

<p>Geopolitics of Assessment Teaching English as an International Language Assessment Liying Cheng First published: 18 January 2018 https://doi.org/10.1002/9781118784235.eelt0814</p>	<p>copied to or from other articles</p>
<p>ELLs refers to students whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in English-speaking schools, and who may require focused educational supports to assist them in attaining proficiency in English. p1-2</p>	<p>English language learners are students in provincially funded English language schools whose first language is a language other than English, or is a variety of English¹ that is significantly different from the variety used for instruction in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English. ENGLISH LANGUAGE LEARNERS ESL AND ELD PROGRAMS AND SERVICES 2007</p> <p>Cheng had cited the original in an earlier co-authored paper but not in the 2017 paper Tracking the Success of English Language Learners within the Context of the Ontario Secondary School Literacy Test = whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario schools’ (Ministry of Education, 2007b, p. 8) have arrived in Ontario schools every year. They are referred to as English Language Learners (ELLs) 5 (Ministry of Education, 2007a; 2007b).</p>
<p>English as an international language (EIL) refers to the use of English as a means by which people of different nations communicate with each other. p2</p>	<p>Larry Smith (RELC Journal, 1976: 38) in ‘English as an International Auxiliary Language’ (EIAL) defined ‘international language’ as one ‘which is used by people of different nations to communicate with one another’.</p>
<p>Geopolitics focuses on political power in relation to geographic space. p2</p>	<p>Geopolitics focuses on political power linked to geographic space. https://en.wikipedia.org/wiki/Geopolitics</p>
<p>Awareness of the importance of testing consequences—the power of testing—is not new; it has existed since the birth of modern testing. As far back as 1877, Latham (1877, p. 1) characterized examinations as an “encroaching power” that was influencing education, blurring distinctions between liberal and technical education, and narrowing the range of learning through forcing students to prepare by studying with crammers and in cramming schools. It has been asserted that the “encroaching power” also permitted external bodies—such as a university or a government agency—to exert control over the internal operations of educational systems that were becoming increasingly complex. p3</p>	<p>Second, as the 'encroaching power,' to use Latham's (1877) term, it permitted any external body - a university or a governmental agency - to exert control over the internal operations of educational systems that were becoming increasingly complex. THE EXAMINATION-CLASSROOM BACKWASH CYCLE: SOME HISTORICAL CASES Spolsky 1995</p>

	<p>As far back as 1877, Latham (1877) characterised the examination system as an 'encroaching power' that was influencing education, blurring distinctions between liberal and technical education, and narrowing the range of learning through forcing students to prepare by studying with crammers and in cramming schools. It has been asserted that the 'encroaching power' also permitted external bodies - a university or a government agency - to exert control over the internal operations of educational systems that were becoming increasingly complex (Spolsky, 1994).</p> <p>Cheng: <i>Changing assessment: washback on teacher perceptions and actions</i> Teaching and Teacher Education 15 (1999) 253-271</p>
	<p>As far back as 1877, Latham (1877: 1) characterised examinations as an 'encroaching power' that was influencing education, blurring distinctions between liberal and technical education, and narrowing the range of learning through forcing students to prepare by studying with crammers and in cramming schools. It has been asserted that the 'encroaching power' also permitted any external body- a university or a government agency - to exert control over the internal operations of educational systems that were becoming increasingly complex (Spolsky 1994:58). Cheng: <i>The Washback Effect of Public Examination change on classroom teaching</i>. PhD thesis 1997: p46</p>
	<p>Awareness of the importance of testing consequences is not new; it has existed since the birth of modern testing (Latham 1877). The prevalence of large-scale, high-stakes testing worldwide (Ungerleider 2003; Cheng 2008; Klinger, DeLuca & Miller 2008) has given rise to growing attention and concerns over its impact on stakeholders, the educational system, and society at large. The result has been a fast growing body of research in education investigating intended and unintended relationships between testing, teaching, and learning. Given the range and extent of testing consequences reported worldwide, it is critical that testing practices yield valid data about student achievement and performance</p> <p><i>Review of washback research literature within Kane's argument-based validation framework</i> Liyong Cheng, Youyi Sun and Jia Ma Language Teaching / Volume 48 / Issue 04 / October 2015, pp 436 - 470 DOI: 10.1017/S0261444815000233, Published online: 08 September 2015</p>
	<p>As far back as 1877, Latham (1877) characterized examinations as an 'encroaching power' that were influencing education-</p> <p>Cheng <i>Looking at the Impact of a Public Examination Change on</i></p>

<p>Examinations have long been used as means of control. They have been with us for a thousand years or more, if we include the use made of them in Imperial China to select the highest officials of the land. These were probably the first civil service examination ever developed (see Cheng & Curtis, 2010). To avoid corruption, all essays in the Imperial Examination were marked anonymously, and the emperor personally supervised the final stage. Although the goal of the examination was to select civil servants, the purpose was to establish and control an educational program as prospective mandarins set out to prepare themselves for the examination. Even in modern times, the use of examinations to select for education and employment dates back at least 300 years. Tests were seen as ways to encourage the development of talent, to upgrade the performance of schools and colleges, and to counter, to some degree, nepotism, favoritism, and even outright corruption in the allocation of scarce opportunities. If the initial spread of examinations can be traced to such motives, the very same rationales appear to be as powerful as ever today. Despite being the subject of much criticism, examinations continue to occupy a leading place in the educational arrangements of most countries.</p> <p>p3</p>	<p>Secondary Classroom .Teaching: A Hong Kong Case Study Journal of Classroom Interaction Vol. 38, No. 1 2003</p> <p>Examinations have been long used as means of control. They have been with us for a long time, at least a thousand years or more, if the use made of them in Imperial China to select the highest officials of the land is included (Amove, Altback & Kelly 1992; Lai 1970; Hu 1984). Those used was probably the first Civil Service Examination ever developed by our human race. To avoid corruption, all essays in the Imperial Examination were marked anonymously, and the Emperor personally supervised the final stage. Although the goal of the examination was to select civil servants, its backwash effect was to establish and control an educational program, as prospective mandarins set out to prepare themselves for the examination (Spolsky 1994 & 1995). Even in modern times, the use of examinations to select for education and employment dates back at least 300 years. Examinations were seen as ways to encourage the development of talent, to upgrade the performance of schools and colleges, and to counter, to some degree, nepotism, favouritism, and even outright corruption in the allocation of scarce opportunities (Eckstein & Noah 1992). If the initial spread of examinations can be traced to such motives, the very same rationales appear to be as powerful as ever today. Examinations are subject to much criticism .. However, in spite of all the criticism levelled at them, examinations continue to occupy a leading place in the educational arrangement of most countries. Cheng: The Washback Effect of Public Examination change on classroom teaching. PhD thesis 1997: p52</p>
	<p>AS ABOVE</p> <p>Cheng, Liying Washback or Backwash: A Review of the Impact of Testing On Teaching and Learning . 2000 ED 442 280</p>
<p>The use of tests for power and control is an especially common practice in countries that have centralized educational systems; for example, tests are truly powerful tools in China (Cheng & Curtis, 2010). Policy makers in central agencies, aware of the power of tests, use them to manipulate educational systems, to control curricula, and to impose new textbooks and new teaching methods. In those centralized educational systems, tests are viewed as the primary tools through which changes in the educational system can be introduced without having to change other educational components such as teacher education or curriculum. Furthermore, the power and authority of tests enable policy makers to use them as effective tools for controlling educational systems and prescribing the behavior of those who are affected by their results—administrators, teachers, and students. School-wide</p>	<p>Such use of tests for power and control. as pointed out by Shohamy (1993: 2). is an especially common practice in countries that have centrally controlled educational agencies (c.f. Heyneman. 1987; Heyneman & Ransom, 1990; Li, t990: Shohamy et al. 1996: Workman. 1987). Policy-maker.; in central agencies. aware of the power of tests. use them to manipulate educational systems, to control curricula la, and to impose new textbooks and new teaching methods. Under those centrally controlled education systems. tests arc viewed as the primary tools through which changes in the educational system can be introduced without having to change other educational components such as teacher training or curricula. Furthermore. Shohamy et. al. (1996: 299) stated, "the power and authority of tests enable policymakers to use them as effective tools for controlling educational systems</p>

<p>examinations are used by school administrators to enforce learning, while, in classrooms, tests and quizzes are used by teachers to impose discipline and to motivate learning.p3,4</p>	<p>and prescribing the behaviour of those who are affected by their results - administrators. teachers and students. School-wide exams are used by principals and administrators to enforce learning, which in classrooms. tests and quizzes are used by teachers to impose discipline and to motivate learning' (c.f. Stiggins & Faires-Conklin, 1992). Cheng, 2005 <i>Changing Language Teaching Through Language Testing: A Washback Study</i></p>
	<p>Later Shohamy et al. (1996; see also Stiggins & Faires-Conklin, 1992) expanded on this position thus: "the power and authority of tests enable policy-makers to use them as effective tools for controlling educational systems and prescribing the behavior of those who are affected by their results-administrators, teachers and students. School-wide exams are used by principals and administrators to enforce learning, while in classrooms, tests and quizzes are used by teachers to impose discipline and to motivate learning. (p. 299)"</p> <p>Cheng and Curtis 2008 "<i>Washback or Backwash: A Review of the Impact of Testing on Teaching and Learning</i>" in <i>Washback in language testing research methods and contexts</i></p>
<p>Consequently, testing has become the darling of policy makers across the country under the educational system in the United States. Similar statements could have been made at various times during the past century and a half, most notably during periods when schools were under attack and reformers sought to demonstrate the need for change. Assessment is central to the current educational reform worldwide for at least three reasons. First, assessment results are relied upon to document the need for change. Second, tests are seen as critical agents of reform. Third, examination results are used to demonstrate whether change has or has not occurred. In short, educational assessments are expected not only to serve as a monitor of educational achievement, but also to be powerful tools of educational reform</p>	<p>Consequently, testing has become 'the darling of policy makers' in the USA (c.f. Madaus, 1985a, 1985b). Similar statements could have been made at various times during the past century and a half, most notably during the past century and a half, when schools were under attack and reformers sought to demonstrate the need for change (Linn, 1992). Furthermore, as has been true of previous educational reform efforts, assessment is central to the current educational reform debate for at least three reasons. First. assessment results are relied upon by governmental and educational organizations to document the need for change. Second. assessments are seen as critical agents of reform. Third. assessment results are used to demonstrate that change has or has not occurred. Cheng, 2005 p42 <i>Changing Language Teaching Through Language Testing: A Washback Study</i></p>
	<p>Consequently, testing has become 'the darling of policy makers' across the country under the educational system in the USA (see Madaus 1985a & b). Similar statements could have been made at various times during the past century and a half, most notably during periods when schools were under attack and reformers sought to demonstrate the need for change (Linn 1992). Furthermore, as has been true of previous educational reform efforts, assessment is central to the current educational reform debate for at least three reasons. First, assessment results are relied upon to document the need for change. Second, assessments are seen as critical agents of reform. Third, assessment results are used to demonstrate that change has or has not occurred. Cheng <i>The Washback Effect of</i></p>

	<p>Public Examination change on classroom teaching. PhD thesis 1997: p53</p>
	<p>Consequently, testing has become 'the darling of policy makers' across the country under the educational system in the USA (Madaus 1985a, 1985b). Similar statements could have been made at various times during the past century and a half, most notably during periods when schools were under attack and reformers sought to demonstrate the need for change (Linn, 1992). Cheng, Liying <i>Washback or Backwash: A Review of the Impact of Testing On Teaching and Learning .</i> 2000 ED 442 280</p>
<p>High-stakes testing refers to tests whose results are seen—rightly or wrongly—by students, teachers, administrators, parents, or the general public as being used to make important decisions that immediately and directly affect them. p.4</p>	<p>High-stakes testing refers to tests whose results are seen—rightly or wrongly—by students, teachers, administrators, parents, or the general public as being used to make important decisions that immediately and directly affect them.</p> <p>Cheng <i>The Washback Effect of Public Examination change on classroom teaching.</i> PhD thesis 1997: p54</p>
<p>Pressure to improve students' test scores tends to cause some teachers to neglect materials that those tests do not include. Furthermore, research has demonstrated that teachers have negative feelings about large-scale standardized testing and its potential to narrow the curriculum. In some cases, teachers tend to look at prior tests to make sure that their instruction includes all or most of the test content, and work to ensure that they cover all test objectives. p4</p>	<p>Smith et al (1990) found that pressure to improve students' test scores caused some teachers to 'neglect material that the external test does not include'. In another study, Smith (1991) commented that teachers have negative feelings about standardised testing and the danger of the narrowing of the curriculum....Teachers tend to look at prior tests to make sure that their instruction includes all or most of the test content, and plan to assure that they cover all test objectives.</p> <p>Cheng <i>The Washback Effect of Public Examination change on classroom teaching.</i> PhD thesis 1997: p54</p>
<p>The greater the consequences attached to the test, the more likely it would be to have an impact on teaching, which is what has been repeatedly discovered by washback studies around the world (Cheng, 2014). p.5</p>	<p>Romberg et al. (1989)concluded "the greater the consequences attached to the test, the more likely it would be to have an impact on teaching" (see also Alderson & Wall 1993, Wall and Alderson 1993, and Romberg, Zarinnia & Williams, 1989).</p> <p>Cheng, 2005 <i>Changing Language Teaching Through Language Testing: A Washback Study</i></p>

Romberg, Zarinnia, and Williams (1989) ...concluded (1989:4) 'the greater the consequences attached to the test, the more likely it would be to have an impact on teaching' (see also Alderson & Wall 1993).
Cheng *The Washback Effect of Public Examination change on classroom teaching*. PhD thesis 1997: p54

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