareness of test content.	• Public version of the test specifications setting out the rationale for the test and describing the formats used.	• A public version of the test specifications will be made available online, and information on the test structure, etc., will be made available in information leaflets, pamphlets, etc. Public versions of test specifications will include: ➢ the standardized numbers of tasks and items, information on number of words in input texts, and expected output for performance tests; ➢ Intended range of CEFR levels of different tasks; ➢ Information on the vocabulary level needed to access the test tasks in terms of commonly available, widely used vocabulary lists; ➢ General range of speech rate (wpm) for listening input texts; and ➢ Information on the cognitive load (level of abstractness) and contextual information on the topics and text types text takers can be expected to meet. • A program of outreach will be pursued to make presentations at conferences and seminars for educators to provide information on the TEAP appropriate to different test users.

1. Social Impact			
1.1 On the University Entrance Exam System			
Intended Impact		**Features of test design/ procedures**	**Action Plan**
Widening access for test takers	Making it easier for high school students to apply to a number of universities.	• Provision of a certified test score that can be recognized by multiple institutions.	• Securing recognition from universities and publishing a list of universities which recognize TEAP scores for admissions.
	Increased opportunities to take entrance exams.	• It is planned to hold TEAP administrations several times each year. • Several test sites will also be made available in regional centers outside Tokyo.	• Test dates and sites will be published in advance.
Raising professional standards	Contribute to improving professionalism and best practice in language testing and assessment.	• A program of research, validation and documentation has been instituted, including consulting from relevant language testing experts outside the development partners.	• Make results of research available by publishing research reports online and presenting results at professional conferences.

1.2 On Values Related to the Learning of English			
Intended Impact		**Features of test design/ procedures**	**Action Plan**
Identifying appropriate language learning goals	Emphasize importance of developing ability to use language.	• Inclusion of components targeting all four skills. • Clearly defined Target Language Use (TLU) Domain which enables the design of tasks relevant to real-world language use situations.	• Publishing test specifications which describe the tasks used and the abilities targeted. • Publishing description of the TLU domain for TEAP, and information on how test tasks are relevant to TLU tasks.
	Contribute to identification of appropriate levels of English ability for university entrance and facilitate debate in society about appropriate goals of English education.	• Test designed with reference to an international descriptive scale of language proficiency (CEFR) in order to provide international benchmarks for interpreting test scores. • Different levels and kinds of feedback developed to help test users interpret test scores and link the meaning of test scores to real-life language use situations.	• Score reports to include: standardized scores for each component, a CEFR level description for each component, information on performance on subsections of the tests for Reading and Listening, and results for analytic scoring categories for Speaking and Writing, advice to learners based on their performance level for each component, and can-do descriptors describing the activities for which typical test-takers at various levels of ability feel confident using English. • Extra information and explanations of the various forms of feedback provided online. • Carry out outreach program to make presentations at conferences and seminars for educators to provide information on the TEAP appropriate to different test users.

2. General Washback on EFL Education (at the level of the test as a whole)			
2.1 On school-based teaching and learning			
Intended impact		**Features of test which will contribute to intended impact**	**Action Plan**
Defining learning goals	Facilitate the setting of appropriate learning and teaching goals for high school students in the EFL context of Japan.	• Different levels and kinds of feedback developed to help test users interpret test scores and link the meaning of test scores to real-life language use situations and international language benchmarks. • Comparability of test scores allows for evaluation of learners progress and the setting of appropriate learning and teaching goals to achieve realistic levels of improvement. • Test designed with reference to features of typical test takers, including reference to high school curriculum, high school language-learning achievement goals suggested by MEXT, and the range of English to which high school students can be expected to be exposed.	• Provide feedback as described above, with extra information provided online to help test takers and educators understand the test results. • Publishing description of the TLU domain for TEAP, and information on how test tasks are relevant to TLU tasks. • A program of outreach will be pursued to make presentations at conferences and seminars for educators to provide information on the TEAP appropriate to different test users.
	Provide a clear model of skills important for developing academic English ability.	• Clearly defined Target Language Use Domain which enables the design of tasks relevant to real-world language use situations. • Integrated test tasks which focus on critical thinking, making inferences, synthesizing information from multiple sources. • Explicit use of vocabulary associated with English for academic purposes	• Publish description of the TLU domain for TEAP, and information on how test tasks are relevant to TLU tasks. • Provide public versions of the test specifications online and in information leaflets and pamphlets which describe the tasks used and the abilities targeted, and as describe above, making aspects such as the vocabulary targeted explicit. • Make a public version of test booklets available online (at present 1 public test set has been prepared for Reading and Listening. One full test set for Speaking and Writing will also be prepared. More sets may be prepared after the test becomes operational and a suitably large bank of items is available.)
	Promote language education which focuses on a balanced approach to the teaching/learning of all 4 skills.	• Inclusion of components targeting all four skills.	• Publish test specifications which describe the tasks used and the abilities targeted. • Publish description of the TLU domain for TEAP, and information on how test tasks are relevant to TLU tasks.

2. General Washback on EFL Education (at the level of the test as a whole)			
2.1 On school-based teaching and learning			
Intended impact		**Features of test which will contribute to intended impact**	**Action Plan**
	Provide a clear model for operationalizing the language learning goals of the New Courses of Study.	• Test tasks operationalize goals described in the Courses of Study, including the use of integrated tasks, and the development of all 4 language skills, with the ability to be able to convey opinions clearly and logically in both writing and speaking.	• Make a public version of test booklets available online. • Publish test specifications which describe the tasks used and the abilities targeted. • Publish description of the TLU domain for TEAP, and information on how test tasks are relevant to TLU tasks.

2.2 On Independent / Autonomous Learning			
Intended impact		**Features of test which will contribute to intended impact**	**Action Plan**
Motivation	Maintain motivation of learners regardless of pass/fail decision for entering university.	• Different levels and kinds of feedback developed to help test users interpret test scores and link the meaning of test scores to real-life language use situations and international language benchmarks. • Test design which targets CEFR levels A2-B2 enables feedback regarding language ability to be given to learners at a range of levels including to students who may have not reached a level appropriate for studying in the academic of university.	• Provide feedback as described above, with extra information provided online to help test takers and educators understand the test results.
Independent / autonomous learning	Encourage independent/autonomous learning through the provision of useful information regarding test takers English ability.	• Different levels and kinds of feedback developed to help test users interpret test scores and link the meaning of test scores to real-life language use situations and international language benchmarks.	• Provide feedback as described above, with extra information provided online to help test takers and educators understand the test results.

3. Specific washback at the task level	
Refer to Appendix 2	• The task specific washback will also be facilitated by ➢ Providing public versions of the test specifications and samples of test items (in public versions of test sets) as described above. ➢ The provision of information explaining the meaning of test results on test score reports and online (e.g, on the meaning of CEFR levels, etc.).

Appendix 2. Framework of Task Description and Task Specific Washback

Reading

Section	Skill focus	Related TLU task	Test task type	Text type	Response type/expected performance	CEFR level	*Intended* / Expected positive washback
Part 1	Vocabulary and word usage	Language knowledge necessary to comprehend texts of an academic nature which students are likely to encounter in the context of their university studies.	Read a short text from which a word or phrasal verb has been deleted and choose the best word or phrase to fill the gap.	Extracts from first-year university textbooks; instructional materials; journal articles; magazines; newspapers; notices and regulations; personal letters/e-mail; reports and memorandums; textbooks and readers for language learning; messages and short memos	Selected response. Four-option multiple choice. Four options are provided for each gap.	A2～B2	Knowledge of vocabulary which occurs frequently in academic settings is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that knowledge.
Part 2A	Reading graphs and charts	Interpreting and drawing inferences from visual information such as graphs and charts which students are likely to encounter in the classroom.	Look at information displayed in a graph or chart and choose the best response to answer a question about the graph or chart.		Selected response. Four-option multiple choice. Four options are provided for each question.	A2～B1	The ability to comprehend graphs and charts concerned with academic content is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 2B	Reading advertisements and notices	Comprehending important information from notices, annoucements, e-mails, etc. which students are likely to encounter on campus and which relate to the context of teaching and learning.	Look at the information displayed in a notice, annoucement, or e-mail, etc. and choose the best response to answer a question about it.		Selected response. Four-option multiple choice. Four options are provided for each question.	A2～B1	The ability to comprehend notices, announcements, and e-mails, etc., which are concerned with academic matters is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 2C	Reading short texts	Comprehending important information at the paragraph level in texts of an academic nature which students are likely to encounter in the classroom.	Read a short expository text and then choose the best response to answer a question about the text (one question per text).		Selected response. Four-option multiple choice. Four options are provided for each question.	A2～B2	The ability to comprehend the main ideas and details conveyed at the paragraph level, a fundamental unit for the construction of academic discourse, is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 3A	Reading extended texts	Comprehending text-level information such as logical sequence in longer texts of an academic nature which students are likely to encounter in the context of their university studies.	Read longer texts from which several words and phrases have been deleted. Choose the best response to fill each gap. Gaps target discourse-level understanding and require reading across sentences and paragraphs.		Selected response. Four-option multiple choice. Four options are provided for each gap.	B1～B2	The ability to comprehend the discourse structure of longer texts concerned with academic content is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 3B	Reading extended texts (including graphs and charts)	Comprehending information and ideas in, and drawing inferences from, extended texts of an academic nature which students are likely to encounter in the context of their university studies, including the integration of information from both the text and visual information such as graphs and charts.	Read an extended argumentative or expository text and choose the best response to answer questions about it.		Selected response. Four-option multiple choice. Four options are provided for each question.	B1～B2	The ability to comprehend the main ideas and details of extended texts concerned with academic content, including related graphs and charts, and to make inferences from the information in those texts is an important element of English use in a university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.

Listening

Section	Skill focus	TLU task	Task type	Text type	Expected performance	CEFR level	*Intended* / Expected positive washback
Part 1A	Listening to short dialogues	Comprehending dialogues between students and persons with whom students are likely to converse in the context of their university studies (e.g., professors, academic advisors, exchange students).	Listen to a short dialogue and choose the best response to answer a question about it. Dialogue and question are heard once.	Debates and discussions; interpersonal dialogues and conversations; listening materials for language learning; news broadcasts; public announcements and instructions; public speeches, lectures, and presentations; short features and documentaries on TV and radio	Selected response. Four-option multiple choice. Four options are provided for each question.	A2～B1	The ability to comprehend dialogues between persons whom students are likely to interact with in university settings (professors, academic advisors, exchange students, etc.) is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 1B	Listening to short monologues	Comprehending important information from brief lectures and announcements relevant to academic subjects or the university context.	Listen to a short monologue and choose the best response to answer a question about it. Monologue and question are heard once.		Selected response. Four-option multiple choice. Four options are provided for each question.	A2～B1	The ability to comprehend the main ideas and details conveyed in monologues concerned with academic content at the paragraph level, a fundamental unit for the construction of academic discourse, is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 1C	Listening to short monologues	Comprehending important information from brief lectures and announcements relevant to academic subjects or the university context and interpreting visual information such as graphs and charts which students are likely to encounter in the context of their university studies.	Listen to a short monologue and choose the best response to answer a question about it. Questions ask test takers to choose from 4 graphs or charts. Monologue and question are heard once.		Selected response. Four-option multiple choice. Four options are provided for each question.	A2～B1	The ability to comprehend explanations of graphs and charts concerned with academic content is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 2A	Listening to long dialogues	Comprehending important information in long dialogues between students and persons with whom students are likely to converse in the context of their university studies (e.g., professors, academic advisors, exchange students). Includes both two- and three-person dialogues.	Listen to a long dialogue and choose the best response to answer questions about it. Dialogue and question are heard once.		Selected response. Four-option multiple choice. Four options are provided for each question.	B1～B2	The ability to comprehend the main ideas and details of extended dialogues concerned with academic content and to make inferences from the information conveyed in those dialogues is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 2B	Listening to long monologues (including graphs and charts)	Comprehending monologues of an academic nature which students are likely to encounter in the context of their university studies, including the integration of information from both the listening text and visual information such as graphs and charts.	Listen to long monologues and answer 4 questions about each monologue. Monologue and question are heard once.		Selected response. Four-option multiple choice. Four options are provided for each question.	B1～B2	The ability to comprehend the main ideas and details of extended monologues concerned with academic content, including explanations of related graphs, and to make inferences from the information conveyed in those dialogues is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.

Speaking

Section	Skill focus	TLU task	Task type	Text type	Expected performance	CEFR level	*Intended* / Expected positive washback
Part 1	Short interview	Providing specific personal information at different temporal frames (past, present, and future) such as would be included in a self-introduction.	Answer 3 questions posed by the interlocutor.		Spoken interaction. Taking short turns and responding to questions on familiar topics.	A2	The ability to convey simple personal information accurately, including past experiences and future plans, is an important element of basic interpersonal communication. The inclusion of this section in the TEAP speaking test will ensure that useful feedback can also be given to test takers who may not have reached a level of proficiency sufficient for academic contexts, and will contribute to maintenance of a balanced approach to the teaching and learning of speaking skills.
Part 2	Role-play (test taker interviews interlocutor)	Initiating interaction and managing the communication space in the context of carrying out an interview.	Carry out a prepared interview using given topics.		Spoken interaction. Taking short turns to ask questions on a list of given topics.	B1	The ability to initiate and manage interaction in the process of obtaining information concerned with academic content from another person is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 3	Monologue	Giving a speech on a topic relevant to academic subjects or the university context.	Speak for up to 1 minute about a given topic.		Spoken production. A long turn of up to 1 minute.	B1～B2	The ability to express opinions and provide reasons and justification for them in the form of a speech concerned with academic content is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Part 4	Extended interview	Expressing and justifying opinions on topics with academic relevance or the university context such as might be addressed in a discussion or debate.	Answer 2-4 questions posed by the interlocutor.		Spoken interaction. Taking short turns responding to questions on a range of topics for 4 minutes.	B2	The ability to express opinions and provide reasons and justification for them in response to questions concerned with academic content is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.

Writing

Section	Skill focus	TLU task	Task type	Text type	Expected performance	CEFR level	*Intended* / Expected positive washback
Task A	Summary	Summarizing a text which has been written on a topic with academic relevance such as students are likely to encounter in the context of their university studies.	Read a text and write a summary of it.	Magazine and newspaper articles; textbooks and readers for language learning	A summary of about 70 words structured as a paragraph.	A2～B1	The ability to summarize a text concerned with academic content is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.
Task B	Essay	Writing an essay which integrates information and ideas from multiple input texts, including graphs and charts, written on topics of academic relevance such as students are likely to encounter in the context of their university studies.	Read 2 texts and look at information displayed in 2 graphs or charts, then write an essay based on the information in the texts and graphs/charts.	Magazine and newspaper articles; editorials; letters to the editor; extracts from first-year university textbooks, etc.	An essay of about 200 words.	B1～B2	The ability to write an essay which integrates information from multiple input texts concerned with academic content, including graphs and charts, is an important element of English use in university contexts. The inclusion of this section in the TEAP test will contribute to teachers and learners utilizing tasks which focus on developing that ability.

Appendix 3. Questionnaire items by form

Item		Response options	HS Students	HS teachers	University teachers
Q01	あなたの学校では、大学入試に備えるための授業や講座がありますか。 Does your school have special lessons or study programs designed to prepare students for university entrance exams?	1．はい　2．いいえ 1. Yes.　2. No.	○	○	
Q02	（「はい」の方にうかがいます。）それは次の 4 つのうちのどの技能に関わる授業・講座ですか。（複数ある場合はすべてに○をつけて下さい。） (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?	1．読む　2．聞く　3．話す　4．書く 1. Reading　2. Listening　3. Speaking　4. Writing	○	○	
Q03	（上記の質問で複数の技能に○をつけた方にうかがいます。）その中で最も時間がかけられているものはどれですか。（生徒）（最も時間をかけているものはどれですか（先生）） (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?	1．読む　2．聞く　3．話す　4．書く 1. Reading　2. Listening　3. Speaking　4. Writing	○	○	
Q04	あなたの学校の英語の授業において、次の 4 つの技能のうち最も時間がかけられているものはどれですか。（生徒）（最も時間をかけているものはどれですか（先生）） In your school English classes, the greatest amount of time is devoted to which of the following four skills?	1．読む　2．聞く　3．話す　4．書く 1. Reading　2. Listening　3. Speaking　4. Writing	○	○	

Item		Response options	HS Students	HS teachers	University teachers
Q05	あなたの英語学習において、最も力を入れて学習している技能は次の 4 つのうちのどれですか。 Which of the following four skills do you focus on the most in your English studies?	1．読む　2．聞く　3．話す　4．書く 1. Reading　2. Listening　3. Speaking　4. Writing	○		
Q06	一般的に、大学入試の英語でどのような問題が出題されるかは、日本の高校の英語の授業に影響を与えていると思いますか。 In general do you think that the kind of test items used in university English entrance exams has an influence on high school English classes in Japan?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q07	あなたが受験を希望する大学入試の英語でどのような問題が出題されるかは、あなたの英語学習に影響を与えていると思いますか。 Do you think the kind of test items used in the University English entrance exams you plan to take influence the way you study English?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○		
Q08	大学入試の英語に speaking のテストが含まれるようになったら、日本の高校での英語の授業で speaking 活動が増えると思いますか。 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?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○

Item		Response options	HS Students	HS teachers	University teachers
Q09	あなたが受験を希望する大学入試の英語に speaking のテストが含まれる場合、あなたが speaking の学習にかける時間は増えると思いますか。 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?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○		
Q10	大学入試の英語に writing のテストが含まれるようになったら、日本の高校での英語の授業で writing 活動が増えると思いますか。 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?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q11	あなたが受験を希望する大学入試の英語に writing のテストが含まれる場合、あなたが writing の学習にかける時間は増えると思いますか。 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?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○		
Q12	大学への進学実績は、日本における高校の社会的評価に影響があると思いますか。 Do you think that the perceived value of a high school in Japanese society is influenced by the number of its graduates who enter university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○

Item		Response options	HS Students	HS teachers	University teachers
Q13	各大学は、入試の問題構成（形式、出題数など）に関する情報を事前に公開することが望ましいと思いますか。 Do you think that universities should disclose information about the structure of their entrance exams (e.g. test item formats, number of items, etc.) prior to administration?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q14	各大学は、入試の問題構成（形式、出題数など）を毎年一定に保つようにすることが望ましいと思いますか。 Do you think that universities should maintain the same structure of their entrance exams (e.g. test item formats, number of items, etc.) from year to year ?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q15	1つの試験で複数の大学に出願できるような制度は望ましいと思いますか。 Do you think it would be a good thing to have a system in which students could submit the results from a single entrance exam to multiple universities?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q16	大学入試が年に複数回実施されることは望ましいと思いますか。 Do you think that administering university entrance exams several times a year would be a good thing?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○

Item		Response options	HS Students	HS teachers	University teachers
Q17	大学入試の英語は Reading だけでよいと思いますか。 Do you think that testing only reading is sufficient for university English entrance exams?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q18	大学入試の英語に Listening のテストを含めることは望ましいと思いますか。 Do you think that university English entrance exams should include a listening test?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q19	大学入試の英語に Speaking のテストを含めることは望ましいと思いますか。 Do you think that university English entrance exams should include a speaking test?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q20	大学入試の英語に Writing のテストを含めることは望ましいと思いますか。 Do you think that university English entrance exams should include a writing test?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○

Item		Response options	HS Students	HS teachers	University teachers
Q21	大学入試対策で身につけた英語力は、大学での英語の授業に役立つと思いますか。 Do you think that the English ability acquired through studying for entrance exams will be useful for taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q22	大学入試の英語は、「受験者個人の英語力」について何らかの結果を本人に通知することが望ましいと思いますか。（例：スコアや学習アドバイス など） Do you think it would be a good thing for university English entrance exams to provide some kind of feedback to individual test takers regarding their English ability (e.g. a test score or advice for improving learning)?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q23	大学で英語の授業を受ける際に、語い・語法の知識は大切だと思いますか。 Do you think that knowledge of vocabulary and word usage is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q24	大学で英語の授業を受ける際に、英文の要点を読み取る力は大切だと思いますか。 Do you think that the ability to comprehend the main ideas of English reading texts is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○

Item		Response options	HS Students	HS teachers	University teachers
Q25	大学で英語の授業を受ける際に、英文の詳細を正確に読み取る力は大切だと思いますか。 Do you think that the ability to accurately comprehend the details of English reading texts is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q26	大学で英語の授業を受ける際に、英語のグラフや図表などを読み取る力は大切だと思いますか。 Do think that the ability to comprehend graphs and charts, etc., in English is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q27	大学で英語の授業を受ける際に、英語の会話や講義などの要点を聞き取る力は大切だと思いますか。 Do you think that the ability to understand the main ideas in conversations or lectures in which English is used is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q28	大学で英語の授業を受ける際に、英語の会話や講義などの詳細を正確に聞き取る力は大切だと思いますか。 Do you think that the ability to comprehend accurately the details of conversations and lectures in English is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○

Item		Response options	HS Students	HS teachers	University teachers
Q29	大学で英語の授業を受ける際に、英語で質問したりやり取りする力は大切だと思いますか。 Do you think that the ability to ask questions and take part in discussions in English is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q30	大学で英語の授業を受ける際に、社会的な話題について自分の意見を英語で述べる力は大切だと思いますか。 Do you think the ability to express your own opinions in English about social issues is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q31	大学で英語の授業を受ける際に、英文の要点を英語でまとめる力は大切だと思いますか。 Do you think that the ability to write a summary in English of the main ideas in an English text is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○
Q32	大学で英語の授業を受ける際に、英語での複数の情報に基づいて英語で小論文を書く力は大切だと思いますか。 Do you think that the ability to write an essay in English by integrating information from multiple English texts is important when taking English classes at university?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○

Item		Response options	HS Students	HS teachers	University teachers
Q33	大学で英語以外の授業を受ける際に、英語力があると役に立つと思いますか。（情報収集のために英語の資料を読んだり、インターネットで検索する など） Do you think that English ability is useful when taking classes for subjects other than English at university (e.g.. in order to read reference materials or search the internet when gathering information for class, etc.)?	1．全くそう思わない　2．ほとんどそう思わない 3．どちらかというとそう思わない 4．どちらかというとそう思う　5．だいたいそう思う 6．とてもそう思う 1. Definitely not　2. Probably not 3. If I had to choose, no 4. If I had to choose, yes 5. Probably 6. Definitely	○	○	○