

<b>Title</b>	Analyzing and Integrating the SLEP into the ECA Curriculum
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# Analyzing and Integrating the SLEP into the ECA Curriculum

Mehran Sabet, Kent Hill

Standardized tests have typically focused on the measurement of individual knowledge and skill and in some institutions they have been used as placement tests. At Seigakuin University, all the incoming freshmen take the SLEP standardized test in order to be placed at appropriate levels and they are given the same test at the end of the year to measure progress made in their overall English ability. At Seigakuin, the administrators and teachers felt that they might achieve more favorable results and assess more than individual knowledge if they integrate the test into their curriculum.

The presenters started by stating that the ability to integrate standardized assessment into the curriculum requires: (a) a sound understanding of key concepts in second language assessment, (b) the ability to critically evaluate existing assessments, and (c) the capacity to design or adapt assessment instruments for particular teaching contexts. According to them, another concern with integration is the effect of a test or assessment framework on pedagogy, in other words, positive washback. Positive washback occurs when a particular testing or assessment requirement leads to teaching practices that promote and broaden learning.

Next, the presenters analyzed each section of the SLEP test and its content, language focus, vocabulary, grammar, types of questions, and the scoring system. However, the main focus of research presented was to investigate how the SLEP test can be dynamically integrated into the curriculum and whether introduction of test-taking strategies can improve students' post-test scores.

Therefore, Hill and Sabet suggested that integration of the test may be most effective with the following sequence of instruction:

- Vocabulary practice in the form of worksheets
- Reading practice
- Dynamic short dialog practice
- Dynamic speaking assessments based on the short dialogs
- Dynamic extended listening practice
- Test-taking strategies and tips
- A practice SLEP

A variety of exercises and activities focusing on the above points were introduced in some of the classes. Because the posttest SLEP scores were not available at the time of the presentation, the results of integration could not be verified or reported.

However, since the integration of the pre/posttests with dynamic speaking assessment in previous studies showed significant increases in scores, it was hoped that the same results could be achieved with the integration of the SLEP test into the ECA curriculum. The presenters concluded that the analysis of the SLEP has been useful for developing materials to integrate it into their curriculum. They also argued that through the process of integration as well as use of test-taking strategies learners seem to be more motivated and confident in taking standardized tests.

以上は第5回英語教育研究会（参加者14名）における講演の要旨である。

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(2010年2月8日、聖学院生涯学習センター)



第5回英語教育研究会 14名の参加があった。

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月曜日～金曜日 10:00～17:00

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毎月第1・第3月曜日

A 10:30～10:50

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