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| 論文の英文要旨 | |
| 論文題目 | Washback Effects of University Entrance Examination Writing Tasks on Learning and Teaching |
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In this globalized society, various skills such as communicating in English, critical thinking, and problem solving are becoming requisite. According to the results of the Programme for International Student Assessment (PISA) by the Organisation for Economic Co-operation and Development (OECD) and the national survey of students by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japanese children lack the skills to express their opinions and solve problems using information. Based on these results, the Course of Study has been revised. Furthermore, in the context of English education in Japan, reforming the selection methods of university entrance examinations is a pressing agenda, as are other issues such as improving teaching methodology or teacher training. This is because university entrance examinations have a powerful impact on learning and teaching at senior high schools, and, while acquiring the ability to use or express oneself in English has become mandatory due to the progress of globalization in recent years, not all test items are necessarily designed to measure students' productive (speaking and writing) skills. This study focuses on those items that measure writing ability and investigates the washback effects of free-composition tasks in university entrance examinations on learning and teaching.

Tests have more influence on teaching contents than on teaching methods, and teachers approach the same test differently. However, this phenomenon is a result of the

complex interaction of multiple factors such as the features and stakes of the test, the people who are involved in the test, the school environment, and the educational system. In other words, the effects of a test depend strongly on context. As past studies show, it is expected that unpredicted washback effects are found in the context of university entrance examination in Japan.

In this thesis, the positive and negative washback effects of writing tasks in university entrance examinations were predicted based on the model of Green (2007). Subsequently, the predicted effects were compared with the actual learning and teaching. In order to accomplish these objectives, three studies were administered.

In the first study, university entrance examination writing tasks were analyzed and compared with the Ministry's curriculum guideline. Two hundred and thirty-nine university entrance examinations administered at 177 universities in the fiscal year 2007 were analyzed. Following on from these results, seven washback effects were predicted. One positive washback effect on learning was promoting examinees who take exams containing writing tasks. All other predicted effects were negative. The tasks teachers use in *Writing* class would be an argumentative essay that does not have a specific reader, and integrated writing tasks would not be used.

In the second study, 33 freshmen in two universities (A and B) whose entrance examinations contained writing tasks were interviewed, and 119 freshmen in university A answered a questionnaire. The interview and questionnaire questions included the time when examinees started to study for the university entrance examinations and the method they use to study for writing tasks. As a result, one of the predicted washback effects, "promoting learning of examinees who take exams containing writing tasks," was supported. Most participants started preparing for the examinations in the 3rd grade but the season in which they started varied. They studied at cram schools or in supplementary classes at their high school, as well as at their house. They tended to carry out writing tasks and ask their teachers to correct their products, but no other ways of practicing writing were undertaken in order to improve their writing skills.

In the third study, 129 English teachers from 33 senior high schools answered the questionnaire. The questionnaire items were set to find out what kind of materials the

teachers used in class, what teachers did to prepare for university entrance examination writing tasks, what writing scoring rubrics were supposed, and how teachers corrected their students' writing products for university entrance examination. The results of the questionnaire revealed that, although many teachers had few opportunities to give instructions on writing tasks as previously predicted, some took time to teach students how to work on these writing tasks. The former teachers tend to focus on grammar and vocabulary instead.

Based on the results of the three studies, factors affecting the washback effects were suggested. As one test factor, a small number of writing tasks in entrance examinations affected teaching, but the effects of some features such as genres and rhetorical patterns were not proved. In addition, it could be inferred that scoring rubrics will change teaching if they are unveiled. One prestige factor, test stakes, strongly affected learning and teaching, but some people learn or teach differently. This means that other factors have stronger effects. As for examinees' personal factors, motivation and life events were related to their learning. Some of them prepared for the examinations over a longer period than others did and tried various methods of writing compositions. Moreover, many examinees started the preparation during summer vacation or when they had finished club activities, and some returnees did not prepare at all. As for teachers' personal factors, interpretation of the university entrance examinations and decisions were related to teaching. Teachers have to decide on various topics to teach based on factors such as their analysis of the university entrance examinations, students' situations and competence, and school policy. Moreover, micro and macro-context factors such as school policy and the university entrance examination system in Japan create more complex washback effects.

Subsequent to the three studies, the washback model of Green (2007) was revised. In adapting this model, which pointed to the washback effects created by the overlap of focal construct and what is actually tested, the washback effect of participants' view of the test was added. Participants come to possess an estimation of the test that they are aiming to take by analyzing samples or past tests and making guesses about test information that is not open to public. This affects teaching and learning. Furthermore, it

is suggested that mediators such as other teachers and publishers also shape the image of tests.

In order to achieve beneficial washback effects, three improvements are suggested for creating university original entrance examinations. These are to measure writing ability by administering free-composition tasks, to create a clear test specification for these tasks and make them accessible to the public, and to administer more than one writing task with differing conditions in terms of given information, genres, and readers. It is expected that these changes would encourage teaching, which would satisfy the aim of the Ministry's curriculum guideline.