Test Preparation: Does It Enhance Test Performance And English Language Proficiency?

Conference presentations
[Listed sequentially by time
*underlined names are graduate students as part of the research team)


How Does Test Preparation Work?

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Conference presentations (Continued)


Hong, W., Ma, J., & Cheng, L. (March, 2013). English Language Learning through TOEFL iBT Preparation. Paper presented at TESOL Convention, Dallas Texas USA.


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(continued)
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Messick (1982) classified test preparation (coaching) into three possible ways that might move a student from inadmissible to admissible status in term of test scores.

Type A test preparation effect derives from enhanced test-taking sophistication or reduced test anxiety through reducing construct-irrelevant variance thus improving the accuracy of target construct measurement and is beneficial to construct validity.

Type B test preparation effect reflect genuine improvements in the intended constructs of the tests and thus poses no harm to construct validity.

Type C effects derive from test-taking stratagems and answer-selection tricks, resulting in increased test scores that are inaccurately higher than the student ability, therefore harmful for score validity.

"Types A and B, if realized, should enhance both student performance and test validity while type C should be only incidental with professionally made tests" (Messick, 1982, p. 88).


Messick (1982, p. 88)