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### Learners' Vocabulary

Learning Alireza Hamzeh1 1

Department of English,  
Arak Branch, Islamic  
Azad University, Arak,  
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WRITING

PERFORMANCE OF

IRANIAN EFL

UNIVERSITY STUDENTS

ABSTRACT Because of

the complex nature of

writing as a social,

cultural and cognitive

phenomenon, and the

variety of challenges

faced by both learners

and teachers,

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## Investigating The Washback Effects Improving The ...

Washback effect refers to the impact of testing on curriculum design, teaching practices, and learning behaviors. The influences of testing can be found in the choices of learners and teachers: teachers may teach directly for specific test preparation, or learners might focus on specific aspects of language learning found in assessments.

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## **Washback effect - Wikipedia**

The influence that a test has on teaching and learning is commonly known as washback. Existing literature has acknowledged the complexity and multi-directionality of the phenomenon. This study seeks to explore the washback effect of the Malaysian University English Test



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(MUET), a high-stakes compulsory university entry test.

**Investigating the Washback Effect of the MUET as a ...**

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**The washback effect  
of EFL tests in  
Morocco:  
Investigating ...**

2. ABSTRACT. The  
influence a test has on  
teaching and learning

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is commonly referred to as the 'washback effect'. It is often argued that English examinations in Japan, which tend to be heavily grammar-orientated, have a negative washback effect on teaching and learning. The areas of writing and speaking are of particular concern as both tend to be assessed via indirect testing methods.

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...

“ Washback effect”  
refers to the influence  
that language testing  
has on curriculum  
design, teaching  
practices, and learning  
behaviors. This  
influence operates in  
ways that impact the  
choices of...

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(PDF) Washback

Effect in Teaching

English as an ...  
When focusing on the effects upon learning and teaching, evidence of washback must be sought and evaluated to make a claim about the consequential validity of the test.

According to O'Sullivan and Weir (2011, pp.21-22) the type of consequential validity is essentially derived from successful

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realization of construct validity.

### **Investigating washback to the learner from the IELTS test ...**

There have been two types of washback studies cited in the literature to date; investigating the on-going effects of established testing programmes and those looking into how changes in systems

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Learning. Hamzeh,  
Alireza. English  
Language Teaching, v9  
n12 p16-21 2016. The  
current research was  
an attempt to explore



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When focusing on the effects upon learning and teaching, evidence of washback must be sought and evaluated

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to make a claim about the consequential validity of the test.

According to O'Sullivan and Weir (2011, pp.21-22) the type of consequential validity is essentially derived from successful realization of construct validity.

### **Investigating washback to the learner from the IELTS test ...**

This study aims to

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investigate the relationship between the washback effect of IELTS test and Iranian IELTS candidates' life skills pattern as well as investigating the relationship between constructs underlying IELTS test and Iranian IELTS candidates' communicative skill viewpoints on language proficiency. The correlational research method was employed as the

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design of the study.

**Investigating the  
Relationship  
between the  
Washback Effect ...**

Investigating the  
Washback Effects of  
Task-based ... The new  
CET 4 LCS is  
introduced with the  
intention of giving  
impetus to college  
English teaching and  
improving non-English  
major college students'  
listening

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comprehension. The present study set out to investigate the washback effect of the new CET 4 LCS on language learners.

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**Kurztext** This book reports on a qualitative case study aimed at researching how students experienced the washback effects of the English

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component of the Romanian school-leaving exam. The main purpose of the research was to investigate unobservable factors which might influence the presence or absence of washback both in the students' classroom ...

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neering positive  
washback. The  
Concept of Washback  
Washback is  
conceptualized as the

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influence of tests on teaching and learning. According to Bailey (1996), washback is a multifaceted phenomenon that involves many factors including participants (students, teachers, administrators,

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