Title of Project:
Washback Effect of Classroom-Based
Assessment from Learners' Perspectives

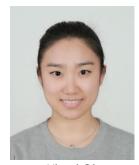**Researcher:**
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TIRF Research Topic Investigated:
Language Assessment

Project Summary:
The influence of testing on the process of teaching and learning (washback effect) has been recognized in the fields of both general education and language education (Chapman & Snyder, 2000; Frederiksen & Collins, 1989; Heyneman, 1987; Madaus, 1988; Pearson, 1988; Popham, 1987; Wall, 1996, 2000; Wall & Alderson, 1993). The majority of washback studies have focused on the effect of large-scale high-stakes tests on different areas of teaching and learning. In addition, compared with the large number of washback studies that focus on teachers and their teaching practice, research from learners' perspectives is scarce (Cheng 2008; Spratt, 2005; Wall, 2000; Watanabe, 2004). More importantly, there has been little investigation into the effect of classroom-based assessment on instructional and learning practices (Muñoz & Álvarez, 2009; Yu, 2010).

However, classroom-based assessments (CBA) have long played a critical role in the pedagogical practices and learning processes of both second language educators and learners. As a response, therefore, this study seeks to (1) investigate the prevalent types of CBA in college-level English language classrooms, and (2) examine how they might affect L2 learning from learners' perspectives. A mixed-methods sequential explanatory design will be adopted in this study. Data will be collected through surveys, classroom observations, and interviews at various points in a semester at the English Language Center in a University in Macau. Besides providing a mind map for future studies of washback effect of classroom-based assessment, this project will also bring some pedagogical implications in the context of university-level language classes.