



TEFL-IP

英語教育学イニシアティヴ・プログラム開催

Language Testing Symposium 言語テストング・シンポジウム

Bringing washback into the language classroom: Connecting research and instruction

授業実践に生かす「波及効果」の研究：理論と実践の架け橋

📍 **Sophia University, Yotsuya Campus** 上智大学 四谷キャンパス

■Purpose of the Symposium シンポジウムの目的

Three decades of research into washback have yielded numerous findings that shed light on its nature. However, much of this knowledge remains confined to the research community. In light of this situation, the purpose of this symposium is to explore ways of communicating research findings on washback to a wider range of stakeholders, from policymakers to test-takers. By doing so, we aim to present knowledge on washback in practical, accessible terms, enabling all those involved in language assessment to better understand its nature and apply this understanding in their classroom practice, thereby supporting the generation of positive washback from assessments.

言語テストの波及効果(washback effects)は、この30年間にわたり研究が進められ、その本質が次第に明らかになってきました。しかし、その成果の多くは研究者の間にとどまっているのが現状です。このような状況を踏まえ、本シンポジウムでは、実証研究の成果を教育政策立案者から学習者に至るまで、より幅広い関係者に伝える方法を探ります。研究から得られた知識を実践的かつ理解しやすい形で提示し、言語評価に関わるすべての人々がその本質をより深く理解し、授業実践に活かすことを目的としています。そのうえで、テストや評価を通じて学習効果を高めるための方策を探りながら、聴衆の皆さまが教育現場で活用できる示唆を提供することを目指します。

■Program Schedule 開催日程

Day 1

November 15 (Saturday)

Venue: #10 B115

- 13:40 – 14:50** Workshop 1: What is Washback?
An Overview of Research into Washback
(**Dr. Anthony Green**, Oxford University Press)
- 14:50 – 15:20** Break
- 15:20 – 16:30** Workshop 2: Placing Washback Research within
Language Assessment and Applied Linguistics
(**Dr. Liying Cheng**, City University of Macau)
- 16:40 – 17:50** Workshop 3: Research into Washback: Past,
Present, and Future (**Dr. Dina Tsagari**, Oslo
Metropolitan University)

Application

You can apply using this QR code
こちらのQRコードから
お申し込みできます



Day 2

November 16 (Sunday)

Venue: #2 410

- 13:00 – 13:05** Opening Remarks
- 13:05 – 14:05** Validation and Consequences of Language
Assessment: Implications for Teachers and
Policymakers (**Dr. Liying Cheng**)
- 14:05 – 15:05** A Model of Washback for Language Teachers
and Researchers Beyond Language Assessment
(**Dr. Anthony Green**)
- 15:05 – 15:15** Break
- 15:15 – 16:15** Looking into the Complex Nature of Washback:
Test-Takers' Perspectives (**Dr. Dina Tsagari**)
- 16:15 – 17:05** How to Explore Washback: Teachers'
Perspectives (**Dr. Takanori Sato**, Sophia
University)
- 17:05 – 17:55** Expanding the Scope of Washback Research:
Recent Developments and Future Directions
(**Dr. David Allen**, Ochanomizu University)
- 18:00 – 18:45** Networking Session
- 18:45** Closing Remarks

Dr. Liying Cheng



Liying Cheng (PhD) is Professor and Dean, School of Education, the City University of Macau. Prior to joining the City University of Macau, she has been Professor and Director of Assessment and Evaluation Group at the Faculty of Education, Queen's University, Ontario, Canada. Her seminal research on washback illustrates the global impact of large-scale testing on instruction, and the relationships between assessment and instruction. Dr. Cheng focuses her research on using assessment to support student learning and teacher teaching involving linguistically and culturally diverse peoples around the world.

Washback, the influence of assessment (testing) on teaching and learning, has been an educational phenomenon persistently studied through many perspectives in the field of language assessment. Since the seminal work of Alderson & Wall (1993) posing the question of – does washback exist, a large persistent amount of washback studies have been conducted around the world. My first talk on “Placing Washback Research within Language Assessment and Applied Linguistics” will discuss how washback has been used to influence language teaching and learning (washback on aspects of teaching and learning) whereas my second talk will focus on “Validation and Consequences of Language Assessment: Implications for Teachers and Policymakers” (washback on various stakeholders).

Dr. Anthony Green



Professor Anthony Green, is Director of Research at Oxford University Press. He holds Master's degrees from the Universities of Southampton and Reading, a PGCE, and a PhD in Language Assessment from the University of Surrey. Before joining OUP, he was Professor of Language Assessment and Director of the Centre for Language Learning and Assessment at the University of Bedfordshire. Among his many research publications, he has authored four monographs "L2 Writing: An evolutionary perspective" (Palgrave), "Exploring Language Assessment and Testing" (Routledge), "Language Functions Revisited" and "IELTS Washback in Context" (both Cambridge University Press).

This presentation introduces an expanded model of washback designed for language teachers and researchers working both within and beyond formal assessment contexts. Building on established frameworks, it integrates insights from innovation theory, motivation research, and sociocultural perspectives to explain how assessments influence – and are influenced by – teaching, learning, and wider educational practices. The model emphasizes participant perceptions, contextual resources, and the dynamic interplay between intended and unintended effects. Practical applications will be illustrated, showing how the model can guide assessment design, classroom practice, and policy evaluation to foster positive, equitable, and sustainable educational change.

Dr. Dina Tsagari



Dina Tsagari, PhD, is a Professor, Department of Primary and Secondary Teacher Education, Oslo Metropolitan University (OsloMet), Norway. She has also worked for the University of Cyprus, Greek Open University and Polytechnic University of Hong Kong. Her research interests include language testing and assessment, materials design and evaluation, differentiated instruction, multilingualism, distance education, learning difficulties and inclusive education. She is the editor and author of numerous books, journal papers, book chapters, project reports etc. She coordinates research groups, e.g., CBLA SIG – EALTA, EnA OsloMet and is involved in several EU-funded and other research projects

Research into Washback: Past, Present, and Future

This presentation discusses methodological challenges and theoretical debates while exploring new assessment contexts, multilingual testing, and technology. Future directions highlight links between washback, educational policy, teacher development, and assessment literacy to advance understanding of test impact.

Looking into the Complex Nature of Washback: Test-Takers' Perspectives

This workshop examines how high-stakes language tests affect learners' motivation, strategies, and classroom experiences from students' perspectives drawing on international research. The session concludes by promoting learner-centered assessment approaches to foster fairer, more equitable, and meaningful testing practices.

Dr. David Allen



David Allen is Associate Professor at Ochanomizu University in Tokyo, Japan, where he teaches language, pedagogy, and applied linguistics-related courses at undergraduate and graduate levels. He has studied washback for over a decade and his research has been funded by the British Council, Cambridge University Press and Assessment, and the Eiken Foundation of Japan. His research has appeared in *Language Testing*, *Language Assessment Quarterly*, *Language Testing in Asia*, *JLTA Journal*, *IELTS Partnership Research Papers* and *British Council ARAGs Research Reports*. He is the editor of a new washback volume, *Washback research in language assessment: Fundamentals and contexts* (2025, Routledge).

In this presentation I describe the conception and content of the new edited volume, *Washback research in language assessment: Fundamentals and contexts* (2025, Routledge). I discuss the expanding notion of washback, which is conceived as an interaction between tests and mediating factors, and its place in the sociocognitive framework of test validation. I further discuss the expanding scope of washback research in terms of research designs and the many (often woefully under-researched) contexts in which washback arises, including mainstream and shadow education; standards-based assessment; formative/alternative and multilingual assessment; proficiency testing for migration and specific purposes; and technology-facilitated assessment.

Dr. Takanori Sato



Takanori Sato is an Associate Professor at the Center for Language Education and Research (CLER), Sophia University, Japan. He earned his Ph.D. in Linguistics from the University of Melbourne in 2014 and has over ten years of experience teaching English for Academic Purposes in Japan. His research focuses on second language assessment, critical thinking, CLIL, English as a lingua franca, and washback. His studies include investigations of Japanese high school students' English learning behavior during test preparation (*Papers in Language Testing and Assessment*, 2019) and test-takers' perceptions of high-stakes test constructs (*Language Testing in Asia*, 2015).

This presentation examines methods for investigating the washback effects of tests on teachers' pedagogical practices. I will outline commonly used data collection and analysis approaches for exploring the nature of washback and the factors that influence it, illustrated with concrete research examples. The presentation will also highlight practical approaches that teachers can apply in action research. Such methods not only allow teachers to examine washback in their own classrooms but also provide opportunities to reflect on practice and pursue more desirable forms of teaching that support students' future learning.



■Access Map アクセスマップ



■About the Event 開催概要

Organizer:

Humanities and Social Sciences Network-Based Graduate Education Program

Co-organizers:

Sophia University, Graduate School of Languages and Linguistics
Sophia Linguistic Institute for International Communication (SOLIFIC)

Venue: Sophia University Yotsuya Campus

Format: In-person

Humanities and Social Sciences Network-Based Graduate Education Program, **Teaching English as a Foreign Language Initiative Program**, led by Tokyo University of Foreign Studies in collaboration with the University of Tsukuba and Sophia University, aims to cultivate professionals in the specialized field of English language education at the graduate level. As part of this initiative, the present program is designed not only to promote expertise in the practice of language education assessment and testing, but also to foster researchers capable of conducting empirical studies, including investigations of effectiveness.

主催: 人文・社会科学系ネットワーク型大学院構築事業

共催: 上智大学言語科学研究科・

上智大学国際言語情報研究所

会場: 上智大学四ツ谷キャンパス

開催方式: 対面

人文・社会科学系ネットワーク型大学院構築事業**英語教育学イニシアティヴ・プログラム(TEFL-IP)**は東京外国語大学を主幹校とし、筑波大学、上智大学との3大学において大学院教育における専門領域としての英語教育学のプロフェッショナル養成することを目標と掲げています。本企画はTEFL-IPの一貫として言語教育評価・テストの実践のみならず、効果検証等実証研究ができる研究者の養成を目的として開催するものです。