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The Impact Study of
Hong Kong English Assessment Reform

香港中学英语改革 对于学生的影响研究

高满满 著

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内 容 简 介

本书针对香港考试体系改革中新增部分——由老师组织并评分的“两年多考”的校本评述,研究其对学生态度和焦虑两个因素的影响。书中采用混合研究方法,对香港7所中学500余名中学生进行问卷调查,并在3所学校进行个案研究,深入探究校本评核对学生的影响及其形成机制,尤其是评核本身形成性和终结性双重身份之间的冲突在考试影响中的作用。

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Preface

The Hong Kong SAR has undergone significant assessment and examination reform in recent years. Firstly, it has reduced the two public exams, i.e., HKCEE (Hong Kong Certificate of Education Examination) and HKALE (Hong Kong Advanced Level Examination) to one only, HKDSE (Hong Kong Diploma of Secondary Education Examination). Secondly, it has incorporated what it has termed school-based assessment into its high-stake public exams based on Assessment for Learning paradigm. In this book, Dr. Gao Manman makes visible to readers how the tensions between Assessment for Learning and the kind of examination culture famously found in many Asian countries and regions, including Japan, Mainland China and Hong Kong SAR are manifested in teachers' implementation of SBA, and in turn how this change impacts on students.

In Mainland China too, secondary school students' academic life is determined by one examination—gao kao, which has exerted powerful washback on teaching and learning and teachers and learners. Mainland China is now planning a major reform of its assessment and examination system, aiming to build a more flexible and comprehensive system. In the English subject exam, instead of taking a single English test at the end of their three-years of secondary school, there are plans to develop tests targeted to different types of students, and chances for students to re-take the tests. While this is only a very modest change, it moves in a promising direction.

English Language school-based assessment, as developed by the team at the University of Hong Kong between 2006–2011, provides multiple opportunities to assess students' oral English proficiency in ways that

are not possible through traditional formal exams. More than that, it embraces some unique features of Assessment for Learning: it is teacher-mediated, dynamic, and interactive, which to a large extent challenges the implicit examination beliefs and practices of Hong Kong teachers and students.

As a student from Mainland China, Manman spent four years studying for a PhD at the University of Hong Kong, where she assisted the School-based Assessment team, collected quantitative data in seven schools and did case study in three schools. This book is the fruit of her research, and examines the impact of SBA on students' attitudes towards SBA and explicates what factors cause this impact. Having explained the concepts and principles underpinning SBA within the AfL paradigm, it explores how it is mediated and even distorted in specific school contexts, the influences of and impact on different stakeholders and its impact on the ultimate stakeholders—students.

This book will provide interesting and valuable information for Chinese and East Asian scholars in the fields of testing and assessment and more broadly will be of interest to teacher educators and policy-makers, encouraging them to explore the possibilities of such examination reform in their own context. The focus of this book might be on Hong Kong SAR, but the empirical research findings in Hong Kong offer significant insights for the reform of examinations in Mainland China, as it discusses what kind of reform works in the strong examination culture of China, and suggests how to make the reform work best.

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Abbreviations Used in the Book

CMI	Chinese as Medium of Instruction
EMI	English as Medium of Instruction
ERS	Extensive Reading Scheme
FA	Formative Assessment
GI	Group Interaction
HKALE	Hong Kong Advanced Level Examination
HKCEE	Hong Kong Certificate of Education Examination
HKDSE	Hong Kong Diploma of Secondary Education
HKEAA	Hong Kong Examinations and Assessment Authority
IP	Individual Presentation
MOI	Medium of Instruction
SA	Summative Assessment
SBA	School-based Assessment
TBA	Teacher-based Assessment
TOC	Target Oriented Curriculum

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